

## ROLE OF FAMILY IN THE CHILD DEVELOPMENT OF SUCCESSFUL INTELLIGENCE

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Received date: 01 July 2019

Revised date: 22 July 2019

Accepted date: 12 August 2019

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### ABSTRACT

"As a result of the negative correlations commonly found between intelligence test scores of children and number of siblings, several writers have predicted a drop in the intellectual level of the population." A critical review of the theoretical and methodological aspects of the research literature concerned with differential fertility, and intelligence test performance in relation to family size, is presented. The author concludes on the basis of this analysis that the problem "is far more complex—both methodologically and theoretically—than was originally supposed. This article presents a theory of successful intelligence. The theory is substantially broader than conventional theories of intelligence. It defines intelligence in terms of the ability to achieve ones goals in life, within ones socio cultural context. The article is divided into four major parts. The article opens with a consideration of the nature of intelligence. Then it discusses measurement of intelligence. Next it discusses how people can be intelligent but foolish.

**KEYWORDS:** Successful intelligence; analytical intelligence; creative intelligence; practical intelligence.

### INTRODUCTION

Intelligence is a set of cognitive abilities. Although many different definitions of intelligence have been proposed over the years (see, e.g., "Intelligence and its Measurement," 1921; Sternberg & Detterman, 1986), the conventional notion of intelligence is built around a loosely consensual definition of intelligence in terms of generalized adaptation to the environment (Sternberg, 1999b). Intelligence is defined as the ability to adapt flexibility and effectively to the environment (Sternberg & Detterman, 1986). Although theorists of intelligence might disagree as to the exact details of this definition, most would accept the general idea that intelligence serves the purpose of adaptation (Sternberg, 2000a). Two common themes that run through the definitions of intelligence proposed by many experts are the capacity to learn from experience and the ability to adapt to the environment (Sternberg, 2006a). Twenty-four cognitive psychologists with expertise in intelligence research were asked the question-what is intelligence? (Sternberg & Detterman, 1986). These psychologists emphasized the importance of learning from experience and adapting to the environment. They also broadened the definition to emphasize the importance of meta cognition - people's understanding and control of their own thinking processes (Sternberg, 2006a). Contemporary experts

have strongly emphasized the role of culture. They pointed out that what is considered intelligent in one culture may be considered stupid in another culture (Serpell, 2000). To summarize, intelligence is the capacity to learn from experience using meta cognition processes to enhance learning, and the ability to adapt to the surrounding environment. It may require different adaptations within different social and cultural contexts (Sternberg, 2006a).

### REVIEW OF RELATED LITERATURE

The review of related literature concerned with role of family (child rearing practices, family environment and family characteristics) in the development of successful intelligence is based on the available literature, and by no means be considered exhaustive.

The review is presented under the following sections:

1. The theory of successful intelligence
2. Nature- nurture issue of successful intelligence
3. Family and successful intelligence
4. Gender differences in successful intelligence

## METHOD

The total sample was drawn from B. Tech undergraduate students of the various branches of Engineering from National Institute of Technology GJU Hisar. The sample (N=500) consisted of students who voluntarily participated in the study after investigator introduced the research plan. Participants belong to different places of India which provide the diversity in total sample. The variable of gender was controlled by taking only male sample. The age of the participants ranged between 18 to 21 years with the mean age of 19.6 years. The total sample was divided in to two groups on the basis of two criteria; first criterion is high and low scores of successful intelligence in which total of all the three components (analytical, creative, and practical) of successful intelligence was taken in to consideration. Upper two fifty scores of subjects were considered high successful intelligence and lower two fifty scores of subjects were considered as low successful intelligence. A second criterion which is used here for dividing the groups is the low and high differences among scores on different components (analytical, creative and practical) of successful intelligence.

## RESULT

The present study was mainly designed to study the role of family in the development of successful intelligence. To realize the main objective 500 undergraduate B. Tech. male students with age ranging from 18 years to 21 years with the mean age of 19.6 years from various branches of Engineering at GJU Hisar participated in the study. The selected subjects (volunteer) were administered with all the tests (score able at forty seven variables). All the tests were group tests and administered in small groups settings. Total testing time for all the tests ranged between 3 to 4 hours.

These consistent results, press upon the importance of family factors in the high difference in successful intelligence. On the whole seeing the results of group I and group II, we came to know that important family characteristics which are responsible for low difference in successful intelligence are number of siblings (ASCH) and birth order (BSCH). These family characteristics are depicting the picture of family size and order of birth.

## CONCLUSION

Since the aim of the present study was to study the role of family in the development of successful intelligence. The findings give a picture of variables related to maternal child rearing practices, family environment and family characteristics which 91 play role in the development of high as well as low successful intelligence. Findings reveal that family related variables responsible for low successful intelligence are different to the variables responsible for the development of high successful intelligence.

The limitations of obtained results can also be attributed to the restricted sample and other specifications too. So it may not be generalize to the whole population. There is a need to conduct similar studies on different sample drawn from a general population for the generalization of role of family in the development of successful intelligence.

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