CHAPTER-VII

SUMMARY, FINDINGS AND SUGGESTIONS

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CHAPTER-VII
SUMMARY, FINDINGS AND SUGGESTIONS

7.1 INTRODUCTION

The importance of the study have been discussed in detail in the introductory part of the present report. After discussing theoretical perspective of intelligence and reviewing the related literature, it was decided to develop intelligence test.

The present study points out the need to measure intelligence of upper primary school students. Therefore, it was the first and for most task for the investigator to search for the tool for measuring intelligence. After reviewing the tests developed in these areas, the investigator decided to develop verbal and non verbal group intelligence test.

7.2 SUMMARY

The whole research report was briefly presented as follows

7.2.1 OBJECTIVES

The research study has been undertaken keeping in view the following objectives.
1. To construct intelligence test for upper primary students of Gujarat.
2. To standardized intelligence test for upper primary students of Gujarat.
3. To study the intelligence of upper primary students in relation Gender.
4. To study the intelligence of upper primary students in relation to area.
To study the intelligence of upper primary students in relation to age.

To study the intelligence of upper primary students in relation to grade.

To study the intelligence of upper primary students in relation to S.E.S.

To study the intelligence of upper primary students in relation to E.I.

7.2.2 HYPOTHESES OF THE STUDY

Keeping in mind objectives and variables the following hypotheses were framed.

7.2.2.1. There is no significant difference between the mean score of I.Q of upper primary boys and girls.

7.2.2.2 There is no significant difference between the mean score of I.Q of urban and rural upper primary students.

7.2.2.3. There is no significant difference between the mean score of I.Q of grade V & VI upper primary students.

7.2.2.4. There is no significant difference between the mean score of I.Q of grade VI & VII upper primary students.

7.2.2.5. There is no significant difference between the mean score of I.Q of grade V & VII upper primary students.

7.2.2.6. There is no significant difference between the mean score of I.Q of age group 10 Yr. & 11 Yr of upper primary students.
7.2.2.7. There is no significant difference between the mean score of I.Q of age group 11Yr.&12Yr. of upper primary students.

7.2.2.8. There is no significant difference between the mean score of I.Q of age group 12 Yr.&13 Yr. of upper primary students.

7.2.2.9. There is no significant difference between the mean score of I.Q of upper primary students having high & low E.I.

7.2.2.10. There is no significant difference between the mean score of I.Q of upper primary boys having high & low E.I.

7.2.2.11. There is no significant difference between the mean score of I.Q of upper primary girls having high & low E.I.

7.2.2.12. There is no significant difference between the mean score of I.Q of upper primary students having high & low S.E.S.

7.2.2.13. There is no significant difference between the mean score of I.Q of upper primary boys having high & low S.E.S.

7.2.2.14. There is no significant difference between the mean score of I.Q of upper primary girls having high & low S.E.S.

7.2.3 VARIABLES

Independent Variables: Gender, Area, Age, Grade, EI & S.E.S

Dependents Variable: Intelligence score
7.2.4 RESEARCH METHOD

In deciding of research method the investigator has to take into consideration several factors like availability of students on different time, nature of objectives etc. The investigator has selected the descriptive survey method to test the hypotheses.

7.2.5 POPULATION & SAMPLING METHOD

Population of the present study is total no. of students studying in upper primary schools of different districts of Gujarat in academic year 2009-2010.

The sample was selected by stratified random sampling method. The number of students taken as sample at pre-pilot try out were 60, for pilot try out 373 & for final try out 4414.

7.2.6 TOOLS

In the present study, the following tools were used to collect the required data.

1. Tool to measure intelligence of upper primary students constructed and standardization by investigator.

2. Socio- Economic Status scale developed by Dr, Pallavi P. Patel.

3. Emotional Intelligence scale for upper primary school students developed by Dr. S.K. Shah.
7.2.7 CONSTRUCTION AND STANDARIZATION OF INTELLIGENCE TEST FOR UPPER PRIMARY SCHOOL STUDENTS

The tool to measure intelligence of upper primary school students was constructed and standardized by the investigator. In the beginning it was necessary to define clearly the concept of intelligence. For that purpose, the tests developed in other countries and India were reviewed. After considering theoretical perspective of intelligence, the test constructed and standardized by J.C. Flanagan “Tests of General Ability (TOGA)” & R.T.Lennon Otis-Lennon “Mental Ability Test (OLMAT)” were adopted. On that base, a new verbal and non-verbal intelligence test was developed and standardized on a random sample of 4414 upper primary school students of Gujarat.

The intelligence test consists of seventy items. The items of verbal part were selected from verbal ability, reasoning ability, numerical ability and non-verbal part from reasoning ability.

For construction of intelligence test, test items were subjected to manuscript try out, pre-pilot try out, pilot try out and final run of the test.

For standardization of intelligence test the investigator has established different type of norms, reliability and validity.
The investigator established area, gender, age and grade norms. The PR’s. and Deviation IQs scores and classification of IQ. scores was computed to help the user of the test to interpret the raw scores.

The reliability of the test was calculated by the following methods.
(1) Test -Retest method
(2) Split half method

The values of reliability coefficients vary from 0.85 to 0.96 which shows that the test is highly reliable.

Validity of the Intelligence test was estimated by the following method.
(1) Congruent Validity
(2) The marks obtained in the first test.

The correlation between the I.Q.scores with J.Z.Patel I.Q. test and marks of first test vary from 0.84 to 0.93 which shows that the values of validity were fairly high.

Behind this strenuous and expensive work, there is a ray of hope that test may now be used independently. It is now a standardized tool which is reliable and valid to measure intelligence of upper primary school students of Gujarat State.

In order to facilitate the user of intelligence test, the investigator will prepared a manual consisting of the instructions, method of
scoring, readymade tables to locate the percentile rank, deviation IQs scores and classification of the intelligence scores.

7.2.8 DATA COLLECTION

Intelligence test constructed and standardized by the investigator was used for data collection. The investigator has requested principals of the selected schools in the sample of different districts for their cooperation in data collection.

7.2.9 TECHNIQUES FOR DATA ANALYSIS

The study is undertaken to construct and standardize Intelligence test to measure the Intelligence of upper primary school students in relation to gender, area, age, S.E.S, and Emotional Intelligence.

The investigator has used mean, median, S.D, ‘t’ test and correlation as the statistical techniques for data analysis.

7.3 MAJOR FINDINGS

The analysis and interpretation of the data was done according to the objectives. The major findings concerned with the related studies are as follows.

1. There is no significant difference between the mean score of intelligence of boys and girls.

Now-a-days there is an equal opportunity for boys and girls in the modern society, that may be the reason for not having difference in I.Q. between boys and girls.
2. There is a significant difference between the mean score of intelligence of urban and rural upper primary students. The urban students are having high I.Q. compared with rural students.

3. There is a significant difference between the mean score of intelligence of upper primary students of grade V and VI. The students of grade-VI are having high I.Q. compared with grade-V students.

4. There is a significant difference between the mean score of intelligence of upper primary students of grade VI and VII. The students of grade-VII are having high I.Q. compared with grade-VI students.

5. There is a significant difference between the mean score of intelligence of upper primary students of grade V and VII. The students of grade-VII are having high I.Q. compared with grade-V students.

6. There is a significant difference between the mean score of intelligence of age group 10Yr. & 11 Yr. upper primary students. The students of age group 11Yr. are having high I.Q. compared with age group 10Yr. students.

7. There is a significant difference between the mean score of intelligence of age group 11Yr. & 12Yr. upper primary students. The students of age group 12Yr. are having high I.Q. compared with age group 11Yr. students.
8. There is a significant difference between the mean score of intelligence of age group 12Yr. & 13Yr. upper primary students. The students of age group 13Yr. are having high I.Q. compared with age group 12Yr. students.

9. There is a significant difference between the mean score of intelligence of upper primary students having high & low E.I. The students having low EI are having high I.Q. compared with the students having high EI.

10. There is a significant difference between the mean score of intelligence of upper primary boys having high & low E.I. The boys having low EI are having high I.Q. compared with the boys having high EI.

11. There is a significant difference between the mean score of intelligence of upper primary girls having high & low E.I. The girls having low EI are having high I.Q. compared with the girls students having high EI.

12. There is a significant difference between the mean score of intelligence of upper primary students having high & low S.E.S. The students having low S.E.S. are having high I.Q. compared with the students having high S.E.S.

13. There is a significant difference between the mean score of intelligence of upper primary boys having high & low S.E.S. The
boys having low S.E.S. are having high I.Q. compared with the boys having high S.E.S.

14. There is significant difference between the mean score of intelligence of upper primary girls having high & low S.E.S. The girls having low S.E.S. are having high I.Q. compared with the girls having high S.E.S.

7.4 OBSERVATIONS

Certain observations were made during the process of a development of the intelligence test.

1. As separate answer sheet was provided for responses in the final form of the test, the pupils find it easy to tick mark the responses.

2. While administering the test, it required a good deal of time, patience and perseverance on the part of test administration.

3. The task of data collection was found much more time consuming and difficult. But the head master, teachers and students of upper primary schools co-operated the investigator sincerely and warmly in the work of data collection.

4. With the warm and sincere co-operation the investigator could administered the intelligence test to 4500 students of upper primary school of Gujarat state. But while scoring only 4414. Duly completed intelligence tests were taken into consideration for the study.
5. Most of the testers were eager to know the results of their response. Some of the teachers were eager to know the interpretation of the results.

7.5 SUGGESTIONS FOR USER OF THE TEST

Different users like teachers, parents, counselors etc. can utilize the present intelligence test for the following different use of interest.

1. **For the parent:** Parents can be able to know their children’s intelligence and accordingly they can guide them for better learning or performance.

2. **For Giving Educational Guidance:** On the basis of the students intelligence level, they are provided the guidance and counseling for their career by the counselors. Thus, counselors can generally use the intelligence test as a tool for measuring the level of intelligence of students.

3. **For Classification of Students:** The intelligence test will be helpful to the teachers to identify their students and to classify them on basis of the individual difference in intelligence. This would help them to know their students and their problems. Thus they can take care of them and try to help them in solving their problems.
This test can be an effective tool to know the level of intelligence of upper primary school students and on the basis of that either parents or teachers can be able to develop their intelligence

7.6 SUGGESTION FOR FUTURE RESEARCH

The investigator has attempted to suggest a few research problems on the basis of his study in this area. The problems are as follows.
1. One can take study on construction and standardization of intelligence test for secondary school students of Gujarat state in relation to certain variables.
2. One can do a comparative study of intelligence and Emotional Intelligence of upper primary school students of Gujarat state in relation to certain variables.
3. One can do a comparative study of intelligence and Emotional Intelligence of secondary school students of Gujarat state in relation to certain variables.
4. One can do a comparative study of intelligence and spiritual intelligence of upper primary students of Gujarat state in relation to certain variables.”
5. One can investigate the relationship between the intelligence, emotional intelligence and spiritual intelligence of secondary school students.
7.7 CONCLUSION

This study aims to construct and standardize intelligence test for the upper primary school students. The researcher hopes that, this study will be useful to help parents, teachers and counselors to know students intelligence. They can help them for betterment of their future.