

## **Levels of Intelligence among Children in Urban and Tribal area**

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**Abstract:** *The present investigation was an attempt to study the levels of intelligence among children from urban and tribal area. The total size of the sample was 100 children of 5-7 years consisting of 50 urban children (25 boys+25 girls) and 50 tribal children (25 girls+25 boys). Random sampling method was used to select the subjects. Seguin form Board test of Intelligence (1984) was administered to assess the level of intelligence. The results of the study revealed that urban children secured better IQ levels than tribal children. 80% of children from urban area possessed high IQ. 14% of tribal children belonged to this category. In urban area, more girls (42%) scored high IQ compared to boys (38%). Whereas in tribal area, boys (12%) were more to score high IQ than girls (2%). Area of living is found to be a dominant variable having significant effect on the intelligence of children. Higher a level of IQ was found among children in urban area compared to tribal area.*

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### **I. 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 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, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal. Other definitions are: "Intelligence is what you do when you don't know what to do." "Intelligence is a hypothetical idea which we have defined as being reflected by certain types of behavior. All of us are born with some level of intelligence; some possess high level, some average and some low level of intelligence. Again this level of intelligence is boosted by some environmental factors and sometimes discouraged by some factors. So it is necessary to know which factors go hand in hand with intelligence and which factors might be a barrier in developing intelligence so that we can tactfully guide the intelligence of the students that they are endowed with towards better ends.

The tribal people are the earliest inhabitants of the country and they have maintained a distinctive lifestyle for centuries. But unfortunately the isolation has kept them out of mainstream and when they are forced to get along with the mainstream culture, they don't get adjusted easily. So it is required to find out to what extent differences in intelligence etc. exists between the tribal and non-tribal population. These are some studies done on intelligence of different groups of people at different times showing the relationship of intelligence with different variables.

### **II. Objective of the study:**

The main objective of the present study is to assess and compare levels of Intelligence of children of 5-7 years in urban and tribal area.

#### **Sample Selection**

Random sampling method was used to select 50 children from urban area and 50 from tribal area in age group of 5-7 years.

#### **Tools**

The following research tools were used to collect relevant information

A. Interview Schedule on General Information of Subjects.

B. Seguin form Board test of Intelligence (1984)

**A. Interview Schedule on General Information of Subjects.**

This tool was developed by the investigator. It consisted of questions on general information of the subject, viz: Name and Address, Age, Gender, Ordinal position, Type of family, Number of children, Education of father, Occupation of father, Family income, Religion etc.

**B. Seguin form Board test of Intelligence (1984)**

This board has ten wooden blocks of different shapes. While administering this test, these blocks are taken out by the examiner and stacked in front of the subject who has to put them back as quickly as he could. The task is repeated three times. The score and the time taken on the fastest trial is noted down by comparing the shortest time taken by the child with the average of IQ they are grouped in to High intelligence (>100) or Average intelligence (75-100) or Low intelligence (<75)

**III. Results and Discussion**

**Table-1. Levels of intelligence of selected children**

Subjects	N	Levels of Intelligence		
		Low N (%)	Average N (%)	High N (%)
CUA	50	-	10 (20)	40 (80)
CTA	50	9 (18)	34 (68)	7 (14)
BUA	25	-	6 (12)	19 (38)
GUA	25	-	4 (8)	21 (42)
BTA	25	1 (1)	18 (36)	6 (12)
GTA	25	8 (16)	16 (32)	1 (2)

CUA : Children from Urban Area

Low intelligence: < 75

CTA : Children from Tribal Area

Average intelligence : 75-100

BUA : Boys from Urban Area

High intelligence : > 100

GUA : Girls from Urban Area

BTA : Boys from Tribal Area

GTA : Girls from Tribal Area

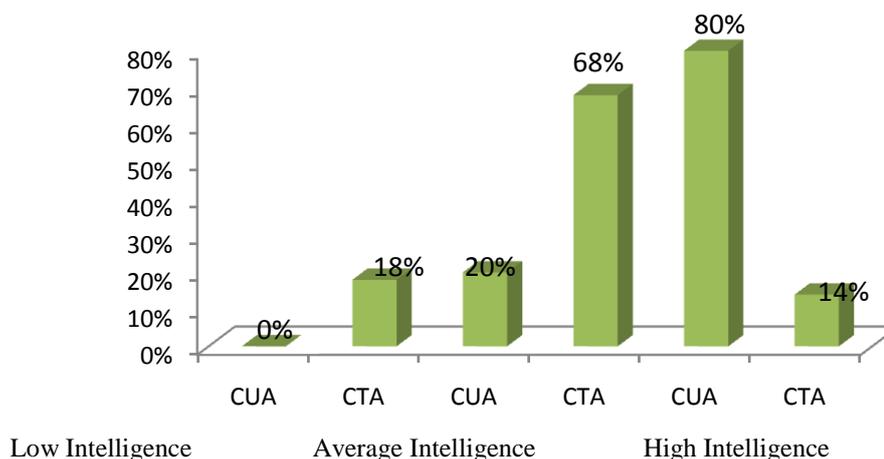
Levels of intelligence obtained by the selected children in urban and tribal areas are shown in Table-1. It is evident that majority of children (80%) from urban area possessed high IQ. None possessed low IQ. In the case of children from tribal area it is found that majority (68%) of them scored average IQ levels (i.e. between 75 and 100 of IQ level). only 14% secured high IQ. 18% were with low levels of intelligence.

Intelligence has been defined by different psychologists. But the most common features in most of the definitions are that intelligence is ability to learn, the ability to carry on high processes of thought especially abstract thinking and the ability to adapt to novel situations. In other words it is the problem solving ability in the individual. Most people are convinced that intelligence is innate. Heredity contributes to measured intelligence so do environmental influences such as nutritional status, birth order, socio-economic status and family factors (Bee, 1989).

Further observation of Table 1 reveals the levels of IQ obtained by boys and girls from urban and tribal areas.

Results indicate that in urban area more girls (42%) scored high IQ compared to boys (38%). In Tribal area, 12% of boys and 2% of girls possessed high IQ levels. Majority of subjects fell under Average IQ (36% of boys and 2% of girls). Further it is observed that girls (16%) were more with low IQ than boys (2%).

**Fig.1: Levels of Intelligence of selected children**



Obringers. S (1999) applied Wechsler IQ test to select boys and girls for attending programmes for gifted children. He found IQ score of boys and girls exceedingly close for verbal, performance and full-scale. The results support the assumption that intelligence is equally distributed between sexes. Sharma's (1993) study revealed that gender had no influence on creativity.

According to SalilBasu (1994) sex ratio tribal's compared to the general population; there appears to be a more even distribution of males and females among the scheduled tribes. It is observed that scheduled tribe population in the country grew by 25.67 percent, while the population in the country grew by 23.79 percent, indicating that growth rate of scheduled tribes is higher than that for Indian National Population at 1991.

In the Present study urban boys scored higher levels of IQ compared to girls. These findings are supported by Behera S.K. (1998). According to him boys and girls differed on the fluency component of creativity. Boys scored higher than girls.

**Table-2. Mean and SD of Intelligence of Boys and Girls**

Gender	N	Levels of Intelligence		Z
		Mean	SD	
Boys	50	108.5	15.0	2.10*
Girls	50	120.0	14.2	

\* Significant at 0.05 level

Levels of Intelligence among children (N=100) selected for the present study was assessed with the help of Seguin from Board Test. It is evident from Table 1 that "Gender" did not play a significant role in their levels of Intelligence. Boys and girls possessed similar levels of Intelligence which is found to be above 100 i.e. high Intelligence.

Mishra (1997) found that the correlation between Intelligence and academic achievement is higher in case of girls than that of boys. There is increasing recognition with in developmental, educational and sociological theories that the performance of both boys and girls in different subjects is different. If girls have done better in one subject boys do so in another. In some cases females are significantly superior to males on non-verbal creativity and Intelligence. The study of Subrahmanyam (1986) revealed that girls scored high in reading comprehension and in test.

Intelligence must be manifested in behavior before it can be judged. Environment and training must first interact with native talents in order that the letter may be recognized.

#### IV. Conclusion

Urban children secured better IQ levels than tribal children. 80% of children from urban area possessed high IQ. 14% of tribal children belonged to this category. In urban area, more girls (42%) scored high IQ compared to boys (38%). Whereas in tribal area, boys (12%) were more to score high IQ than girls (2%). Area of living is found to be a dominant variable having significant effect on the intelligence of children. Higher a level of IQ was founds among children in urban area compared to tribal area. No significant difference was found between boys and girls belonging to urban area with regard to their level of intelligence. On contrary tribal boys were significantly superior in intelligence compared to tribal girls. Urban girls possessed significantly higher intelligence than tribal girls. Similarly urban boys scored significantly high intelligence than tribal boys.

#### References

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