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Research Paper

Intelligence: A Comparative Study of Tribal and Non-Tribal College Students

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ABSTRACT

This study aims to investigate the relationship of gender, races and faculty influence with intelligence among students studying in Dantewada and Raigarh District of Chhattisgarh. Simple Random Sampling was conducted from 60 people equally divided between male and female students representing tribal and non-tribal backgrounds as well as students from different faculty.18 - 21 years. The results showed that while there was no significant difference between boys and girls, the difference did show a difference between Arts and Science stream. Similarly, no difference was found in the intelligence level between tribal and non-tribal students.

Keywords: *Intelligence, College Students, Tribal, Non-Tribal, Gender*

Intelligence is the ability to learn through experience and effort, which is the overall ability of a person to adjust to a new environment, carry out daily tasks of his life, think logically, solve problems and remember. It is the organization of quickness, accuracy and abilities to understand complex and abstract things and with the help of it the person shows the mental control and activeness required in problem solving. Intelligence is a term that describes one or more abilities of the mind. In different contexts, the term intelligence can be defined in different ways, including abstract thinking, understanding, communication, reasoning, learning, planning, emotional intelligence and problem-solving abilities. In which skills in any field can be acquired through training. The formal study of intelligence began in the early 20th century. It is measured (in the form of raw scores) of psychological standardized tests. Genetics, environment, nutrition, socio-cultural environment play an important role in the development of intelligence. It is also important to know which factors are helpful in the development of intelligence and which factors can hinder the development of intelligence so that we can cleverly direct the intelligence of the students towards better goals. Earlier it was believed that based on the factor theory of intelligence, there are two factors inherent in intelligence, one is a general factor (G-factor) and the other is a specific factor (S-factor), but later psychologists said that it is more complex and cannot be determined by such a simple method. David Wexler (1958) said, “Intelligence is the totality of a person's global ability to act purposefully, think rationally and deal effectively with his environment. Our learning and thinking are possible only through intelligence. Intelligence

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is a psychological variable that we have defined as being reflected by certain types of behaviors. We are all born with some level of intelligence; some have high level, some have average and some have low level intelligence. Tribal people are the most original inhabitants of the country and have maintained a distinctive lifestyle for centuries. But unfortunately, the isolation has kept them away from the mainstream and when efforts are being made to connect them with the mainstream, they are not able to adjust easily. Therefore, it is necessary to find out if there is any difference in intelligence etc.

REVIEW OF LITERATURE

Balaji, Haseena and Reddy (2024) Adjustment is a fundamental process through which individuals reconcile conflicting beliefs, attitudes or behaviors to achieve psychological harmony. This study examines the influence of intelligence on adjustment among tribal and non-tribal adolescents, focusing on home, health, social and emotional domains. Data from 400 adolescents (200 tribal and 200 non-tribal) were analyzed using Bell's Adjustment Inventory and the Standard Progressive Matrices. The results reveal that non-tribal adolescents with above-average intelligence score significantly higher in adjustment across all domains compared to their below-average counterparts and tribal adolescents. Notably, higher intelligence correlates with better adjustment in home, health, social and emotional areas for non-tribal adolescents. In contrast, tribal adolescents show no significant differences in adjustment based on intelligence levels, suggesting that other socio-cultural factors may overshadow the impact of intelligence. These findings underscore the importance of considering both intelligence and cultural context in developing targeted interventions for adolescent adjustment.

Singh A. (2018) the objectives of the study were to compare Intelligence level among rural boys & Girls. A total of 40 samples in which 20 rural boys & 20 rural girls selected from Sangrur district (Punjab). The age of the sample ranged from 13-18 years and all the samples selected from random basis. To assess the Intelligence level of selected subjects, Intelligence inventory prepared by A. Sen Gupta & A.K. Singh was used. This inventory is highly reliable and valid to assess the Intelligence level of selected rural boys & rural girls. To compare the Intelligence level among rural boys and girls t - test was used. Results found that rural girls have better Intelligence level found as compare to rural boys.

Bandikolla and Violet (2015) 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.

Nath A. N. (2013) the present study deals with the intelligence of class X students of Tribal and Non-Tribal Students in Lakhimpur district, Assam. The sample consisted of 200 students (100Tribal and 100 Non-Tribal). Group Test of Mental Ability by Dr. S. Jalota (1976) was used to find out intelligence of students. The main finding of the study was that

there is true difference between the students of tribal and non-tribal on intelligence; and there is no significant difference between rural/urban and male/female students on intelligence.

METHODOLOGY

Objectives of the Study

- To compare the intelligence of male and female students of Tribal and Non-Tribal.
- To compare the intelligence of students of Tribal and Non-Tribal.
- To compare the intelligence of arts and science College students of Tribal and Non-Tribal.

Hypothesis:

- There is no significant difference between the mean scores of tribal and non-tribal male and female students on intelligence.
- There is no significant difference between the mean scores on intelligence of tribal and non-tribal students.
- There is no significant difference between the mean scores on intelligence of tribal and non-tribal arts and science college students.

Sample: The sample of the study was taken through simple random sampling technique. The sample consisted of 60 students (30 tribal and 30 non-tribal) from Dantewada and Raigarh districts of Chhattisgarh.

Tools: The Culture Fair Intelligence Test was constructed by R.B. Cattell and A.K.S. (1949) whose Hindi translation has been done by Mrs. S. Rao. There are total 04 parts in this test. There will be 13 questions in Test 1, 14 questions in Test 2, 13 questions in Test 3 and 10 questions in Test 4. There are total 50 questions, 1 mark is given for each correct response and 0 marks are given for each wrong response, maximum marks is 50.

Data Analysis:

The study has been conducted among tribal students and non-tribal students, boys and girls of science and arts faculty. This is presented through the following tables and graphs:

RESULT AND ANALYSIS

The data was treated by means, SD, t- value and p- value. SPSS software was used for data analysis.

Table 1: Comparison between Male and Female Students on Intelligence Level

Gender	Mean	Std. Deviation	t value	p value	Remark
Male	43.2667	4.63630	3.000	0.006	HS
Female	48.0000	3.98210			

Table number 01 is to show the intelligence level between boys and girls. The research found that the mean score of intelligence of boy students is 43.2667 and the score is 4.63630. Similarly, the average value of intelligence level of girls was 48.0000 and that of boys was 3.98210. The calculated t-value is 3.000 and p-value is 0.006. This is indicating that there is a highly significant difference in the intelligence of boy and girl students. Therefore, the above hypothesis is rejected.

Figure 1: Comparison between Male and Female Students on Intelligence Level

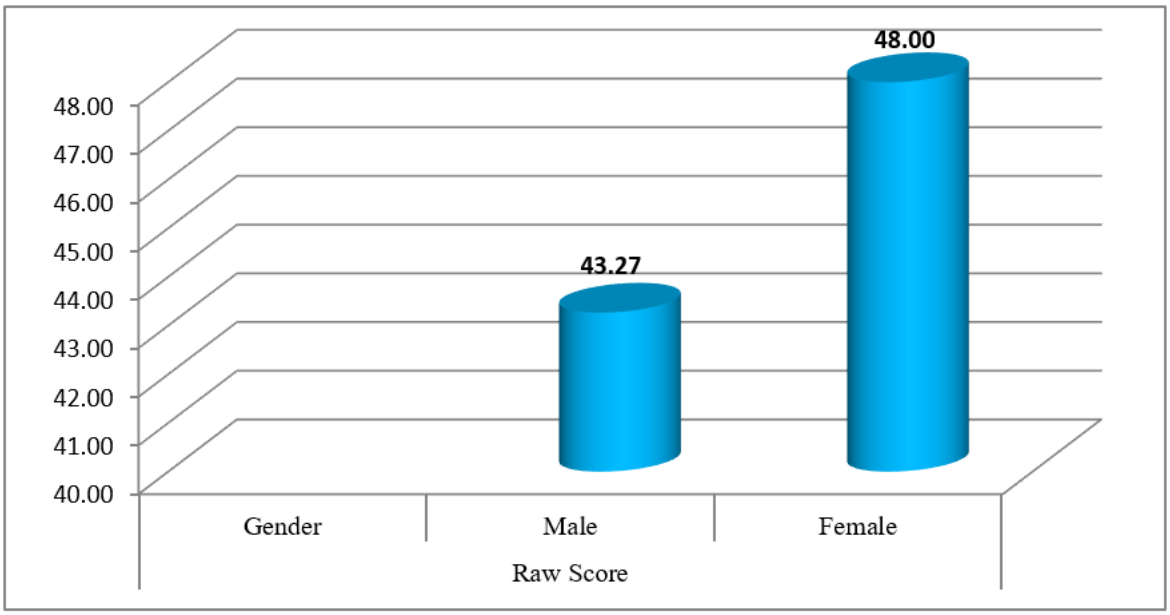


Table 2: Comparison between Male and Female Students on IQ Level

Gender	Mean	Std. Deviation	t value	p value	Remark
Male	197.8000	14.18853	3.052	0.005	HS
Female	212.4667	12.04673			

Figure 2: Comparison between Male and Female Students on IQ Level

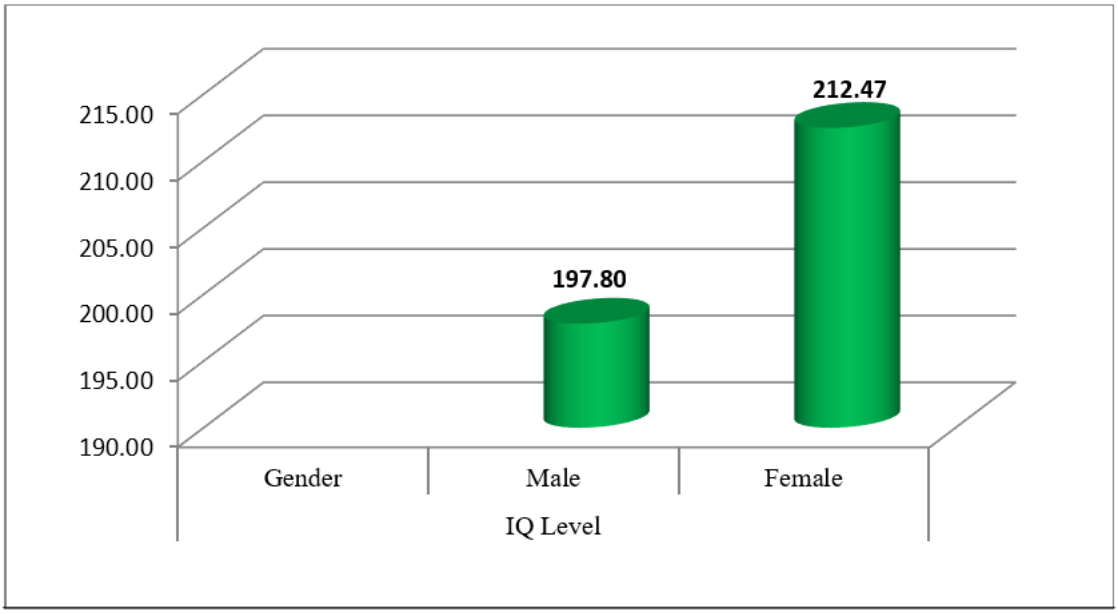


Table 3: Comparison between Tribal and Non - Tribal Students on Intelligence Level

Tribe	Mean	Std. Deviation	t value	p value	Remark
Tribal	44.6875	3.43936	1.140	0.264	NS
Non Tribal	46.7143	6.09449			

Table no 03 shows the level of intelligence between tribal and non-tribal students. The research found that the mean value in intelligence of tribal students was 44.6875 and SD is 3.43936 similarly, the mean value in intelligence of non-tribal students was 46.7143 and SD is 6.09449 the calculated t- value is 1.140 and p - value is 0.264. It is not significant. It is indicating that there is no significant difference in intelligence level between tribal and non-tribal students. That's why above hypothesis is accepted.

Figure 3: Comparison between Tribal and Non - Tribal Students on Intelligence Level

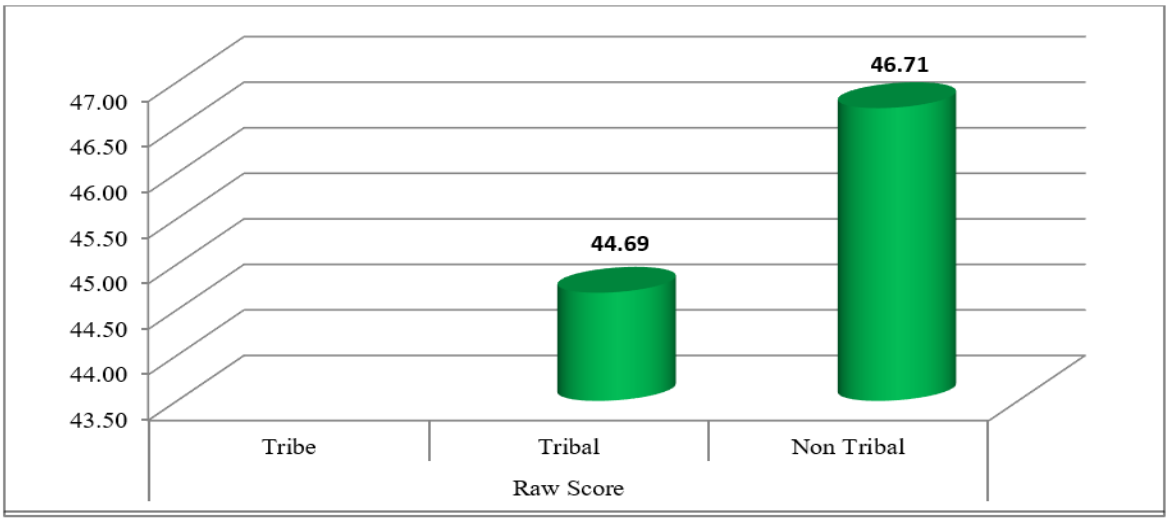


Table 4: Comparison between Tribal and Non - Tribal Students on IQ Level

Tribe	Mean	Std. Deviation	t value	p value	Remark
Tribal	202.5000	10.48809	1.034	0.310	NS
Non Tribal	208.1429	18.76108			

Table 4: Comparison between Tribal and Non - Tribal Students on IQ Level

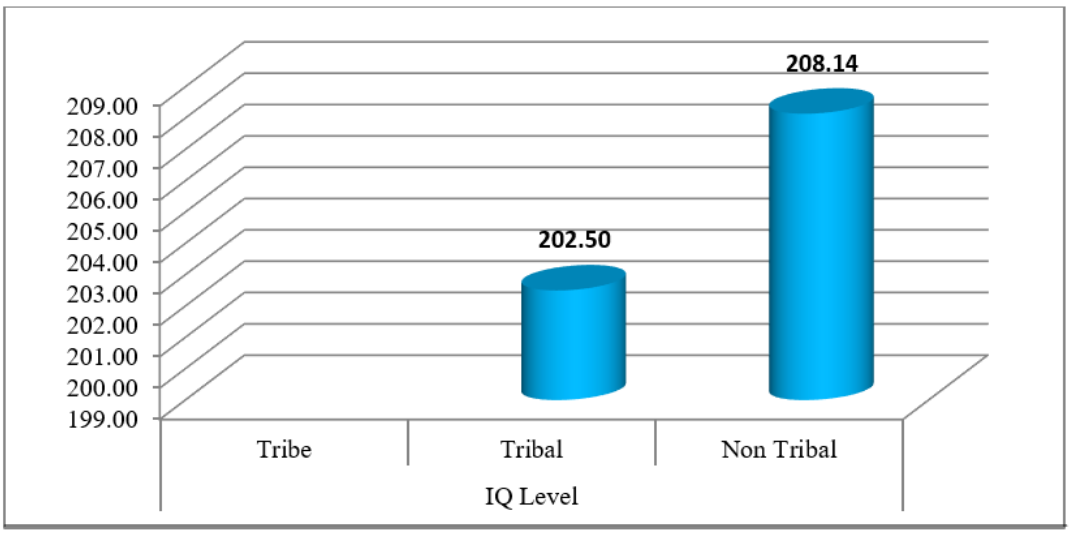


Table 5: Comparison between Science and Arts Students on Intelligence Level

Subject	Mean	Std. Deviation	t value	p value	Remark
Science	24.8000	2.82110	5.196	0.000	HS
Arts	20.8333	3.08593			

Table number 05 is to show the intelligence level between Science and Arts. The research found that the mean score of intelligence of science students is 24.8000 and the SD score is 2.82110. Similarly, the mean score of intelligence level of Arts students was 20.8333 and that of SD was 3.08593. The calculated t-value is 5.196 and p-value is 0.000 this is indicating that there is a significant difference in the intelligence of Science and Arts students. Therefore, the above hypothesis is rejected.

Figure 5: Comparison between Science and Arts Students on Intelligence Level

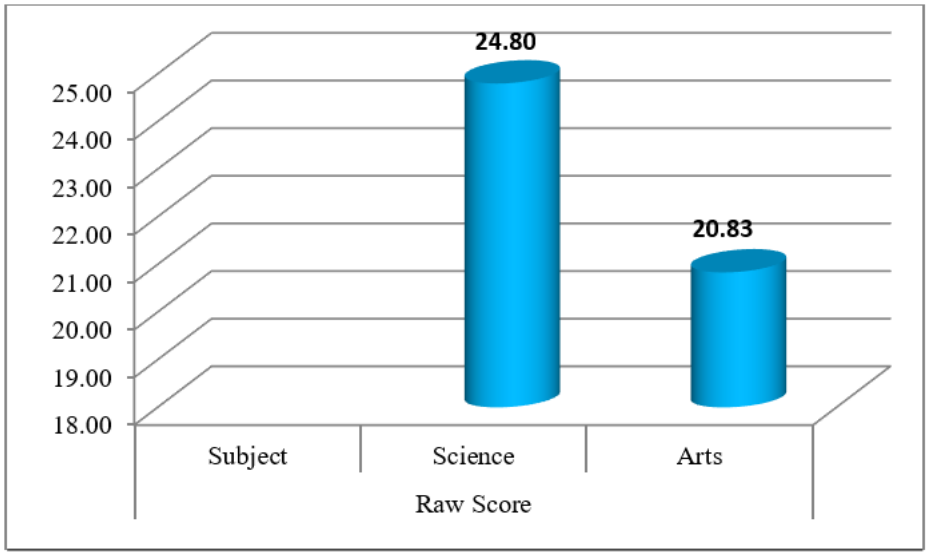
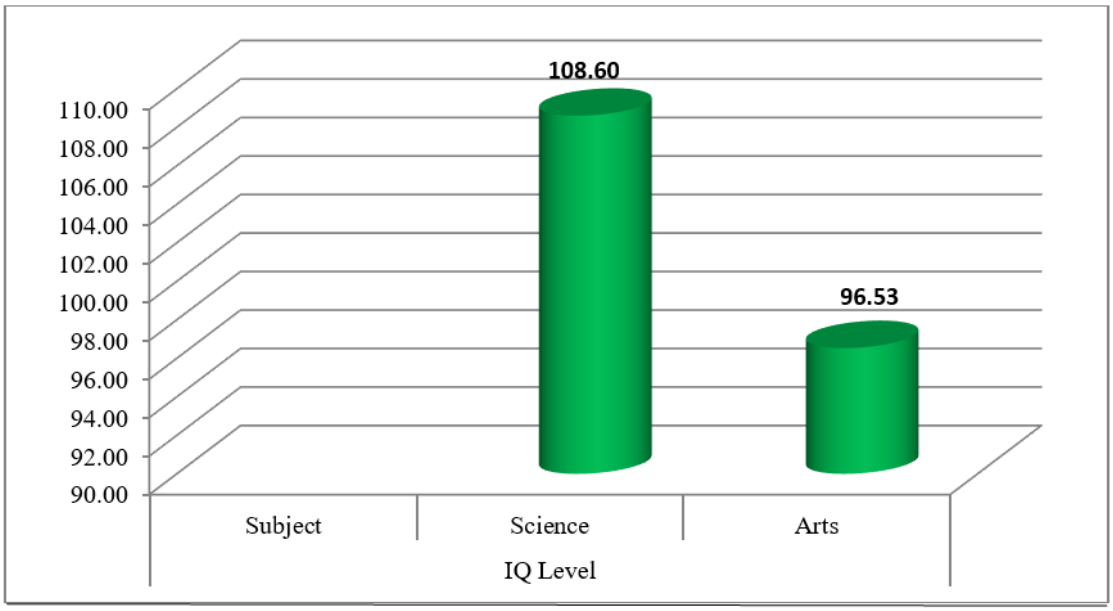


Table 6: Comparison between Science and Arts Students on IQ Level

Subject	Mean	Std. Deviation	t value	p value	Remark
Science	108.6000	8.61274	5.171	0.000	HS
Arts	96.5333	9.44214			

Figure 6: Comparison between Science and Arts Students on IQ Level



CONCLUSION

It is concluded that significant difference has been found between both the groups, in other words we can say that girls have better intelligence level as compared to boys. And the students of Science Faculty have better intelligence level than the students of Arts Faculty.

Implementations:

The findings of the study have several important applications. For teachers, the results highlight the need for tailored interventions to support Aboriginal adolescents who may be facing unique challenges that impact their intellectual development. Through intelligence, it can be found out what is the intellectual level of a person, what is the problem-solving ability of a person and how good is a person in learning from experience. Educational resources for tribal areas and role in community contribution can help in reducing the gap between tribal and non-tribal adolescents in therapeutic approach for holistic development of personality. Additionally, integrating intelligence training into educational programs can have invaluable benefits to the lives of teenagers.

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Conflict of Interest

The author(s) declared no conflict of interest.

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