



## LEVEL OF INTELLIGENCE AMONG SCHEDULED CASTE AND SCHEDULED TRIBE SCHOOL STUDENTS

### Psychology

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### ABSTRACT

The present study was conducted with the aim to compare the level of Intelligence between high and low achiever scheduled caste and scheduled tribe high school students of Ranchi. A total number of 400 students of class 10th studying in different Govt. and Christian Minority schools were included in the sample. General Intelligence Test developed by S.M.Mohsin (1965) was used to assess the level of Intelligence. The mean difference (t-test) was computed to assess the level of significance. The result revealed that in the both groups (i.e. high achiever and low achiever) tribal students have better Intelligence than scheduled caste students.

### KEYWORDS

Intelligence, Scheduled Caste Students, Scheduled Tribe Students.

### INTRODUCTION

Intelligence is defined as general cognitive problem-solving skills. A mental ability involved in reasoning, perceiving relationships and analogies, calculating, learning quickly, etc. Earlier it was believed that there was one underlying general factor at the intelligence base (the g-factor), but later on psychologists maintained that it is more complicated and could not be determined by such a simplistic method. Therefore, s-factor was also taken into consideration. Intelligence is measured on the basis of the performance of the students whose behaviors in test situations are influenced by the different factors as motivation, family support, socio-economic factors etc.

The quotient of intelligence is also important because some group differences are large and predictive of performance in many domains. Intelligence tests help us to track the changes in intelligence of different groups and of entire nations and to measure the impact of interventions intended to improve intelligence.

The most important personal factor which influences academic performance is Intelligence. Intelligence was considered to be the sole determinant of Scholastic Achievement. It was also discovered that some children with less intelligence had better academic performance. Therefore we generally understand intelligence as a descriptive term for the mind skills at various fields, such as the ability to reason, solve problems, think abstractly in order to understand the ideas, use appropriate language and learn.

Verma and Trama (2001) and Deary, Strand, Smith and Fernandes (2007) found a strong correlation between intelligence and academic achievement. Palaniappan (2007) found that the positive relationship between intelligence and academic achievement.

Singh (1980) found that the lower intelligence in socially disadvantaged group affects their level of academic performance. Hassan (2003) studied 320 tribal college students of Ranchi University and found that intelligence was one of the important indicator of academic achievement.

Thus, to bring the pupils in certainty for successful academic achievement, it is highly important to develop their personality with intelligence. Being intelligent is usually associated with being high on Academic and Intellectual abilities.

### OBJECTIVES

1. To study the significance of Intelligence between high achiever scheduled caste and scheduled tribe school students.
2. To study the significance of Intelligence between low achiever scheduled caste and scheduled tribe school students.

### HYPOTHESES

1. There will be significant difference between high achiever scheduled caste and scheduled tribe school students on Intelligence.
2. There will be significant difference between low achiever scheduled caste and scheduled tribe school students on Intelligence.

### SAMPLE

The sample for the proposed research was selected on the basis of stratified random technique. The total number of sample was consist of 200 scheduled caste and 200 scheduled tribe school students of Ranchi studying in class 10th of various Govt. and Christian Minority schools. The selection of the sample was made in two stages: In the first stage, the marks of the last two examination results were procured from the school record. The students secured 60% or above were selected as high achiever students and the students secured 45% or below were selected as low achiever students. In the second stage, the students were classified into 16 sample sub-groups (Table No.-1).

**Table No.- 1**  
Sample Design

	High Achievers				Low Achievers			
	Scheduled Caste		Scheduled Tribe		Scheduled Caste		Scheduled Tribe	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Christian Minority School	25	25	25	25	25	25	25	25
Government School	25	25	25	25	25	25	25	25

Total = 400

### TOOLS

The following tools were applied in the present research for collection of data:

1. **Personal Data Questionnaire (PDQ):** Personal Data Questionnaire developed by the researcher includes name, age, class, gender, name of school, parent's name, parent's occupation, etc.
2. **General Intelligence Test:** S.M.Mohsin (1965).

### PLAN OF ANALYSES

Appropriate statistical measures have been used for analyzing the collected data, such as Mean, Standard Deviation, t-test, etc.

### RESULTS AND CONCLUSIONS

**Table No.-2**

#### Comparison of Intelligence of High Achiever Scheduled Caste and Scheduled Tribe School Students

Caste	Mean	SD	t
Scheduled Caste	123.75	9.378	3.563
Scheduled Tribe	128.25	8.457	

Significant at 0.001 level.

- The table 2 revealed that the mean score of Intelligence of high achiever scheduled caste school students was 123.75 and high achiever scheduled tribe school students was 128.25. The

calculated t-value was 3.563. It shows that High Achievers Scheduled Caste and High Achievers Scheduled Tribe student are statistically significant at 0.001 level. This indicates that High Achievers Scheduled Tribe student as compared to High Achievers Scheduled Caste student tend to have better Intelligence. So, the hypothesis is acceptable.

**Table No.- 3**  
**Comparison of Intelligence of Low Achiever Scheduled Caste and Scheduled Tribe School Students**

Caste	Mean	SD	t
Scheduled Caste	81.50	15.227	1.606
Scheduled Tribe	84.60	11.862	

Not Significant.

- The table 3 revealed that the mean score of Intelligence of low achiever scheduled caste school students was 81.50 and low achiever scheduled tribe school students was 84.60. It shows that there is no significant difference between Low Achievers Scheduled Caste student and Low Achievers Scheduled Tribe student of their Intelligence. So, the hypothesis is not acceptable.

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