



A Study on the Intelligence of Navodaya Vidyalaya Students in Relation to Parental Involvement

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ABSTRACT

Intelligence can be measure by use of several devices have been developed in this context. Parental involvement effects child's whole personality. Parental involvement includes several different forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations. The study was conducted with the 200 students of Senior Secondary class (male and female) from Navodaya Vidyalaya selected randomly from two Districts. Standardize Tool was used for data collection. Findings portraits that there exists no significant relationship between Intelligence and Parental Involvement, there was significant difference in Intelligence of boys and girls having high Parental Involvement, no significant difference in Intelligence of boys and girls having low Parental Involvement, no significant difference in Intelligence of arts and science group students having high Parental Involvement and significant difference found in Intelligence of arts and science group students having low Parental Involvement.

KEYWORDS :

Introduction

Intelligence is "the capacity to accumulate knowledge and put it into use. The term 'intelligence' refers to individuals ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by careful thought. According to **Stern (1914)**, "Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adaptability to new problems and conditions of life". All normal human beings possess these eight intelligences viz. linguistic, logical – mathematical, visual/spatial, bodily – kinesthetic, musical/rhythmic, interpersonal and intrapersonal intelligence. The intelligences tend to work together in complex ways and there are many ways to be smart within each intelligence. Intelligence can be measure by use of several devices have been developed in this context. Psychologists have made tests for measure intelligence.

Parental involvement effects child's whole personality. Families provide both our initial social relationship and settings for most of our learning about persons, situations and skills. This early learning is highly influential. Parental involvement includes several different forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations. They can became more involved in helping their children to improve their school performance - providing encouragement, arranging for appropriate study time and space, modeling desired behaviour, monitoring home work and actively tutoring their children at home.

Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully. Her work also describe the challenges inherent in fostering each type of parent involvement as well as the expected results of implementing them for students, parents and teachers. (Epstein's framework of six types of involvement) :1.Parentin 2.Communicating 3.Volunteering 4.Learning at home 5.Decision Making 6.Collaborating with community

Parental Involvement is a great significance in developing psychological as well as academic behavior of child. It is important, however, to recognize the nature of the interrelationships between family background characteristics and more refined family influences because parent-child interactions are the forces that lead to academic performance. Hence the present study aims to find out the **Intelligence of Navodaya Vidyalaya Students in Relation to Parental Involvement with the following objectives:** To study the intelligence of Navodaya Vidyalaya

students in relation to parental involvement, To study the intelligence of Navodaya Vidyalaya students in relation to gender and parental involvement level, To study the intelligence of Navodaya Vidyalaya students in relation to streams (science and arts group) and parental involvement level.

Methodology

SAMPLE

The present study was conducted with the 10+1 and 10+2 class 200 students from Navodaya Vidyalaya selected randomly from Sri Muktsar Sahib and Bathinda Districts. Out of 200 students, there were 100 male students and 100 female students. Group Test of Intelligence (GGTI) developed by Dr. G. C. Ahuja, for Academic Achievement, marks obtained by students in their previous class, Parent Involvement Scale by Sangeeta Trama (1998) were used as a tool of data collection. Descriptive Statistics such as mean, median, mode and standard deviation was used, t-test was used to find out the significance of difference between means, Karl Pearson's product moment correlation method was used to find out the correlation between intelligence, Academic Achievement and Parental Involvement and Kelly's Method was employed.

ANALYSIS AND INTERPRETATION OF DATA

HYPOTHESIS 1:

"There exists significant relationship between Intelligence and Parental Involvement."

TABLE - 1 Showing the Correlation Coefficient of Intelligence and Parental Involvement

Category	N	R	Significant
Intelligence	200	0.10	Not Significant
Parental Involvement	200		

It is observed from the table 1 that the value of $r = 0.10$ is less than the Correlation Coefficient value at .05 level of significance and at .01 level of significance. Hence, the hypothesis "there exists significant relationship between Intelligence and Parental Involvement" is rejected.

HYPOTHESIS 2:

"There will be no significant difference between Intelligence of boys and girls having high Parental Involvement."

TABLE – 2: Showing the mean score of Intelligence of boys and girls having high Parental Involvement

Category	N	Mean	SD	t-value	Significant
Boys having high Parental Involvement	23	68.30	18.96	4.87	Significant
Girls having high Parental Involvement	31	90.64	12.06		

It is observed from table 2 that the computed t value 4.87 is greater than the Critical value at .05 level of significance and at .01 level of significance. Consequently, the null Hypothesis H_3 is rejected. Hence the results indicate that there is significant difference in Intelligence of boys and girls having high Parental Involvement.

HYPOTHESIS 3:

"There will be no significant difference between Intelligence of boys and girls having low Parental Involvement."

TABLE-3: Showing mean score of Intelligence of boys and girls having low Parental Involvement

Category	N	Mean	SD	t-value	Significant
Boys having low Parental Involvement	31	74.70	15.17	1.44	Not Significant
Girls having low Parental Involvement	23	80.17	10.52		

It is observed from table 3 that the computed t value 1.44 is less than the Critical value at .05 level of significance and at .01 level of significance. Consequently, the null Hypothesis H_4 is accepted. Hence the results indicate that there is no significant difference in Intelligence of boys and girls having low Parental Involvement.

HYPOTHESIS 4:

"There will be no significant difference between Intelligence of arts and science group students having high Parental Involvement."

TABLE-4: Showing mean score of Intelligence of arts and science group students having high Parental Involvement

Category	N	Mean	SD	t-value	Significant
Arts students having high Parental Involvement	31	80.16	20.80	0.40	Not Significant
Science students having high Parental Involvement	23	82.43	15.83		

It is observed from table 4 that the computed t value 0.40 is less than the Critical value at .05 level of significance and at .01 level of significance. Consequently, the null Hypothesis H_5 is accepted. Hence the results indicate that there is no significant difference in Intelligence of arts and science group students having high Parental Involvement.

HYPOTHESIS 5:

"There will be no significant difference between Intelligence of arts and science group students having low Parental Involvement."

TABLE-5: Showing mean score of Intelligence of arts and science group students having low Parental Involvement

Category	N	Mean	SD	t-value	Significant
Arts students having low Parental Involvement	27	72.26	15.33	10.30	Significant
Science students having low Parental Involvement	27	81.81	10.42		

It is observed from table 5 that the computed t value 10.30 is greater than the Critical value at .05 level of significance and at .01 level of significance. Consequently, the null Hypothesis H_6 is rejected. Hence the results indicate that there is significant difference in Intelligence of arts and science group students having low Parental Involvement.

Conclusion

Findings show that parental involvement and intelligence are positively correlated. There exists significant difference between intelligence of boys and girls having high parental involvement. There was no statistically significant difference between intelligence of boys and girls having low parental involvement. There was no statistically significant difference between intelligence of arts and science group students of Navodaya Vidyalaya having high parental involvement. There exists significant difference between intelligence of arts and science group students of Navodaya Vidyalaya having low parental involvement.

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