

Intellectual development of children brought up in boarding school

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Background

- The problem of upbringing orphans and children left without parental care has always been acute in society. Modern society requires to build the education system so that it came out of the educated members with a high level of intellectual, psychological, emotional development, able to deal effectively with non-standard tasks in a fast pace of social development.
- The system of specially created public institutions: children's homes and boarding schools of general education of all types and forms for orphans and children deprived of parental care, could not fully ensure the social order in a high level of intellectual development of children.
- There is a contradiction between the high demands on intellectual development of children and the insufficient study of intellectual development of children who are brought up in a boarding school for the purpose of effective psycho-pedagogical support.

Objective

- to study features of intellectual development of younger teenagers who are brought up in a boarding school.

Main tasks:

- Carry out a theoretical analysis of the problem of intellectual development and psychological characteristics of children in psychological and educational research;
- Study intellectual development of younger teenagers who are brought up in families and boarding schools.
- Compare and identify features of intellectual development of younger teenagers who are brought up in families.

Methods

- **Organizational methods** - *comparative method*.
- **Empirical methods:** *diagnostic method - testing (School Test of Intellectual Development, Form A- authors: M.K.Akimova, E.M.Borisova, VI Kozlova, G.P.Loginova, V.G.Zarhin,).*
- **Methods of data:** *non-parametric test for independent samples Mann-Whitney, correlation analysis using Spearman's rank correlation coefficient.*
- **Interpretation methods.**

Test subjects

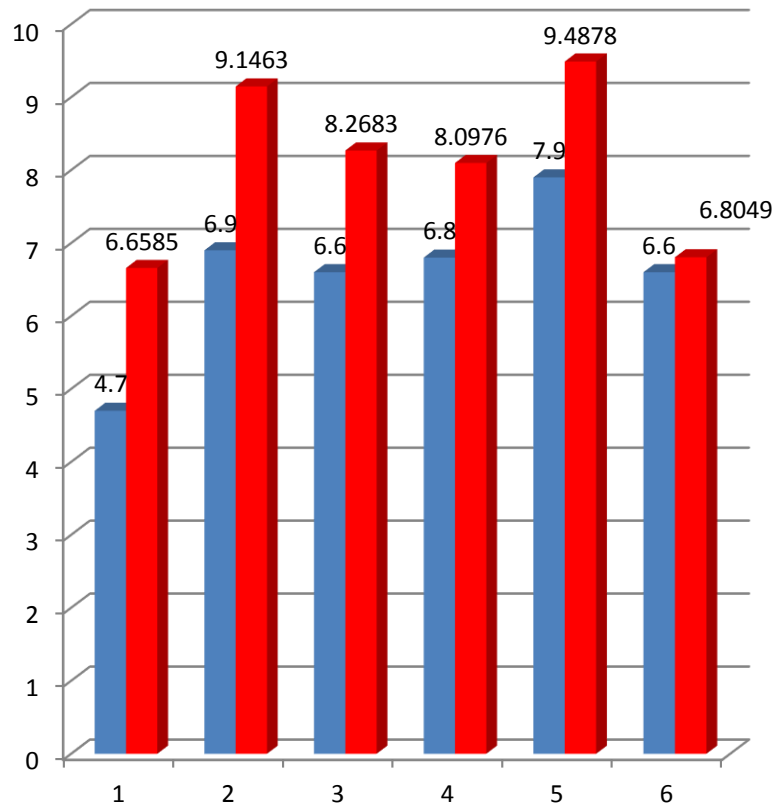
- The study was conducted among the younger teenagers who are brought up in a boarding school, and teenagers who are brought up in families in Izhevsk.
- Total amount of subjects is 51 people.

Results

Indicators of mental development of orphans and children living in families

Children from boarding school

Children from families

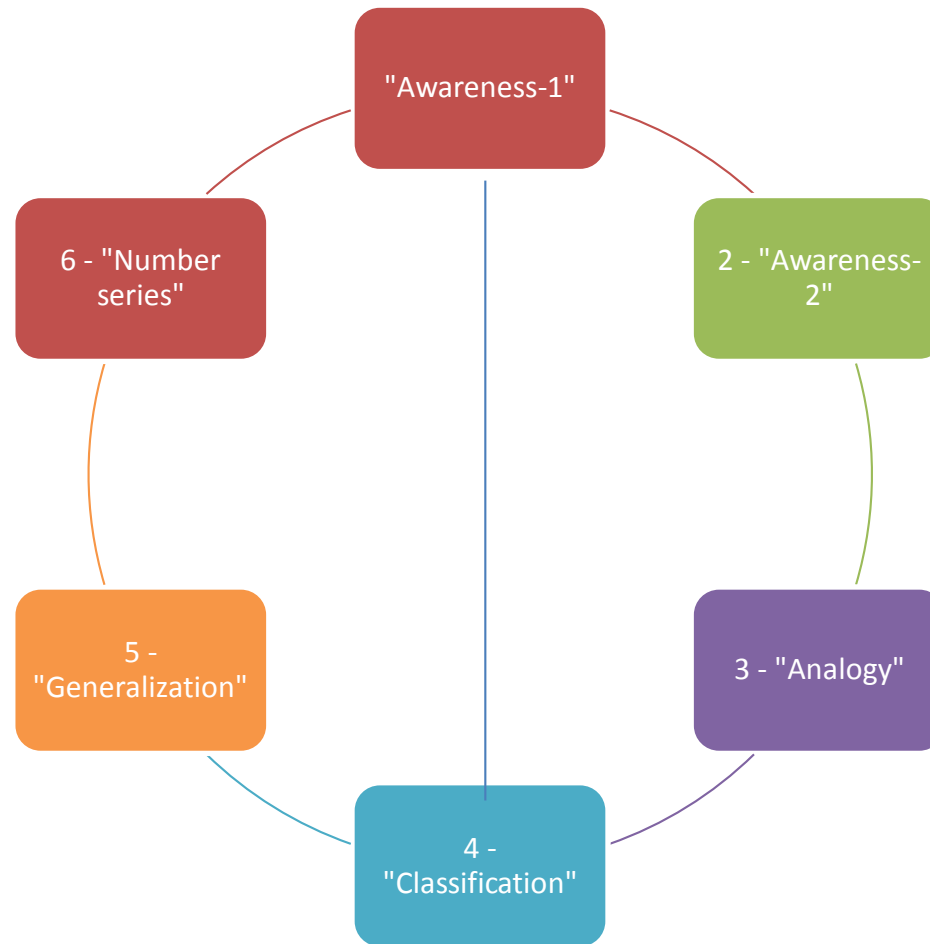


Criteria for intellectual development

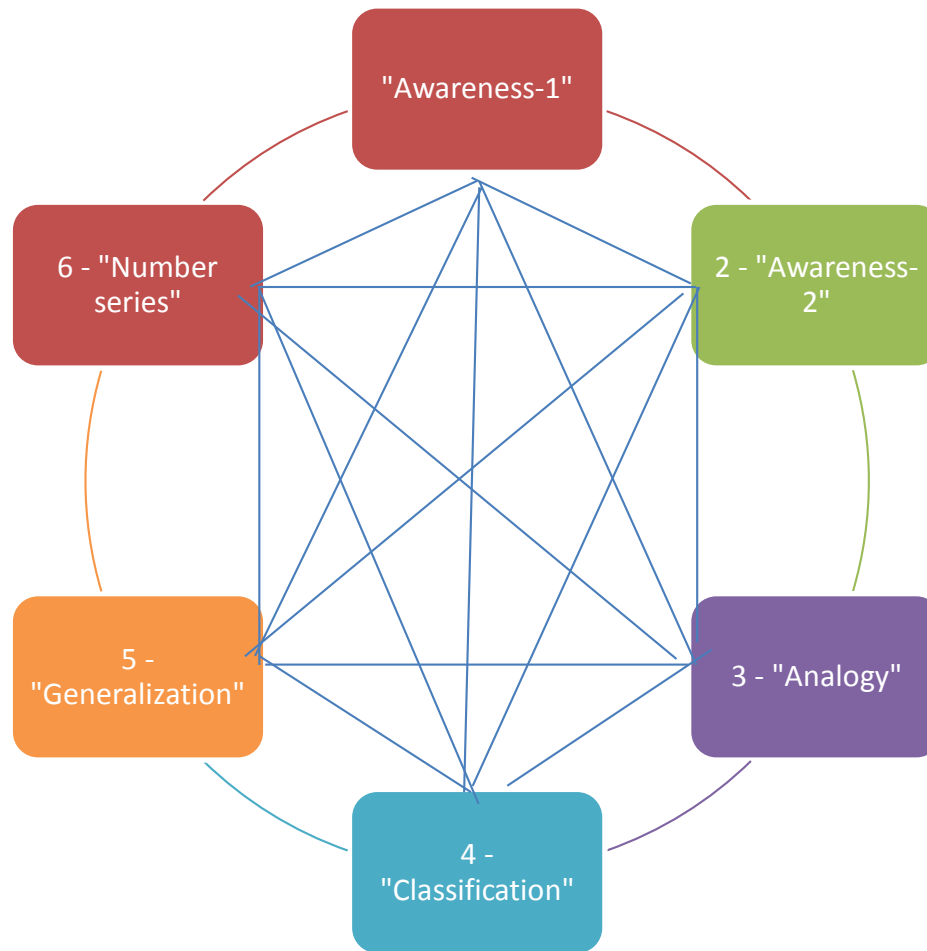
- 1 - "Awareness-1"
- 2 - "Awareness-2"
- 3 - "Analogy"
- 4 - "Classification"
- 5 - "Generalization"
- 6 - "Number series"

Table 1. Significant differences of indicators in both groups

Indicators	Orphans	Children from families	U-Mann-Whitney	Significance level
Awareness-1	4,7000	6,6585	121,500	,046
Awareness-2	6,9000	9,1463	115,000	,031
Analogies	6,6000	8,2683	140,000	,119
Classifications	6,8000	8,0976	161,500	,298
Generalization	7,9000	9,4878	138,500	,112
Number series	6,6000	6,8049	196,000	,830



Pic. 1. Correlation pleiad of indicators for intellectual development of children living in a boarding school



Pic.2. Correlation pleiad of indicators of mental development of children living in families

Conclusions

1. Comparative analysis of the studied parameters in both groups using the nonparametric Mann-Whitney test (for independent samples) revealed that there are significant differences between the samples in terms of "Awareness-1" and "Awareness-2" (Table 1).

- 2. Correlation analysis of the studied parameters in the group of orphans showed the only significant correlation between indicators of "Awareness-1" and "Classification". Other connections are not available

3. Correlation analysis of indicators of children with parents (Pic. 2) shows a systematic correlation of intellectual development indicators. All intellectual development indicators are linked.

Greater number of correlations between indicators of intellectual development shows higher level of intellectual development of children brought up in families comparing with children brought up in boarding schools.

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