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**Deepali**  
Research Scholar, Department of  
Child Development, Faculty of  
Home Science, Kamla Nehru  
Institute of Physical and Social  
Sciences, Sultanpur, Uttar  
Pradesh, India

**Seema Dubey**  
Advisor & Assistant Professor,  
Department of Child  
Development, Faculty of Home  
Science, Kamla Nehru Institute  
of Physical and Social Sciences,  
Sultanpur, Uttar Pradesh, India

### A study on level of verbal intelligence among students of government upper primary school

**Deepali and Seema Dubey**

#### Abstract

Verbal intelligence is the ability to analyze information and solve problems using language-based reasoning. Language-based reasoning may involve reading or listening to words, conversing, writing or even thinking. From classroom learning to social communication to texting and email, our modern world is built around listening to or reading words for meaning and expressing knowledge through spoken language.

The present study was carried out with the objective- (1) To assess the level of verbal intelligence among students of Government Upper Primary School with respect to their Age and Family Income. A total no. of 80 children randomly selected from government Upper Primary schools of Kurebhar Block of Sultanpur city. Verbal Intelligence Test developed by Dr. R. K. Ojha and Dr. K. Ray Chaudhary (2005) were applied to children for assessing verbal intelligence of children. Most of the children belonged to Normal category, some belonged to Bright-Normal and Dull Normal and there were very few respondents who belonged to Very Superior, Superior, Borderline and Defective category of Verbal Intelligence.

The major finding of this study is that the most of the boys (31.25%) had Normal Verbal Intelligence and Most of the girls (27.5%) also had Normal Verbal Intelligence.

**Keywords:** Government upper primary school, verbal intelligence, verbal intelligence test

#### Introduction

Language is the most common way for people to express their thoughts, emotions and feelings. Spoken utterance of a particular person reflects his/her educational and cultural background, psychology, life-experience, reasoning his/her level of intelligence etc. Verbal ability is one of the most g-loaded abilities. This type of intelligence is associated with the verbal I.Q. Pearson (2008). Human uses verbal- linguistic intelligence when they speak to each other, whether through formal speech or informal conversation. It consists the ability to think words and to use language to express and appreciate complex meanings.

Verbal intelligence refers to specific human based language skills, which are considered to reflect latent general ability. Verbal skills are necessary for development of self-advocacy and self-determination. Verbal intelligence is encompassed in storytelling and creating in all forms of human that involves such things as play on words, in the expected ending in a joke, and a various funny twists of the language. Intellect is the unique characteristics of mankind. Human is believed as most animal in all creatures. Intelligence means to decide, to grasp and infer intelligence in which language or words are used is called verbal intelligence. Our attraction for intellect and intelligent person is always there from ancient times till today. Verbal intelligence is one of the important fields in which psychologists style (Donga and Nanu 2007).

Individual differences in intelligence influence developmental trajectories across the lifespan, affecting socioeconomic, psychological, and health outcomes (Deary, 2012). These variations in the development of intelligence are likely to be associated with children's family socioeconomic status (SES; e.g. Dyume et al., 1999, Heckman, 2006, Tucker-Drob et al., 2011). Children from disadvantaged family backgrounds score on average lower on intelligence tests than their high SES peers (Bradley and Corwyn, 2002, Schoon et al., 2012, Strenze, 2007), and their performance has been suggested to worsen over time, even if they did relatively well in early assessments (Feinstein, 2003).

**Corresponding Author:**  
**Deepali**  
Research Scholar, Department of  
Child Development, Faculty of  
Home Science, Kamla Nehru  
Institute of Physical and Social  
Sciences, Sultanpur, Uttar  
Pradesh, India

Conversely, high SES children are thought to gain in intelligence over time, even if they initially had a lower test score (Feinstein, 2003).

### Verbal Intelligence Test

A person's verbal intelligence is assessed through performance on or more specific tests involving receptive and or more specific tests involving expressive spoken language. While these tests assess a limited range of specific verbal abilities, they are also intended to estimate, of a person's intelligence. Verbal intelligence tests contrast with performance or nonverbal intelligence tests, which may in fact require verbal skills but primarily, are considered measures of other abilities, such as visuo-spatial perception or processing speed.

### Government Upper Primary School

Government upper primary school is mandated for or offered to all children without charge, funded and controlled by the state government. Since government schools are controlled by the government, the curriculum is decided at a state level; all government schools follow the same curriculum. Admission to government school is determined by the address of the student. The schools are obliged to take in the students who belong to their respective geographical zone.

### Objective

To assess the level of verbal intelligence among students of Government Upper Primary School with respect to their Age and Family Income.

### Review of Literature

Yashpal Singh, Archita Makharia and Tarun Yadav (2018) studied *Different Forms of Intelligence in Indian School Going Children* and found out that even in the children with low IQ, many students had other forms of intelligences. The IQ scores correlated with only logical/mathematical, spatial, and musical intelligence. Hence, tapping the intelligences of students can help enhance their learning process. Our curriculum should have an amalgamation of teaching for all kinds of intelligences for maximum productivity.

Kaufman J. C. (2015) in his article on *'Why Creativity Isn't in IQ Tests, Why it Matters, and Why it won't Change Anytime Soon Probably'* studied that intelligence and creativity are more conceptually related than we have thought. He also questioned that do IQ tests actually measure intelligence and how well do they predict real-world success. He also concluded that there are several theories that are not (yet) represented in IQ tests that have much to offer. One common criticism of IQ tests is that they have largely remained stagnant over the last century (32). Study also argued that creativity offers a potential way to counter issues of test bias from different angles.

Fabian ACG et al. (2014) in his study on *'Multiple Intelligences: Learners VS Teachers.'* investigated that the relationship of the multiple intelligences of the Bachelor of Secondary Education students and their teachers in their major subjects. It also suggests that the students may have the same intelligence as for their teachers in some aspects but they differ in rank order.

Asthani F A (2006) found that the verbal intelligence of the dyslexia- dysgraphia group was significantly lower than that of the normal student, while, the nonverbal intelligence of the dyslexia- dysgraphia group was significantly higher than that of the other group. In addition, the verbal intelligence was

significantly lower than the nonverbal intelligence for the students with dyslexia- dysgraphia. This research suggested that nonverbal skills of the students with dyslexia- dysgraphia may compensate the shortage of student's verbal intelligence, if this can be well handled by appropriate educational method. Richard Lynn and Paul Irwing (2004) published a meta-analysis in 2005 found that the mean IQ of men exceeded that of women by up to 5 points on the Raven's Progressive Matrices test. Lynn's findings were debated in a series of articles for Nature. He argued that there is a greater male advantage than most tests indicate, stating that because girls mature faster than boys, and that cognitive competence increases with physiological age, rather than with calendar age, the male-female difference is small or negative prior to puberty, but males have an advantage after adolescence and this advantage continues into adulthood.

### Research Methodology

#### Research Design

Research design is a coherent plan in conducting a research, which deals with structure and strategy of investigation so conceived as to obtain answers to research questions or problems. (Kerlinger, 1995). The approach adopted for this study was descriptive research in nature. This research design was chosen to find out the level of verbal intelligence among children of Government Upper Primary Schools.

#### Locale of the Study

Kurebhar Block of Sultanpur city was selected for this study as it is convenient for the researcher to conduct the study. Sultanpur is located in Uttar Pradesh.

#### Sampling Size

The children of 13 to 16 yrs. were selected for the study. 40 Male and 40 Female children of two schools i.e. Junior High School Kurebhar- I and Junior High School Kurebhar- II were selected. Thus total 80 respondents were selected from schools. Respondents were taken as the samples for the study.

#### Sampling design

Purposive random sampling was used to collect the sample for this study.

#### Tools of the study

Verbal Intelligence Test (VIT) developed by Dr. R. K. Ojha and Dr. K. Ray Chaudhary was used to assess the verbal intelligence of the respondents.

#### Statistical Analysis of Data

Following statistical tool was used for the analysis and interpretation of the data-

Percentage (%) -

The percentage is the frequency of a particular cell, multiplied by 100 divided by total number of respondent in the particular category to which they belong. Percentage was calculated with the following formula-

$$\text{Percentage} = \frac{\text{Number of respondents belonging to particular category}}{\text{Total number of respondents}} \times 100$$

The percentage is the frequency of a particular cell, multiplied by 100 divided by total number of respondent in the particular category to which they belong. Percentage was calculated with the following formula-

**Results and Discussion**

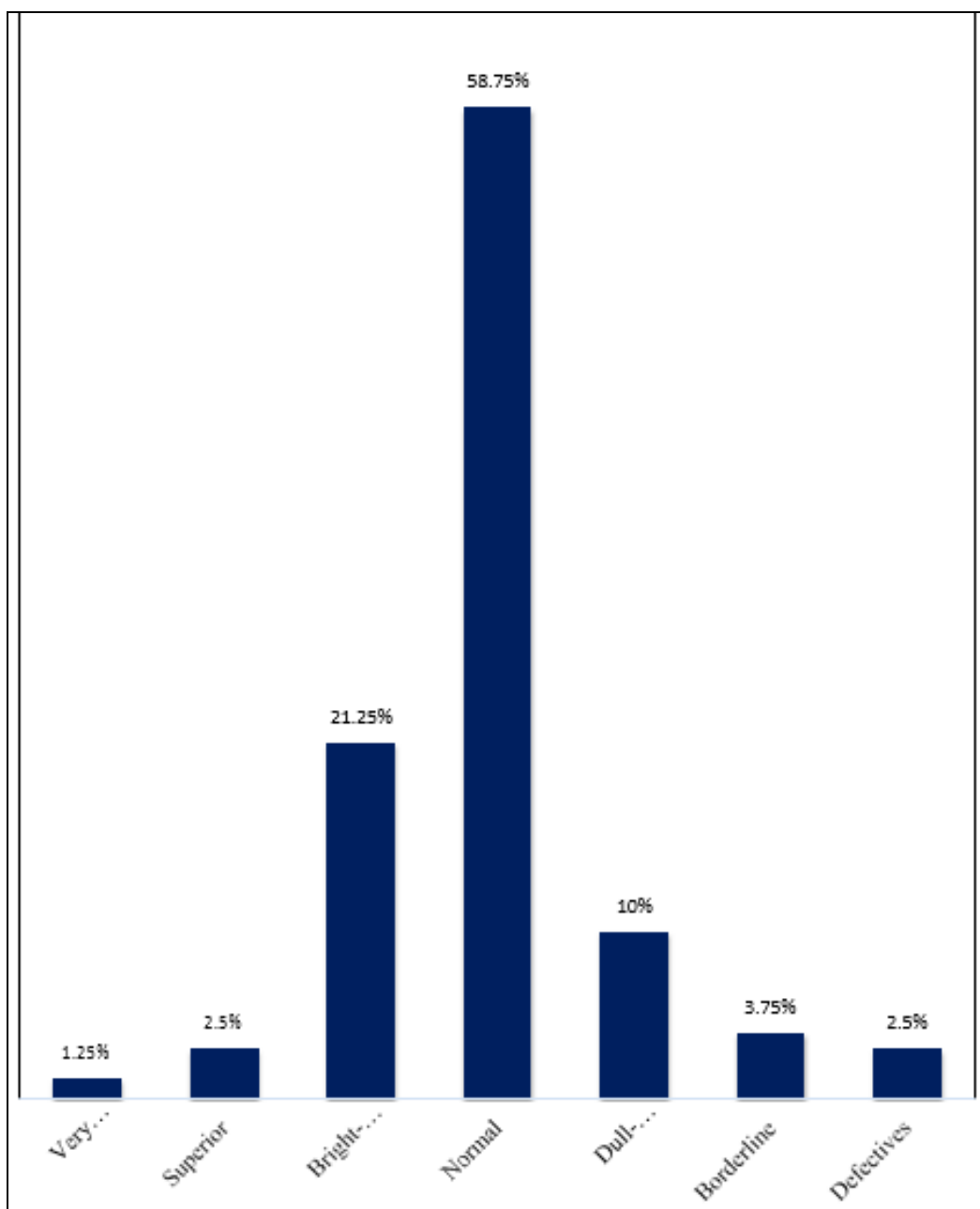
**Table 4.1:** Distribution of respondents on the basis of their level of verbal intelligence

S. No.	Level of Verbal Intelligence	No. of Respondents	
		F	%
1	Very Superior	1	1.25%
2	Superior	2	2.5%
3	Bright-Normal	17	21.25%
4	Normal	47	58.75%
5	Dull-Normal	8	10%
6	Borderline	3	3.75%
7	Defectives	2	2.5%
	<b>Total</b>	<b>80</b>	<b>100%</b>

**Note:** F= Frequency, %= Percentage

It is observed from the Table 4.1 maximum number of respondents (58.75%) had Normal verbal intelligence, 21.25% respondents had Bright-Normal, 10% respondents

had Dull-Normal, 3.75% respondents had Borderline, 2.5% had Superior, 2.5% had Defective verbal intelligence and only 1.25% had Very-Superior verbal intelligence. (Fig. No. 4.1)



**Fig 4.1:** Level of Verbal Intelligence of Respondents

**Verbal Intelligence with Selected Variables**

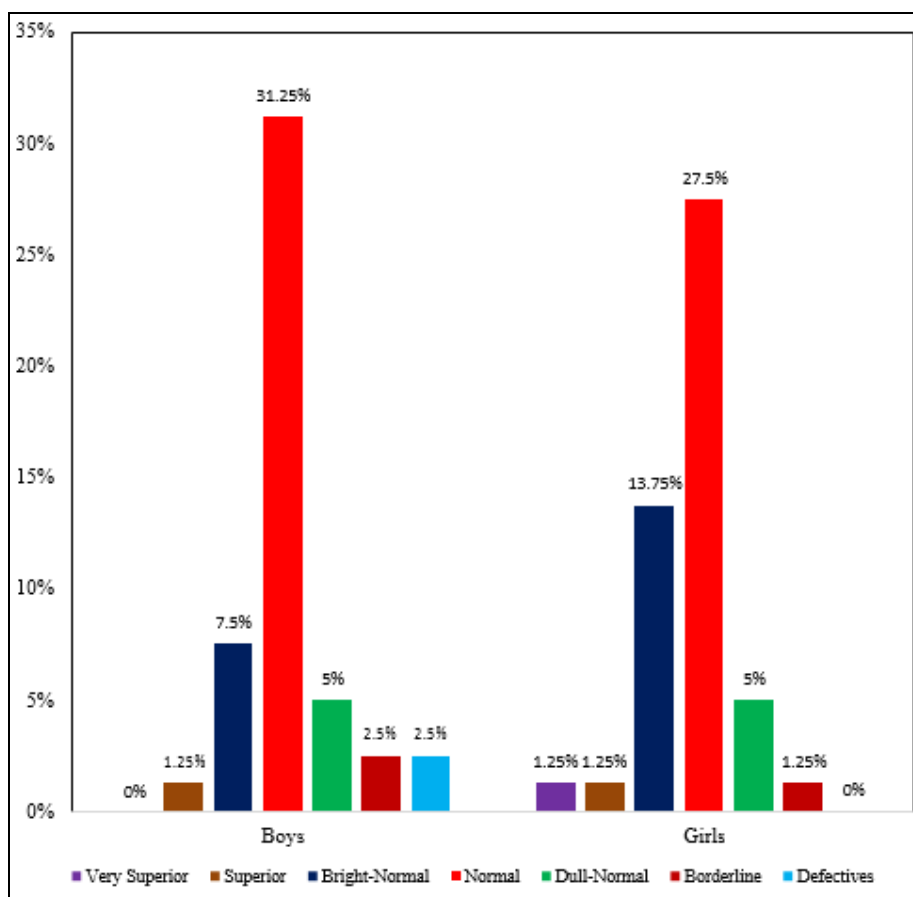
**Table 4.2.1:** Distribution of respondents according to gender with verbal intelligence

S. No.	Gender	F	Level of Verbal Intelligence						
			Very Superior	Superior	Bright-Normal	Normal	Dull-Normal	Borderline	Defectives
1	Boys	40	0 (0%)	1 (1.25%)	6 (7.5%)	25 (31.25%)	4 (5%)	2 (2.5%)	2 (2.5%)
2	Girls	40	1 (1.25%)	1 (1.25%)	11 (13.75%)	22 (27.5%)	4 (5%)	1 (1.25%)	0 (0%)
Total		80	1 (1.25%)	2 (2.5%)	17 (21.25%)	47 (58.75%)	8 (10%)	3 (3.75%)	2 (2.5%)

**Note:** F= Frequency, %= Percentage

The data depicted in the above Table 4.2.1 reveals that among boys, most of the respondents (31.25%) had Normal verbal intelligence, 7.5% had Bright-Normal, 5% had Dull-Normal, 2.5% had Borderline, 2.5% had Defective and only 1.25% respondents had Superior verbal intelligence. There is no respondent having Very Superior verbal intelligence.

On the other hand, among girls, most of the respondents (27.5%) had Normal verbal intelligence, 13.75% had Bright-Normal, 5% had Dull-Normal, 1.25% had Superior and 1.25% respondents had Borderline verbal intelligence. There is no respondent having Defective verbal intelligence. (Fig. No. 4.2.1)



**Fig 4.2.1:** Gender with Verbal Intelligence of Respondents

**Table 4.2.2:** Distribution of Respondents According to Family Income with Verbal Intelligence

S.No.	Family Income	F	Level of Verbal Intelligence						
			Very Superior	Superior	Bright-Normal	Normal	Dull-Normal	Borderline	Defectives
1	Below 5,000	44	0 (0%)	0 (0%)	7 (8.75%)	32 (40%)	3 (3.75%)	1 (1.25%)	1 (1.25%)
2	5,000 to 10,000	29	1 (1.25%)	2 (2.5%)	7 (8.75%)	14 (17.5%)	4 (5%)	1 (1.25%)	0 (0%)
3	10,000 to 20,000	7	0 (0%)	0 (0%)	3 (3.75%)	1 (1.25%)	1 (1.25%)	1 (1.25%)	1 (1.25%)
4	Above 20,000	0	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total		80	1 (1.25%)	2 (2.5%)	17 (21.25%)	47 (58.75%)	8 (10%)	3 (3.75%)	2 (2.5%)

**Note:** F= Frequency, %= Percentage

The Table 4.2.2 shows that among the respondents whose Family Income is below 5,000, most of the respondents (40%) had Normal verbal intelligence, 8.75% had Bright-Normal, 3.75% had Dull-Normal, 1.25% had Borderline and 1.25% had Defective verbal intelligence. There is no respondent having Very Superior and Superior verbal intelligence. Among the respondents whose Family Income is 5,000 to

10,000, most of the respondents (17.5%) had Normal verbal intelligence, 8.75% had Bright-Normal, 5% had Dull-Normal, 2.5% had Superior, 1.25% had Very Superior and 1.25% respondents had Borderline verbal intelligence. There is no respondent having Defective verbal intelligence. Among the respondents whose Family Income is 10,000 to 20,000, most of the respondents (3.75%) had Bright-Normal

verbal intelligence, 1.25% had Normal, 1.25% had Dull-Normal, 1.25% had Borderline and 1.25% had Defective verbal intelligence. There is no respondent having Very

Superior and Superior verbal intelligence. There is no respondents whose Family Income is above 20,000. (Fig. No. 4.2.2)

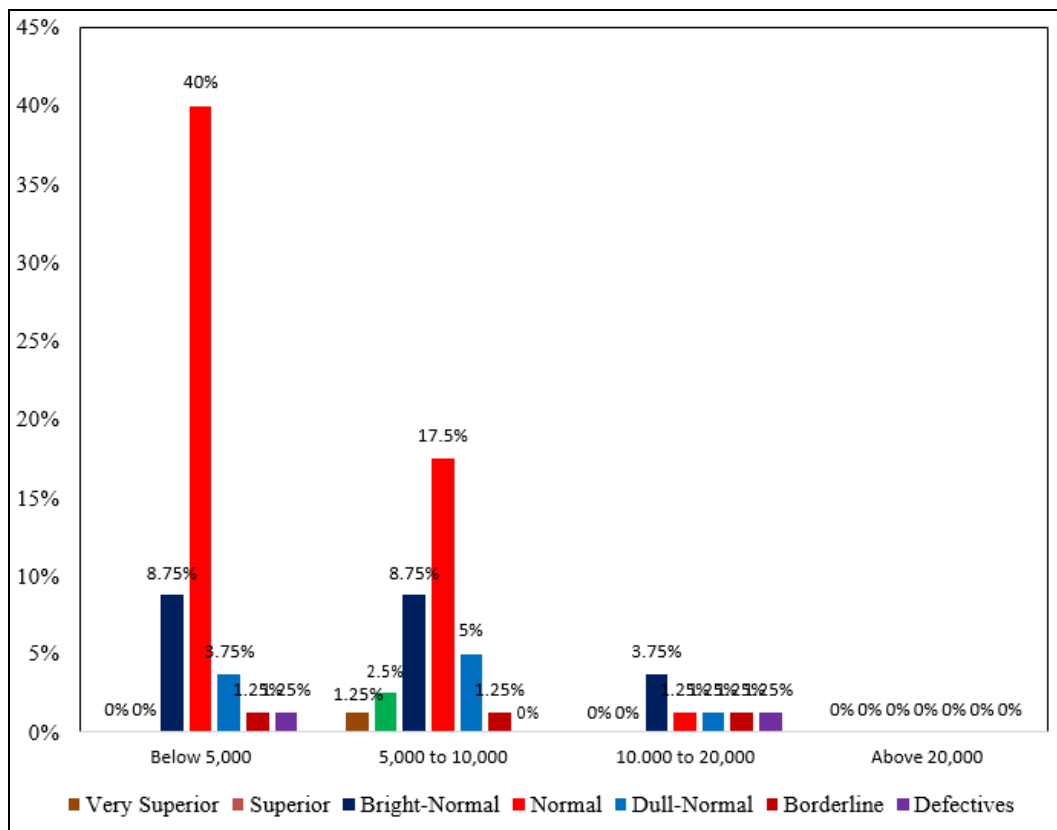


Fig 4.2.2: Family Income with Verbal Intelligence of Respondents

**Conclusion**

It is concluded that most of the respondents (58.75%) belonged to Normal category, 21.25% in Bright-Normal, 10% in Dull-Normal, 3.75% in Borderline, 2.5% in Superior, 2.5% in Defective and only 1.25% were in Very Superior category of Verbal Intelligence.

- Among boys, most of the respondents (31.25%) had Normal verbal intelligence and among girls, most of the respondents (27.5%) had Normal verbal intelligence.
- In Family Income with Verbal Intelligence, most of the respondents, 40% respondents whose family income was below 5,000 and 17.5% respondents whose family income was 5,000 to 10,000 had Normal verbal intelligence. Whereas most of the respondents (3.75%) whose family income was 10,000 to 20,000 had Bright-Normal verbal intelligence.

**Recommendations**

- There is need to focus on verbal ability of students of schools of rural areas.
- Time to time checking of their level of verbal intelligence should be done by using some tests and scales.
- Teachers and parents should give more emphasis on verbal ability of children from their early age.

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