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MENTAL ABILITY OF SECONDARY STUDENTS

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Abstract:-The present study was aimed to find out the mental ability of secondary students. Normative survey method was used. The sample comprised of 250 secondary students in Madurai. Data was analyzed by using t-test and F-ratio. Results found that there is no significant difference in mental ability of secondary students with regard to gender, type of school, locality of school, medium of school, nature of school, parental occupation, birth order and type of family.

Keywords: Mental Ability, Secondary Students.

INTRODUCTION

In spite of its wide and common current usage and ancient roots, general mental ability is relatively a recent concept of psychology. Almost every writer on the subject has put forward his own definition and some in the fullness of time have offered even more than one. It is true that some of the apparent agreement is mainly verbal but many of them reflect fundamental differences of opinion concerning the concept of general mental ability.

General mental ability is a concept rather than a power or a thing that can be observed. It abuses difficulty when its definition is attempted and it leads to a great variety of interpretations. Intelligence, as far as a layman is concerned, manifests itself in terms of how an individual behaves in society. According to Stern (1914), "intelligence is the general capacity of an individual to consciously adjust his thinking to new requirements. It is general mental adaptability to new problems and conditions of life. According to McMillan (1990), intelligence means the ability to reason and to profit by experience. An individual's level of intelligence is determined by a complex interaction between his heredity and environment. According to Gardener's (1999) theory of multiple intelligence, there are at least eight separate intelligences - logical, linguistic, spatial, bodily, kinesthetic, interpersonal, intrapersonal and naturalist. He has stressed that there may be more kinds of intelligence-eight is not a magic number. Recently, he has speculated that there may be spiritual intelligence and an existential intelligence or the abilities to contemplate big questions about the meaning of life. He says that individuals may excel in one of these eight areas but have no remarkable abilities in the other seven. So, if boys excel in math and science, it does not mean they are more intelligent than females. Gardener contends that intelligence is the ability to solve problems and create products or outcomes that are valued by culture. We know that with the physical development of the child his intellectual development also takes place. The speed of intellectual development is rather slow in earlier years. The child cannot possibly perform such tasks that require high mental abilities. His Mental abilities develop with the advancing years and he is able to solve the complex problems of life. Some of the features of these mental abilities are given below.

- All these qualities and abilities develop side by side.
- However, there may be differences in the rate of development of these qualities and abilities at various stages of the child. There may be a quicker development of one aspect or area of mental activity than the other at one stage of life. Other aspects may fully develop at the other stage.
- Even those qualities and abilities, which do not develop at a particular stage and have a faint development at that

stage. They develop to full extent as the child grows older and older.

OBJECTIVES OF THE STUDY

- To find out the significant difference in mental ability of secondary students based on gender, type of school, locality of school, medium of instruction, nature of school, parental occupation, birth order and type of family.

HYPOTHESES

1. There is no significant difference in mental ability of secondary students in respect of gender.
2. There is no significant difference in mental ability of secondary students in respect of type of school.
3. There is no significant difference in mental ability of secondary students in respect of locality of school.
4. There is no significant difference in mental ability of secondary students in respect of medium of instruction.
5. There is no significant difference in mental ability of secondary students in respect of nature of school.
6. There is no significant difference in mental ability of secondary students in respect of parental occupation.
7. There is no significant difference in mental ability of secondary students in respect of birth order.
8. There is no significant difference in mental ability of secondary students in respect of type of family.

METHOD & SAMPLE

Normative survey method is used for the present study. A random sample of 250 secondary students was chosen from Madurai District, Tamil Nadu.

Tool

- Mental Ability by Dr. Rama Tiwari & Roma Pal.

Data Analysis

Table 1: Mental Ability of Secondary Students based on Gender

Gender	N	Mean	SD	t-value	Result
Male	129	43.07	5.93	0.934	Not Significant
Female	121	43.77	5.89		

From Table-1, the t-value 0.934 is less than the table (1.96) at 0.05 level of significance. Hence, the hypothesis-1 is accepted.

Table 2: Mental Ability of Secondary Students based on Type of School

Source of Variance	Sum of Squares	Mean Square	df	F	Result
Between Groups	26.640	13.320	2	0.379	Not Significant
Within Groups	8676.096	35.126	247		
Total	8702.736		249		

Table-2 shows that the F-value 0.379 is not significant at 0.05 level. Hence, the hypothesis-2 is accepted.

Table 3: Mental Ability of Secondary Students based on Locality of School

Locality of School	N	Mean	SD	t-value	Result
Rural	117	44.17	5.91	1.926	Not Significant
Urban	133	42.74	5.84		

From Table-3, the t-value 1.926 is less than the table (1.96) at 0.05 level of significance. Hence, the hypothesis-3 is accepted.

Table 4: Mental Ability of Secondary Students based on Medium of Instruction

Medium of Instruction	N	Mean	SD	t-value	Result
Tamil	114	43.43	5.72	0.055	Not Significant
English	136	43.39	6.08		

From Table-4, the t-value 0.055 is less than the table (1.96) at 0.05 level of significance. Hence, the hypothesis-4 is accepted.

Table 5: Mental Ability of Secondary Students based on Nature of School

Source of Variance	Sum of Square	Mean Square	df	F	Result
Between Groups	56.363	28.181	2	0.805	Not Significant
Within Groups	8646.373	35.006	247		
Total	8702.736		249		

Table-5 depicts that the F-value 0.805 is not significant at 0.05 level. Hence, the hypothesis-5 is accepted.

Table 6: Mental Ability of Secondary Students based on Parental Occupation

Parental Occupation	N	Mean	SD	t-value	Result
Govt. Employee	118	43.33	6.09	0.216	Not Significant
Self-Employee	132	43.49	5.76		

From Table-6, the t-value 0.216 is less than the table (1.96) at 0.05 level of significance. Hence, the hypothesis-6 is accepted.

Table 7: Mental Ability of Secondary Students based on Birth Order

Source of Variance	Sum of Square	Mean Square	df	F	Result
Between Groups	19.122	9.561	2	0.272	Not Significant
Within Groups	8683.614	35.156	247		
Total	8702.736		249		

Table-7 shows that the F-value 0.272 is not significant at 0.05 level. Hence, the hypothesis-7 is accepted.

Table 8: Mental Ability of Secondary Students based on Type of Family

Type of Family	N	Mean	SD	t-value	Result
Joint	119	43.10	5.70	0.781	Not Significant
Nuclear	131	43.69	6.10		

From Table-8, the t-value 0.781 is less than the table (1.96) at 0.05 level of significance. Hence, the hypothesis-8 is accepted.

FINDINGS

- There is no significant difference in mental ability of secondary students in terms of gender, type of school, locality of school, medium of instruction, nature of school, parental occupation, birth order and type of family.

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