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## A STUDY OF CONSEQUENCES IN EFFECT OF PSYCHOLOGICAL FACTORS ON SELF CONCEPT & COGNITIVE ABILITY

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### ABSTRACT

The study investigates A study of consequences in psychological factors on self concept and cognitive verbal ability. The study was conducted on 300 secondary school students drawn from Chapra and Siwan Districts government and affiliated schools. The objective is to see the effect of socio-psychological factors such as residential area and self-concept on cognitive verbal ability. Cognitive Verbal Ability Test (CVAT) and Personal Data Sheet (PDS) were used. The result showed that the subjects would differ significantly on cognitive verbal ability in relation to urban-rural area and self-concept.

### INTRODUCTION

The term 'Cognition' is a general term for all process by which a human being becomes aware of his environment. So cognition refers to the process by which a living being obtains knowledge of some objects and becomes aware of the environment. Reber (1995) explained : "Cognition is a broad term which has been traditionally used to refer to such activities, as perception, thinking, conceiving and reasoning etc". According to Barley (1964) cognitive ability may be viewed as an outcome of the condition, interaction of organism to environment.

In fact every ability has been determined by some factors. The cognitive ability also is determined by psychological and social factors as self-concept and residential area (urban & rural).

A large number of studies have substantiated the positive relation of self-concept and cognition with school success and adjustment. Califford (1964) found that reading, the key factor in success in all academic areas has been linked to self-concept.

Residential areas (urban and rural ) also effect the development of cognitive ability. Chopra et al (1999); Das et al (1994) started that the impact of urban and rural habitation may be seen on cognitive ability. They found that urban and rural subjects differ significantly in their cognitive ability.

## HYPOTHESIS

1. The secondary school students belonging to urban and rural area would differ significantly on their cognitive verbal ability.
2. The secondary school students of the high, the average and the low self-concept would differ significantly on their cognitive verbal abilities.
3. The secondary school students of the higher the average and the lower self-concept would differ significantly to their general intelligence.

## METHODOLOGY

**Sample :-** The study was conducted on 300 secondary school students in the age range of 10-14 years old belonging to urban and rural areas of Chapra and Siwan districts. The subjects selected for the research were from government and affiliated schools.

**Test Used :-** To measure the effect of self-concept and urban and rural areas of secondary school students and cognitive verbal ability, the test used were :-

- (i) Cognitive Verbal Ability Test (CVAT) which is developed by investigator and is Based on Ruesch (1943).
- (ii) Personal Data Sheet (PDS) developed by the scholar to elicit responses from the Students on following dimension;
  - (a) Age, habitation, caste
  - (b) Economic condition
  - (c) Self-concept
  - (d) Achievement motivation

## RESULTS & DISCUSSION

Cognitive verbal ability was studied in relation to urban and rural habitation and self-concept. For the purpose the cognitive verbal Ability Test were administered and the results were Obtained.

**TABLE – 1**

**Comparison of urban – rural secondary school students  
on cognitive verbal ability**

Subjects	N	Mean	S.D	't' ratio	df	P.value
Urban	190	50.30	7.25	8.50	298	<.01
Rural	110	44.60	5.20			

The result indicated a clear effect of habitation on cognitive verbal ability. Urban secondary school students were observed higher on cognitive verbal ability than rural secondary school students. It is clear with the comparison of two mean values. The 't' ratio 8.50 (df=398) is significant on .01 level. The hypothesis formulated is confirmed.

**TABLE – 2**

**Comparison of high, average and low self concept secondary  
school students on cognitive verbal ability**

Subjects	N	Mean	S.D	't' ratio	df	P.value
High self-concept	85	48.45	6.22	4.42(H-A)	213	<.01
Average self-concept	130	52.65	7.78	8.50(H-L)	178	<.01
Low self-concept	95	56.10	5.80	3.83(A-L)	223	<.01

The result in Table -2 shows that the three groups (high, average and low self concept) differ significantly with respect to cognitive verbal ability. Comparisons made between H-A, H-L and A-L are all significant, hence they differ in cognitive verbal ability.

**CONCLUSION**

1. The finding showed that urban and rural secondary school students significantly differ on cognitive verbal ability.
2. Self-concept and cognitive verbal ability were found to be related and the three self-concept groups differ with respect to their cognitive verbal ability.
3. On cognitive verbal ability also the same trends was founded in respect of urban and rural students of high and low economic groups. These groups differed at 0.01 level.

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