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A STUDY OF INTELLIGENCE IN GOVERNMENT AND PRIVATE SCHOOL STUDENTS



Mr. Saleem Ahmed¹ and Dr. Prasamita Mohanty²

¹Research Scholar, Deptt. of Education, Nims University, Rajasthan & Asst, Professor, MAMTTC, Jodhpur, Rajasthan.

²Associate Professor , CSSEIP , BBAU , Lucknow.

ABSTRACT:

The present examination was embraced to research Intelligence between Government and Private school understudies. Intelligence was dealt with as dependent variable while Government and Private school were dealt with as independent. Descriptive survey method was utilized for the present investigation. An example of 200 secondary school understudies considering in 10 th class in District Jodhpur was chosen through random sampling method. General Mental Ability test is reconsidered by Dr. S. Jalota's (1976) GMAT would be utilized to gauge mental capacity of the understudies. Measurable strategies like Mean, S.D. furthermore, t-test were utilized to discover the distinction of Intelligence between Government and Private school understudies. The findings of the investigation uncovered that female understudies are observed to be more sincerely wise than male understudies. It was additionally uncovered that understudies having a place with urban region and Private school understudies are more intelligent than their partners.

KEY WORDS: Emotional Intelligence, Government and Private School.

INTRODUCTION:

In this period of globalization and innovative upheaval, education is considered as an initial step for each human movement. It guarantees the securing of learning and aptitudes that empower people to expand their profitability what's more, enhance their quality in the field of education. Instruction might be characterized as an efficient procedure of deciding the degree to which instructional targets are accomplished. Its main role is to encourage and advance the fullest individual self-acknowledgment for all individuals. Accomplishing this objective requires comprehension of responsibility regarding the recommendation that education is an essential instrument for social and monetary headway of human welfare.

Education is a procedure of human edification and strengthening for the accomplishment of a superior and higher personal satisfaction. In spite of the fact that training builds up the individual like a flower which disseminates its aroma everywhere the earth and drags a man from dimness, neediness and hopelessness by building up his singularity in every one of its viewpoints, yet enthusiastic perspective plays a huge part in managing and coordinating our conduct. Feelings are available in each action of individual. They are prime movers of thought and direct. They assume vital part in influencing physical wellbeing, mental health, social life, character, learning procedure and region of modification. At the point when our sentiments end up noticeably extraordinary and energized, they progress toward becoming feeling. These are feelings which specifically influence one's everyday life. As to advancement of feelings in the people, it might be credited to the procedure of common development and advancement and learning. The advancement of feelings or passionate conduct, alluring or undesirable is truth be told, completely learned or procured through involvement.

Intelligence, the dictionary says, is "the capacity to acquire and apply knowledge." A number of definitions have been evolved by psychologists according to their own concept of the term intelligence. Being dissatisfied by the number of definitions and their interpretation, Boring defined "Intelligence is what intelligence tests test." All the definitions have been systematized by Vernon and Freeman. Let us examine the classification of the definitions of intelligence done by these psychologists. Some of the definitions of intelligence are:-

According to Woodworth and Marquis; "Intelligence means intellect put to use of intellectual abilities for handling a situation or accomplishing any task."

According to Stern; "Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is general mental adaptability to new problems and conditions of life."

According to Terman; "An individual is proportion as he is able to carry on abstract thinking."

It is acknowledged by all teachers that one of the most important single variable which affects schooling is the quality of behavior called intelligence. The term intelligence is unclear and ambiguous in its meaning.

Psychologists have been explain the term in various ways and are in dissent on the meaning of the term intelligence.

Each kid is conceived with some scholarly potential which develops and creates with the assistance of development and encounters. Correspondingly one is moreover conceived with some natural enthusiastic knowledge as far as one's level of emotional Intelligence, memory, processing and passionate learning capacity which empowers him to comprehend feelings, overseeing feelings, seeing feelings and thinking feelings. This potential is at risk to be created or harmed because of one's encounters. The distinction here is between the advancement example of inborn passionate

knowledge and general insight because of development also, encounters. Where general insight is by and large not subjected to decay or harm with life encounters, the passionate knowledge can be either created or annihilated relying on the sort of ecological encounters one gets in one's future life.

The premise of which they are sectioned great canny or moderate which therefore chooses their destiny, and want of their folks to climb the step of achievement in the field of instruction. Schools educators and guardians invest a ton of energy and endeavor endeavors for helping understudies to accomplish higher position in the academic attempt. The individuals who have high competency can perceive feelings and influence others sentiments, when contrasted with the individuals who have less capacity. They standardize their feelings and can perform better in association.

Many researches have been led in the region of passionate Intelligence regarding certain statistic factors. Huge contrast was found between boys and girls with respect to their Intelligence.

Carysi, 2001, Herbert and Stipek, (2005; Subramanyam and Rao, 2008. Rode (2007) revealed "that individuals with high emotional intelligence perform better academically".

Nariman, Taklavi and Siahpoh 2009 showed "that mean score of leadership tendency and emotional intelligence among girl students was higher than that of boy students".

Tariq, IqbalMajoka and Hussain 2011 revealed that "university students considered themselves to be fairly aware of their emotional self-awareness, as slightly intelligent in managing emotions, as fairly intelligent in reading emotions and as moderately intelligent in handling emotions".

Malav 2012 observed "that the level of emotional intelligence of standard twelfth students was moderate. Significant differences were found in emotional intelligence of standard twelfth students with regard to gender and area".

VARIABLES:

In the present research, Government and Private were treated as independent variables whereas intelligence was treated as dependent variable.

OBJECTIVE OF THE STUDY:

1. To study about with respect to Intelligence of students Government and Private School.
2. To study respect to intelligence of urban and rural students.
3. To study regarding intelligence of male and female students.

HYPOTHESIS:

1. There is no significant difference in the intelligence of understudies contemplating in Government and Private schools.
2. There is no significant difference in the intelligence of school understudies having a place with urban and rustic territory.
3. There is no significant difference in the intelligence of male and female school understudies.

METHODOLOGY:

In the present investigation, elucidating study strategy was utilized to examine Intelligence between school understudies in connection to sort of school, region and sexual orientation.

SAMPLE:

In the present study, random sampling technique was used to select the sample of 200 school students of 10th class studying in government and private schools affiliated to Rajasthan Board of

Secondary Education in Jodhpur District.

Table I: Layout of the sample

Locality	Govt. School Boys	Govt. School Girls	Private School Boys	Private School Girls	Total
Urban	20	30	20	30	100
Rural	20	30	20	30	100
	40	60	40	60	200

TOOLS USED:

To measure intelligence of the subjects in the sample, the investigator used Hindi version of General Mental Ability Test constructed and standardized by Dr. S. Jalota (Revised Test 72) in 1976.

It is a verbal test implied for teenagers examining in schools. By this test we can gauge the knowledge of a gathering and order insightful, normal and dull gatherings. The test contains of 100 inquiries spread more than 5 sheets and is a gathering test. Each inquiry is a various decision sort with five options. The test has five separate classes of 20 undertakings vocabulary, arrangement, number arrangement, analogies and thinking. The things are blended. The reactions are to be given by the subjects on the different answer sheets. The test is to be done by the student inside twenty minutes. The reliability coefficients were found between 0.879 to 0.979. The validity of the revised test (1972) has been reported on the basis of a factor analysis of the inter-element scores, which gave a pattern of three centroid factors.

STATISTICAL TECHNIQUES USED:

Means, S.D. and t-test were employed to compare intelligence between Government and private School students.

RESULTS AND DISCUSSION:

To study about with respect to Intelligence of students Government and Private School. To achieve the objective of the study, the data were subjected to t-values for the mean scores of emotional intelligence with respect to type of school, locality and gender (Table II).

Table II 't' values of Government and Private School students with respect of Intelligence

Students	Number (N)	Mean	S.D.	't' values	Level of Significant at 0.05
Govt.	100	54.00	22.97	3.01	Significant
Private	100	56.25	21.11		
Urban	100	56.01	20.27	2.15	Significant
Rural	100	55.15	23.14		
Boys	80	65.02	31.76	5.16	Significant
Girls	120	75.07	42.76		

1.The analysis of above data shown the marks obtained by the Govt. and Private school Students. According to statistics, the Mean of Govt. and Private School Student is 108.0 and 112.5 and Standard Deviation of both groups is 22.97 and 21.11.

Table II revealed that the t-value (3.01) for the mean scores of intelligence among government

and private school students is found to be significant at 0.01 level. So, the null hypothesis, 'there is no significant difference in the intelligence of school students studying in government and private schools'.

2.The analysis of above data shown the marks obtained by the urban and rural Students. According to statistics, the Mean of urban and rural School Student is 112.5 and 110.03 and Standard Deviation of both groups is 20.27 and 23.14.

Table II revealed that the t-value (2.15) for the mean scores of intelligence among urban and rural school students is found to be significant at 0.01 level. So, the null hypothesis, 'there is no significant difference in the intelligence of school students studying in urban and rural schools'.

3.The analysis of above data shown the marks obtained by the Boys and Girls Students. According to statistics, the Mean of Boys and Girls School Student is 130.05 and 150.15 and Standard Deviation of both groups is 31.76 and 42.76.

Table II revealed that the t-value (5.16) for the mean scores of intelligence among Boys and Girls school students is found to be significant at 0.01 level. So, the null hypothesis, 'there is no significant difference in the intelligence of school students of Boys and Girls. In the context of mean scores, female students are found having greater mean scores (150.15) than male students. It means that female students are more intelligent than their counterparts

FINDINGS OF THE STUDY:

- 1.Private schools students are found to be more intelligent than government schools students.
- 2.Students belonging to urban area are found to be more intelligent than rural area students.
- 3.Female students are found to be more intelligent than male students.

The present investigation announced that private school understudies, students having a place with urban zone and female understudies are candidly more astute than their partners. All students vary rationally, candidly What's more, physically. Some of them are in reverse in considers, while some of them are extremely prevalent. Keeping in mind the end goal to create enthusiastic knowledge level of understudies there should be positive devices of discipline. i.e. Innovative and constructive.Students ought to be made in charge of dealing with their own undertakings to the extent it is conceivable. The mean scores of Intelligence of private school understudies are more remarkable than their partners. So it is recommended that executives and educators ought to enhance the strategies for educating in government schools. Strategies for educating can go a long path in bringing back enthusiastic security for some kids. Instructive work can without much of a stretch be transformed into play and after that it will be energizing, great also, in the meantime more educational.

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