# A Comparative Study of General Intelligence and Adjustment Amongst Degree College Students

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## ABSTRACT

Intelligence is the mental abilities of a person to learn from experience, adapt to new situations, understand and handle abstract concepts and use knowledge to manipulate one's environment. Andadjustment affects the various aspectsof aperson's life.Thepresentstudyexploresthemental ability/ generalintelligenceleveland adjustmentofdegreecollegestudents.Italsocomparesthe mental ability/ generalintelligenceand the adjustment of students with regard to their gender, area and stream. Normative& descriptive survey methods have been used in this study.

For general intelligence and adjustment representative sample datawascollectedfrom500studentsthrough stratified random sampling technique from various degree colleges of Ujjain City. The sample included 100 male and 100 female students. The collected data was analyzed using Mean, S.D. and'T' test.

Theresultsofthestudythrew very interesting results. Whereas,No Significant difference noticed between male and female students on general intelligencescores, a significant difference was found in the home, health and emotional adjustment of college going male and female students. There is significant difference found in both, the general intelligence& adjustment of urban andruralcollegestudents. Whereas,urbancollegestudentsshowinghigherscorethantheirruralcounterparts in general intelligence, however colleges going rural students were more adjusted in home, health, social and emotional area while urban students were more adjusted in educational area. In the case of streams,Science students show higher general intelligence than the arts students.On the other hand, no significant difference was found in all the five areas of adjustment of college going students of science and non-sciencestream.

**Keywords: Mental Ability,** General intelligence, **Adjustment, Student,**urban and rural, Male and Female, Streams.

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## INTRODUCTION

Human beings arebestowed with certain mental abilities which make them a rational being. They canreason, understand and adapt themselves to new situations. Human's, by using their mental power is superior to all other living beings butdifferencesofmentalpowersdopersistswithin human families. Some can grasp and learn quickly whereas others are slow inlearning.

Human intelligence has been defined in various ways as a capacity for compression and reasoning. Stern (1914) defined intelligence as a general capacity of an individual consciously to adjust his thinking to new requirements. It is general mental adaptability to new problems and conditions of life. Wechsler (1944) defined intelligence as the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with hisenvironment.

In general terms, intelligence is the ability to learn about, learn from, understand, and interact with one's environment. Intelligenceisaverygeneralmentalcapabilitythat, amongotherthings,involvestheabilityofaperson to reason, plan, solve problems, think abstractly, comprehendcomplexideas,learnquicklyandlearn from experience. General intelligence is a construct that includes problem solving abilities, spatial manipulation and languageacquisition.

The term adjustment refers to the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Influence of globalization, modernization, changing needs of the society and individuals and awareness is making the youth more and more ambitious and hence affecting their adjustment significantly. Adjustment is the processoffindingandadoptingmodesofbehaviorsuitab letotheenvironmentorthechanges is the environment. A well-adjusted child is one who does not get affected adversely by the interactions such as conflicts, emotions etc., and whose personality development goes through a healthy course of socialization ***(Sangeeta et al., 2012)***.

Adjustment affects the various aspects of a student's life. ***Pasha, H.S. and Munaf, S. (2013)*** and ***Shirali1, E. and Golestanipour, M. (2017)*** concluded that social adjustment significantly affects the self-esteem of the university students. Poor adjustment leads to low academic achievement, behavioral problems, irrelevant educational aspirations and even school dropout ***(Raju & Rahamtula, 2007).*** If the adolescents are not adjusted properly they suffer from various problems like mental complexity, conflicts and anxiety. ***Archna (2011)*** found that there is a

significant positive relationship between the mental health of adolescents and their adjustment. Students with low adjustments tend to form less than desirable self-evaluations, which significantly affect their happiness, satisfaction and well-being.

**Review of Related Literature**

Sinha's(1967)studyshowedartsandsciencegroups significantly discriminated (beyond 0.01 level) on the variable of intelligence, science students scored significantly higher on the intelligence test than the students of arts. Prakash (1972) found urban students have higher intelligence than the rural students. Tiwari(1977)concludedthatboysexcel girls and urban students are superior to their rural counterparts inintelligence.

Singh (1982) in his study found higher mean intelligence score of urban students as compared to those of rural students. The mean intelligence score of science students was significantly higher than that of arts students.Chatterji(1983)inhisstudyfoundscience students the most intelligent and the arts students the least. Devi (2003) has reported no significant difference in intelligence of boys and girls. Arun (2006) in his study found that boys and girls differ significantly (at 0.05 level) in the mean score of intelligence. Dhammi and Choubey (2014) found that science and humanities group students, graduate and post graduate students showed no significant difference in their general intelligence but difference was found in case of boys and girls, boys being more intelligent thangirls.

**Singh (2006)** found that boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate. **Raju and Rahamtulla (2007)** found that adjustment of children primarily dependent on the variables like the class in which they are studying, the medium of instruction, and the type of management of the college. **Velmurugan and Balakrishnan (2011)** found that social adjustment is independent upon gender and locality. The correlation coefficient between social adjustment and self-concept is found to benegligible.

**Maureen (2011)** made a study on school adjustment in relation to academic achievement and gender which revealed that there were no significant differences between girls and boys in adjustment. **Roy and Mitra (2012)** revealed that early and late adolescents group differed significantly from each other in the home, health and social areas of adjustment. Girls showed better adjustment than boys.

**Statement of the Problem**

A Comparative Study of General Intelligence and Adjustment amongst College goingStudents ofDegree Colleges of Ujjain City.

**Objectives of Study**

Following objectives have been framed in the present study:

1. To compare the general intelligence and adjustment of college going male and femalestudents.
2. To compare the general intelligence and adjustment of college going students of rural and urbanarea.
3. To compare the general intelligence and adjustment of college going students of science and artsstream.

**Hypotheses of the Study**

1. There will be no significant mean difference inthegeneralintelligenceand adjustment ofmaleandfemale students.
2. There will be no significant mean difference in the general intelligence and adjustment of college going students of rural and urbanarea.
3. Therewillbenosignificantmeandifferencei n the general intelligence and adjustment of students studying in science and artsstreams.

**Delimitations of the Study**

1. ThestudywasrestrictedtoUjjain City only.
2. Studentspursuingtheir graduation course (B.A.& B.Sc.) from various degree colleges were taken for the study.
3. Data was collected from 500 studentsonly.

**RESEARCH DESIGN**

In the present study, cross-sectional research design has been adopted by the researcher.

**METHOD USED**

Descriptive and normative survey methods of research were employed for the conduct of the study.

**POPULATION OF THE STUDY**

The population of the study constitutes all the college going students of Ujjain City, who are studying in undergraduate courses.

**SAMPLE AND SAMPLING TECHNIQUE**

The investigator used stratified random sampling technique for the selection of the sample. Total 500 college going students of rural and urban area of Ujjain City have been selected as sample. The sample included 100 male and 100 female students.

**STATISTICAL ANALYSIS**

Mean, S.D. and t-test were used for the statistical analysis.

**Analysis and Interpretation of Data**

***(a) GeneralIntelligence***

The frequency distribution and cumulative percentagefrequencyofcollegestudentsongeneral intelligence are given in Table1.The scores of students on the variable of general intelligence range from 10 - 45 on a scale ranging from 0-60. It may be observed from the table that the mean score of intelligence of college students cameouttobe25.55.Thedistributionofintelligence

scores show that 20.16% of students lay in mean interval. There are 44.64% of students who have intelligence score less than the mean interval and 35.20%ofthestudentshavescorehigherthanmean interval.This means that 20% of the students have average generalintelligence,45%ofthestudentshavebelow average and 35% of the students have aboveaverage generalintelligence.

The distribution of intelligence scores were found to be closely resembling the normal distribution as is clear from the value of Skewness (-0.11) and Kurtosis(Ku.=0.269).

**Table 1:** Frequency distribution of General Intelligence of college students (N=500)

| Class Interval | Frequency | Percentage | CPF |
|---|---|---|---|
| 45-49 | 1 | 0.16 | 100.00 |
| 40-44 | 10 | 1.60 | 99.84 |
| 35-39 | 65 | 10.40 | 98.24 |
| 30-34 | 144 | 23.04 | 87.84 |
| 25-29 | 126 | 20.16 | 64.80 |
| 20-24 | 128 | 20.48 | 44.64 |
| 15-19 | 99 | 15.84 | 24.16 |
| 10-14 | 52 | 8.32 | 8.32 |

| Mean | Median | Mode | SD | Skewness | Kurtosis |
|---|---|---|---|---|---|
| 25.55 | 25.83 | 26.39 | 7.75 | -0.11 | 0.269 |

***(b) Significanceofmeandifferencebetweengeneral intelligence of male and femalestudents.***

Table 2 shows the mean score of male and femalestudents on general intelligence test along with theirS.D. as well as t-value.

**Table 2:** General Intelligence Scores of Male and Female Students (N=500)

| Group | N | Mean | S.D. | S.E. | t-value |
|---|---|---|---|---|---|
| Male | 250 | 25.85 | 7.20 | 0.62 | 0.81 Non-significant |
| Female | 250 | 25.35 | 8.10 | | |

As shown in table 2the t-value for general intelligence of male and female students (t = 0.81) is less than the table value (=1.96) even at 0.05level of significance. It means that there is no significant difference in the general intelligence of male and female students. Thus, the hypothesis 1 stating that 'There is no significant difference in the general intelligence of male and female students' is accepted.The result of the present study is in agreement with the findings of Devi (2003) who reported no significant difference in intelligence of boys and girls. But findings are in contrast to the findings of Tiwari (1977), Sharma (1978), Arune (2006) and Dhammi and Choubey (2014) which show significant difference in the intelligence of boys andgirls.

In the case of Adjustment, the table no. 3 shows that the obtained t-values for home adjustment (t = 8.131), health adjustment (t = 6.384) and emotional adjustment (t = 8.279) have been found significant at 0.01 level of significance at df 198. It shows that there is a highly statistical significant difference in the home adjustment, health adjustment and emotional adjustment of college going male and female students. The low score on the scale indicates better adjustment. In this regard, the mean values show that female students are more adjusted in home and health area of adjustment than male students while male students are more adjusted in emotional area than female students.

**Table 3**

**Comparison of Adjustment of College going Male and Female Students**

| Adjustment | Gender | N | Mean | S.D. | df | t-value |
|---|---|---|---|---|---|---|
| Home | Male | 250 | 9.59 | 2.39 | 198 | 8.131** |
| | Female | 250 | 6.43 | 3.06 | | |
| Health | Male | 250 | 8.34 | 2.41 | 198 | 6.384** |
| | Female | 250 | 5.84 | 3.08 | | |
| Social | Male | 250 | 8.88 | 3.88 | 198 | 0.116 |
| | Female | 250 | 8.94 | 3.36 | | |
| Emotional | Male | 100 | 11.61 | 3.96 | 198 | 8.279** |
| | Female | 100 | 17.6 | 6.04 | | |
| Educational | Male | 100 | 10.45 | 4.99 | 198 | 0.168 |
| | Female | 100 | 10.33 | 5.04 | | |

***** = Significant at 0.01 Level of Significance.***

The obtained t-values for social adjustment (t = 0.116) and educational adjustment (t = 0.168) have not been found significant even at 0.05 level of significance. It shows that there is no significant difference in the social adjustment and educational adjustment of college going male and femalestudents.

It may be concluded that three t-values are found significant while two t-values are found insignificant. Thus, the hypothesis that ***"there is no significant difference in the adjustment of college going male and female students"*** is mostly rejected and partly accepted.

***(c) Significance of mean difference between intelligence of college going students of urban and rural areas***

Table4showsthemeanscoreofstudentsongeneral intelligence test studying in colleges located in urban and rural areas along with their S.D. as well ast-value.

**Table 4:** General Intelligence Scores of Urban and Rural College Students (N=500)

| Group | N | Mean | S.D. | S.E. | t-value |
|---|---|---|---|---|---|
| Urban | 346 | 27.55 | 7.30 | 0.6 | 10.75 |
| Rural | 154 | 21.10 | 6.85 | | significant |

It is shown in table 4that t-value obtained forstudentsstudyinginurbanandruralcolleges(t= 10.75) was more than the table value for CR at 0.01 level of significance (2.58).This means that there is significant difference in the general intelligence of urban and rural college students. Thus,the hypothesis 2 stating that 'There is no significant difference in the general intelligence of urban and rural college going students', is not acceptable. It may be said that the areas of college going student has significant impact on the general intelligence of students, college going students of urbana r e a s showhighergeneralintelligence than that of those students which are from rural areas.

The result of present study is in agreement with the findings of Prakash (1972), Tiwari (1977) and Singh (1982) showing higher mean intelligence score of urban students as compared to their rural counterparts.

The table no. 5 shows that the obtained t-values for home adjustment (t = 9.763), health adjustment (t = 7.684), social adjustment (t = 9.271), emotional adjustment (t = 2.831) and educationaladjustment(t=6.933)havebeenfoundsignificantat0.01levelofsignificanceatdf 198. It shows that there is a highly statistical significant difference in the home adjustment, health adjustment, social adjustment, emotional adjustment and educational adjustment of college going students of rural and urban area. The low score on the scale indicates better adjustment.Inthisregard,themeanvaluesshowthatrurallstudentsaremoreadjustedinhome, health, social and emotional area of adjustment than urban students while urban students are more adjusted in educational area than ruralstudents.

**Table 5**

**Comparison of Adjustment of College going Students of Rural and Urban Areas**

| Adjustment | Area | N | Mean | S.D. | df | t-value |
|---|---|---|---|---|---|---|
| Home | Rural | 154 | 6.21 | 2.52 | 198 | 9.763** |
| | Urban | 346 | 9.81 | 2.68 | | |
| Health | Rural | 154 | 5.64 | 2.94 | 198 | 7.684** |
| | Urban | 346 | 8.54 | 2.36 | | |
| Social | Rural | 154 | 6.92 | 2.79 | 198 | 9.271** |
| | Urban | 346 | 10.9 | 3.25 | | |
| Emotional | Rural | 154 | 13.44 | 6.06 | 198 | 2.831** |
| | Urban | 346 | 15.77 | 5.56 | | |
| Educational | Rural | 154 | 12.6 | 4.78 | 198 | 6.933** |
| | Urban | 346 | 8.18 | 4.2 | | |

***** = Significant at 0.01 Level of Significance.***

It may be concluded that all the five t-values are found significant. Thus, the hypothesis that ***"there is no significant difference in the adjustment of college going students of rural and urban area"*** is altogether rejected.

***(d) Significanceofmeandifferencebetweengeneral intelligence of Science and Artsstream students***

Table 6 shows the mean score of students studying in science stream and those studying in arts stream along with their S.D. as well as t-value.

**Table 6:** General Intelligence Scores of Science and Arts Stream Students (N=500)

| Group | N | Mean | S.D. | S.E. | t-value |
|---|---|---|---|---|---|
| Science | 231 | 29.45 | 6.35 | 0.54 | 13.52 significant |
| Arts | 269 | 22.15 | 7.20 | | |

As shown in table 6, the mean score of general intelligence of science students is 29.45 and that of arts students, its value is 22.15. The values of S.D. for the science and arts students are 6.35 and 7.20 respectively. The t-value indicating the significance of difference between the means is 13.52 which is significant at 0.01 level of significance meaning thereby that there is significant difference in the general intelligence of science and arts students. Thus the hypothesis 3 stating that 'There is no significant difference in the general intelligence of science and artsstudents'isnotaccepted.Itmaybesaidthatthe stream in which the students study has significant impact on the general intelligence of students, students studying in science stream show higher general intelligence than that of those studying in artsstream.

The result of present study is in agreement with the findings of Sinha (1967), Singh (1982) and Chatterji (1983) who found that science students show higher mean score on intelligence test than theartsstudentsbutthefindingisincontrasttothe study of Dhammi and Choubey (2014) who found no significant difference in general intelligence of science and humanities groupstudents.

In the case of adjustment, the table no. 7 shows that the obtained t-values for home adjustment (t = 0.535), health adjustment (t = 0.232), social adjustment (t = 0.662), emotional adjustment (t = 1.111) and educational adjustment (t = 1.414) have not been found significant even at 0.05 level of significance at df 198. It shows that there is no significant difference in the home adjustment, health adjustment, social adjustment, emotional adjustment and educational adjustment of college going students of Science and Arts stream. It may be concluded that all the five t- values are found insignificant. Thus, the hypothesis that ***"there is no significant difference in the adjustment of college going students of science and Arts stream"*** is altogether accepted.

**Table 7**

**Comparison of Adjustment of College going Students of Science and Arts Stream**

| Adjustment | Stream | N | Mean | S.D. | df | t-value |
|---|---|---|---|---|---|---|
| Home | Science | 100 | 7.89 | 2.88 | 198 | 0.535 |
| | Arts | 100 | 8.13 | 3.43 | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Health | Science | 100 | 7.04 | 2.95 | 198 | 0.232 |
| | Arts | 100 | 7.14 | 3.12 | | |
| Social | Science | 100 | 9.08 | 3.72 | 198 | 0.662 |
| | Arts | 100 | 8.74 | 3.53 | | |
| Emotional | Science | 100 | 14.14 | 5.86 | 198 | 1.111 |
| | Arts | 100 | 15.07 | 5.97 | | |
| Educational | Science | 100 | 9.89 | 4.94 | 198 | 1.414 |
| | Arts | 100 | 10.89 | 5.05 | | |

## CONCLUSION

1. 20% students have average intelligence, 45% students have below average and 35% students have above average general intelligence.
2. Male and female students do not differ significantly in their general intelligence and adjustment capabilities.
3. There is significant mean difference in the intelligence of urban and rural college going students,urbancollegestudentsshowhigher intelligencescoresascomparedtotheirrural counterparts. However, there is no significant difference in adjustment.
4. Significant mean difference exists in the general intelligence of students studying in science and arts streams, Science students showing higher intelligence level than that of Artsstudents. However, there is no significant difference in adjustment.

There has been found a significant difference in the home, health and emotional adjustment of college going male and female students. Female students were more adjusted in home and health area while male students were more adjusted in emotional area.

A significant difference was found in the home, health, social, emotional and educational adjustment of college going students of rural and urban areas. Rural students were more adjusted in home, health, social and emotional area while urban students were more adjusted in educational area.Female students of rural area were more adjusted in home and health area but male students of rural area were more adjusted in social and emotional area. Almost similar findings have been obtained with regard to urban area. As the female students of urban area were more adjusted in home and social area and male students of urban area were more adjusted in emotionalarea.

On the other hand no significant difference was found in all the five areas of adjustment of college going students of science and Arts stream. A significant difference was observed in the home, health and emotional adjustment of college going male and female students of science stream. Female students of science stream were more adjusted in home and health area while male students of science stream were more adjusted in emotional area. Similar findings have been found with regard to male and female students of Arts stream. As female students of Arts stream were more adjusted in home and health area and male students of Arts stream were more adjusted in emotional area.

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