

# **An Investigation into the Verbal Intelligence of Adolescents in relation to their Gender and Types of School**

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## **Abstract**

*The present study investigated the verbal intelligence of adolescents in relation to their gender and types of school. Descriptive research design was used to accomplish the objective of the study. A sample of 200 male and female adolescent's students were taken from govt. and private school of Kangra district of Himachal Pradesh by random sampling technique. Researcher finds out Mean, S.D. and t-value for testing null hypothesis. The finding of the study revealed that there is significant difference between the mean score of male and female adolescents on verbal intelligence and also found significant difference between mean scores of government and private school adolescents' on verbal intelligence.*

**Key Words:** *Verbal Intelligence, Adolescents, Male & Female and Govt. and Private School.*

## **Introduction**

The focus of intelligence testing has always been directed chiefly towards the school child and college students. Nearly each intelligence test measures the intellectual ability acquired through educational curricula and is used to predict how well the student is prepared for the next level in the educational hierarchy. The main function of intelligence test is to measure the individual differences. Assessment of intellectual level and classification of the children with reference to their ability the identification of the intellectually retarded one the one hand and the gifted on the other diagnosis of academic failures and the selection of the main applications for different jobs are the main uses of the intelligence test.

Human beings differ from animals only because of their intelligence level. It is such capability because of which human beings have made development in almost all fields leaving behind all other living organism on this earth. In our day-to-day conversation, we often comment that a particular individual is intelligent and other is not. It can only be predicted by observing their

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behavior. Therefore, it is the achievement or in other words behavior in a particular field, by observing which we are able to predict that he is intelligent or not.

To be more clearly each child is born with some innate tendencies, capacities and inherent powers. Education is to draw out these powers out and develop them the full. In this way the word education means to develop the inborn qualities of a child to the full. In simple terms education makes life better and easier.

It plays a tremendous role of economic and social development and national integration of a country. Education helps us to make life better, nobler and happier. It is a powerful medium for transformation. Education in real sense is to humanize humanity and to make progressive, cultured and civilized.

ADOLESCENCE is the most important period of human life. Poets have described it as the spring of life of human being and an important era in the total life-span. The word adolescence comes from a Greek word, 'adolescence' which means 'to grow to maturity'. A number of definitions have been given by psychologists from time to time.

According to A. T. Jersild, "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically"

Every year new innovation, new facts, new concepts, new ways of doing, new knowledge, new theory come into the field of education. Any addition to the existing body of knowledge is valuable and important for the planning future education goals and objectives. The need to undertake present study originated because of the fact that the area of academic achievement is quite important in field of educational research for abscessing achievement, verbal intelligence test is required.

### **Objectives of The Study**

- 1) To study the verbal intelligence of male and female adolescents.
- 2) To study the verbal intelligence of Government and Private School adolescents.

### **Hypothesis of The Study**

- 1) There will be no significant difference in the verbal Intelligence of male and female adolescents.
- 2) There will be no significant difference in the verbal intelligence of Government and private school adolescents.

### **Delimitations**

1. The present study was confined to District Kangra of Himachal Pradesh.

2. It was delimited to the 9<sup>th</sup> & 10<sup>th</sup> class male and female students of the government and private school.

3. The study was delimited to sample of 200 students (100 males and 100 females) only.

### **Method Used**

Survey method was used under the descriptive method of study.

### **Sampling**

A sample of 200 male and female students studying in 9<sup>th</sup> and 10<sup>th</sup> class of senior secondary school students of districts Kangra of H. P. constituted the population of the study. The subjects were selected through random sample.

### **Tool Used**

In the present study Verbal Intelligence test scale was used which was constructed by Dr. R. K. Ojha (Jaipur) and Dr. K. Ray Choudhary (Aligarh).

### **Statistical Technique**

Statistical tools are used to convert the qualitative responses into quantitative responses. So, that it may be easy to make calculation. The process is known as quantification of data. In the presented study, the tabulated data was analyzed in form of mean, standard deviation, and t- value.

‘t’ value was calculated with the help of following formula:-

$$‘t’ \text{ test} = \frac{|M1 - M2|}{\sqrt{(SD1)^2 N1 + (SD2)^2 N2}}$$

### **Testing of Hypotheses**

The results have been discussed in the light of the hypothesis of the study.

### **Testing Of Hypothesis-**

To test the hypothesis that “There will be no significant difference between the verbal Intelligence of male and female adolescents.” t-ratio was calculated between the mean scores of male and female adolescents on verbal intelligences. The results are also shown in the table 4.2.1 given below:-

**Table -1.1. Table Showing Significance of Difference in Mean Scores Of Male And Female Adolescents On Verbal Intelligence (200)**

Group	Number	Mean	S.D.	df	t-ratio	Level of sig.
<b>M</b>	100	47.24	12.18	198	2.73	<b>S</b>
<b>F</b>	100	42.41	12.76			

*M* :- Male, *F*:- Femal, *S*:- Significant, ('t' value to be significant at df 198 should exceed value of 1.97 at .05 level and 2.60 at .01 level )

### Results on Table OF 1.1

Table no. 1.1 indicates that 't' ratio between the mean scores of male and female adolescents on verbal intelligence is 2.73, 't' to be significant should exceed 1.97 at .05 level and 2.60 at .01 level but, obtained 't'-value is more than 1.97 and 2.60 at both .05 and -01 level, so it is significant.

**Discussion of Results -1:** It indicates that there is significant difference between the mean score of male and female adolescents on verbal intelligence, hence, hypotheses 1<sup>st</sup> stands rejected.

### Testing of Hypotheses -2

To test the hypotheses that "there will be no significant difference between verbal intelligence of government and private school's adolescents". T-ratio was calculated between the mean scores of government and public schools. The results are also shown in the table 1.2 given below.

**Table 1.2. Showing Significance of Difference in Mean Scores Of Government And Private Schools Adolescents (200)**

Group	Number	Mean	S.D.	df	t-ratio	Level of significance
<b>GSA</b>	100	40.93	12.45	198	4.52	<b>S</b>
<b>PSA</b>	100	48.65	11.63			

**GSA** = Government schools adolescent, **PSA** = Private school adolescent, **S** = Significant ('t'-value to be significant at df 198 should exceed value of 1.97 at .05 level and 2.60 at .01 level).

### Result on table of 1.2

Table no 1.2 indicates that 't'-ratio between the mean scores of government and private schools adolescents on verbal intelligence is 4.52,'T' to be significant should exceed 1.97 at .05 level and 2.60 at .01 and 2.60 at both .05 and .01 level, so it is significant.

## **Discussion of results -2**

It indicates that there is significant difference between mean scores of government and private school adolescents' verbal intelligence. Hence, hypotheses II<sup>nd</sup> stands rejected.

### **Conclusion-1**

The first objective was to study the verbal intelligence of male and female adolescents.

Table-1.1 Indicates that t-ratio between mean scores of male and female adolescents on verbal intelligence is 2.73. As obtained 't'-value is exceed than the table value at both .05 and .01 level of significance. So, it indicates that there is significant difference the mean score of male and female adolescents on verbal intelligence. So mean score of male adolescents is higher as compared to female adolescents.

### **Conclusion - 2**

The second objective was to study the verbal intelligence of government and private School adolescents. Table-1.2. indicates that t-ratio between mean scores of government and private school adolescents on verbal intelligence are 4.52. As obtained 't'-value is exceed the table value at both .05 and .01 level of significance. So, it indicates that there is significant difference the mean score of government and private school adolescent on verbal intelligence. So mean score of private school adolescents is higher as compared to government school adolescents

### **Educational Implications**

The implications are as below.

1. The mean score of male adolescents are higher the female adolescents. It is therefore suggested by the investigator, some efforts should made to raise the verbal intelligence among female adolescents
2. The mean score of private school adolescents were higher than government school adolescents. So, there is a need to improve the verbal intelligence of government school adolescents. In compare to private school adolescents, teacher must be skillful and should help in solving various problems of the students regarding verbal intelligence of government school adolescents.

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