Research Paper PSYCHOLOGY

Level of Intelligence Among Muslim and Sikh School Students of Ranchi.

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ABSTRACT

The present study was designed to examine the level of intelligence among Muslim and Sikh school students of Ranchi. A total sample size of 100 was used in this study.General Mental Ability Test (has been developed by Mohan Chandra Joshi,1960) was used in to assess the measuring IQ level. A comparative co relational design was used. The result of the present study revealed that there is a no significant difference of Muslim and Sikh school students based on level of intelligence.t-test was applied to see the significance of difference

KEYWORDS

1.INTRODUCTION

The present century, we are living in, is characterized by complexities and problems. The world seems to have passing through a transitory stage. Uncertainties amidst opposite force of materialism and spiritualism have added to the feelings of personality in man.The present research is concerned with the level of intelligence among Muslim and Sikh school students. Moreover, the impact of religion will also be examined on intelligence.

Intelligence is considered to be one of the greatest factors of all human behaviors'. Right from the early civilization intelligence is looked upon the driving force of human adjustment and achievements. Early philosophers always considered intelligence as a faculty or power which could be enhanced with the exercise of the brain. The inception of psychology provided the guideline in the field of intelligence. Sir Fransis Galton was probably the first to recognize the role of hereditary factor on intelligence. He maintained that hereditary genes run from family to family. By the end of nineteen century Alfred Benet worked extensively on the role of intelligence on scholastic achievements. The contention of Galton was challenged by John Bradford Watson who emphasized on the environmental factors of intelligence. It was H.J. Eysenck who reiterated the importance of environmental factors and said that the basic intelligence level can be enhanced by providing facilitating environment.

This proposition attracted the attention of large number of psychologist an researches done so far have established the role of intelligence on the Muslim and Sikh school students of Ranchi.

From the above, it appears that intelligence can be understood in terms of various activities of a person. Although, it would be wrong to presume intelligence in terms of these activities alone.These activities are only signs of intelligence in fact, is something more than more signs. Intelligence is a general ability which is found in all that we do or perform. This general ability is demonstrated in a wide variety of activities an intelligent person performs. It is demonstrated in learning, solving problems making adjustment to new situations thinking abstractly, making comparisons, grasping and imagining relation etc.

Different psychologists have chosen different aspects of intelligent behavior and defined intelligence accordingly.

Wechsler (1994) holds a global view of intelligence. He defines intelligence in the following terms:

''Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment". This definition in cooperates all other three groups of definitions i.e. Intelligence as an ability to perform and learn to think and to adapt in this since, Wechsler's definition is appropriate on Intelligence being global in nature is difficult to be defined precisely. Intelligence in fact, is an all round ability of an individual. It is demonstrated in almost all activities of the man, whether he is an engineer, a clever surgeon, a good scholar, a scientist or a businessman. It expresses itself in mental as well as bodily activities. Hence, the best way to view intelligence would be as follows : Intelligence is a general ability of global nature which is expected in a great variety of mental or bodily activities that different persons are able to perform-whether a distinguished scholar or a simple laborer.

It is widely recognized that if pupils are to maximize their potential from schooling they will need the full support of their parents. Attempts to enhance parental involvement in education occupy governments, administrators, educators and parents' organizations across North America, Australasia, continental Europe, Scandinavia and the UK. It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and the democratization of school governance. The European Commission, for example, holds that the degree of parental participation is a significant indicator of the quality of schooling. In England, the Government's strategy for securing parental involvement was first set out in the 1997 White Paper, 'Excellence in Schools'. The strategy described their included three elements (a) providing parents with information, (b) giving parents a voice and (c) encouraging parental partnerships with schools.

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 psychologists maintained that it is more complicated and could not be determined by such a simplistic method. Some psychologists have divided intelligence into subcategories. For example Howard Gardner maintained that it is comprised of seven components: musical, bodily-kinesthetic,

2. REVIEW OF LITERATURE

The present study intended to examine the Intelligence of Life of Parents of Children with Special needs. It is also interesting to know that the condition of the child affects both the parents equally. Pupils' achievement and adjustment are in-

fluenced by many people, processes and institutions. Parents, the broader family, peer groups, neighborhood influences, schools and other bodies (e.g. churches, clubs) are all implicated in shaping children's progress towards their self fulfillment and citizenship. The children themselves, of course, with their unique abilities, temperaments and propensities play a central role in forming and reforming their behavior, aspirations and achievements. Alike, Lassen, Miller, and Fine (2006) conducted a study aimed to evaluate aspects of health related quality of life in parents of school-aged children with Asperser Syndrome (AS), High Functioning Autism (HFA), and the correlates with child behavior characteristics. Parental health-related quality of life was surveyed by the use of 1 item short form Health Survey (SF-12) whichmeasures physical and mental well-being. The child behavior characteristics wereassessed using the structural questionnaire.

They suggest that the two combine to influence children's cognitive development and measured IQ in ways that we can probably never disentangle (e.g., W. A. Collins et al., 2000; Flynn, 2003; Rogoff, 2003; Turkheimer, 2000). Theorists have made the following general points about how nature and nurture interact as they affect intellectual development:

Studies on self-estimated intelligence consistently show that males give significantly higher estimates than females for general "overall" intelligence estimates (Turnham, Hosoe& Tang, 2002; Holling&Preckel, 2005; Workman, 2004). This difference is consistent across countries and populations (school, children, adolescents, students, and adults) although there are wide differences in level (Turnham, Rakow&Mak, 2002; Turnham, Reeves &Budhani, 2002). However, global ratings of intelligence may obscure important dimensional differences (cf. Rammstedt&Rammsayer, 2000; 2001; 2002). Requesting participants to estimate "multiple intelligences" such as those suggested either by Gardner (1983, 1999) or Sternberg (1997) has yielded a more differentiated picture. Gender differences in favor of males mainly occur with respect to mathematical-numerical and spatial intelligence (Turnham, Rakow, Sarmoany-Schuller& De Fruyt, 1999; Turnham, Shahidi&Baluch, 2002). Estimates of emotional intelligence (intra-interpersonal intelligence) result in the opposite pattern with females giving significantly higher estimates than males (Turnham &Petrides, 2004).

Parental involvement in children's education does positively influence school achievement (Epstein, 2001; Fan & Chen, 2001; Desforges&Abouchaar, 2003; Jeynes, 2003; Mcwayne, Hampton, Fantuzzo, Cohen &Sekino, 2004; Fantuzzo, McWayne& Perry, 2004; Hoover- Dempsey, Walker, Sandler, Whetsel, Green, Wilkins &Closson, 2005; Smit, Sluiter&Driesen 2006; Smit, Driesen, Sluiter&Brus, 2007).

Although parental involvement seems to have a more positive effect on children's development than parental participation (Desforges&Abouchaar, 2003), both forms seem to be closely related. Parents which show active forms of parental involvement are usually also more active in the field of parental participation (McWayne et al., 2004) and tend to be more involved in activities in the community (Morrison Gutman&McLoyd, 2000). The most determinative factor in parental involvement appears to be what could be called: good parenthood in the home situation (Desforges&Abouchaar, 2003; Fantuzzo et al., 2004; McWayne et al., 2004). This factor is characterized by the establishing of a safe and stable home setting, stimulation of intellectual development e.g. by discussions between parent and child, modeling, disseminating the importance of education and fostering high expectations about children's school success.

3.METHODOLOGY

To study the level of intelligence among Muslim and Sikh school students of Ranchi.

4. HYPOTHESIS

There will be no significance difference between the Muslim and Sikh school students on the level of intelligence.

Research design: Comparative co-relational study

Statistical analysis: Mean, SD, t ratio.

Sampling technique:purposive stratified random technique

Sample size: 100 (Muslim and Sikh school students of Ranchi)

5.Tools:

Personal Data Questionnaire (PDQ)
General Mental Ability Test (M.C.JOSHI,1960)

6. RESULTS AND DISCUSSION

The results were analyzed using SPSS package for statistical analysis. The present study has revealed the Comparison of Intelligence (IQ) between groups of Muslim student and Sikh students in these table.

Table 4.1
Comparison of intelligence(IQ) between groups of Muslim and Sikh students

Variable	Groups				df	t
	Muslim(N=50)		Sikh(N=50)			
	Mean	SD	Mean	SD		
Intelligence IQ	113.16	7.50	114.50	9.39	98	0.788(NA)

NS=Not significant

CONCLUSION

The results of the present study clearly revealed that the level of intelligence, as measured by general mental ability test was negatively and do not significantly correlated with Muslim and Sikh school students. This table shows the Muslim and Sikh students group do not significantly differ on intelligence. The mean IQ of Muslim students was (M=113.16) whereas the IQ of Sikh students was (M=114.50).the SD scores are 7.50 and 9.39 of Muslim and Sikh school students respectively. The calculated t-value is 0.788.which is not significant. so the hypothesis is accepted as there is no significance difference between the Muslim and Sikh school students on the level of intelligence.According to different intelligence tests depending upon parental support, economic status, educational background and socio-cultural status, the above conclusion was made.

7.Limitations:

- The present study was conducted on 100 samples of Muslim and Sikh students. Result may not be generalized to all Muslim and Sikh students of Jharkhand.
- In the present study questionnaire were used. This can limit the outcome in the term of Psycho-social consequences.

8.Suggestions:

- The size of sample should be more for generalizing the findings of the present study.
- Sample should be selected from rural areas school also.

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