International Journal of Scientific Research in Science and Technology
© 2018 IJSRST | Volume 4 | Issue 8 | Print ISSN: 2395-6011 | Online ISSN: 2395-602X

Purpose of the Study and Hypotheses

Dr. Prabha Kumari
M.A., Ph.D. , Psychology, B.R.A. Bihar University, Muzaffarpur, Bihar, India

ABSTRACT
Cultural factors have a far reaching impact on the personality development of the Individual. It vies true not only for the cognitive characteristics of the individual also. Different religious group have different cultural background, hence they are bound to show different cognitive and non-cognitive characteristic. These cultural distinctions are present in the family condition of different religious group. Musses (1963) also agree that such distinctive feature of the individual. They have differential impact on the development of various cognitive variables in their children.

INTRODUCTION

Caste is also an important factor in determining the differential personality characteristics of student. This factor is even more important in the recent society of Bihar .Singh (1975) has found that upper caste family facilities the growth of desirable personality characteristics where as lower cast family hinders the growth of such personality characteristics.

This is true not only for non-cognitive personality characteristics but for the cognitive abilities of the student also. Sharma (1978) for example has observed that high caste student is not intelligent in comparison to their low caste counterparts

This study was confirmed by a latter study (Sharma, 1978). High and low caste families have different caste cultures. They have also different child rearing practices. Hence, the children of these to find out the possible effect of caste culture on the cognitive abilities of student.

Besides this religious band caste group difference the study tries to investigate into the effect of sex on cognitive variables. It is because some sex differences have been recognized in cognitive abilities. Some studies (klausmerir, 1965, Vernon, 1969) have shown that boys and girls differ in their intelligence and other cognitive abilities. It has future been observed that girls excelled in their verbal ability (withmire, 1970) whereas boys are ahead in their numerical ability (Jones and conrd, 1933).

Adolescence is the most ripe period for locating the difference in cognitive and non-cognitive personality characteristics because these differences begins to crystallize daring adolescence (freeman, 1971; Prasad. 1968;

Sharma, 1975) high school student have entered into adobe scene . They have become matured enough to elicit realistic responses. Therefore, they have been selected for the sample of the study.

On the basis of the previous finding and logical reasoning. The following hypothesis were formulated to be tested empirically.

(1) Variable tested are supposed to have a basis of language. The person well versed in the language may perform better on such verbal testes. But one who does not have much knowledge of the language maybe lag behind myosin's general intelligence test (GIT) is a variable test and is in Hindi. it is , therefore ,supposed that Hindu student will perform better on the test . So it was hypothesized that Hindu student would show higher intelligence in comparison to Muslim student on git and they would differ in their verbal ability as measured by GIT.

(2) Standard **progressive material (**SPM) has been used as a non variable test . The test does not use language to test intelligence; hence it does have the bias of a verbal test. Hence, it was hypothesized that there would be no significance difference between Hindu and Muslim students in their non-verbal intelligence as measured by SPM.

(3) The third intelligence test to be used in verbal, numeric and abstract reasoning test (VNART) of Dr. R.N. Singh. It is a batty of three subjects consisting of VRT, NRT and ART. The first sub-test is VRT which is a verbal test and measure verbal reasoning ability as stated above, Hindu student are likely to perform better on verbal test. It was there for hypothesized that Hindu student would show higher intelligence in comparison to Muslim student on VRT.

(4) NRT is the second sub-test of VNRT. It **measures** the numerical rezoning ability of student. Hindu and Muslim student very not different in numerical ability it was therefore hypnotized that Hindu and Muslim student would not differ in their numerical reasoning ability as measured by NRT.

(5) ART is the test of VNART. It measures intelligence through the use of figures and structures. It is a non-verbal test. Hindu and Muslim student are likely both perform equally on the test. It was therefore. Hypothesized that Hindu and Muslim students would not differ in their abstract reasoning ability as measure by AART.

(6) Caste groups of student will also be compared in specific abilities and creativity as mentioned above. First of all, high and low castes student will be compared to ability as measured by GIT, it is expected that high caste student will show higher verbal intelligence. It was, therefore, hypothesized that high and low caste students would differ in their verbal ability.

(7) High and low caste student will be compared in the in non-verbal intelligence as measure by SPM. It is expected that high and low caste student will not differ in their non-variable intelligence. It was therefore; hypnotized that high and low caste student would not differ in their non-variable intelligence.

(8) High and low caste student will be further compared in their verbal reasoning ability as measured by VRT. It was expected that high cast student would show higher verbal intelligence in comparison to low cast student. It was . Therefore, hypothesized that high and low caste student would differ in their verbal reasoning ability as measured by VRT.

(9) It is expected that high cast student will poses higher numeric reasoning ability. It was therefore, hypothesized that high and low caste student would differ in their numerical reasoning ability as measured by NRT.

(10) Besides examining the effect of religious differences and caste cultures on cognitive abilities, it has been decided to find out the possible effect of sex on this variable. First of all boys and girl be compared in their verbal ability as measured by GIT. It has generally been observed that girls excelled boys in their verbal ability. It was therefore, hypothesized that boys and girl would differ in their verbal ability as measured by GIT.

(11) Boys and girl will be comparing in their non-verbal ability as measured by SPM. It is generally held that boys and girls do not differ in their non-verbal ability b. it was therefore, hypothesized that boys and girl would not differ in their non-verbal ability as measure by SPM.

(12) The three subtests of VNART have been used to find out the differences in verbal, numerical and abstract reasoning ability. The first sub-test is VRT which measure the verbal reasoning ability. Girl show better verbal ability then boys. It was, therefore. Hypothesized that boys and girls would differ in their verbal reasoning ability as measured by VRT.

(13) The numerical reasoning abilities of boys and girl will be compared through the use of NRT. It has been observed that boys have higher numerical ability then girls it was. Therefore hypothesized that boys and girl would differ in their numerical reasoning ability as measured by NRT.

(14) The abstract reasoning ability of boys and girl will be compared through the use of ART. It is expected that there will be no real difference between boys and girl in their abstract reasoning ability. It was therefore hypothesized that boos and girl would not differ in their abstract reasoning ability as measure by ART.

In addition to the attempt made to test the above hypothesis, effort was also made to present a comparative study of certain background variables furnished in the personal data schedule. Only religious and sex groups will be compared with respect to some background variables. The comparisons will be made with respect to aspiration, extracurricular activities. Leisure time activities and interest patterns.

The study will be of much theoretical and practical significance. It is expected to throw some light on the differential growth of different cognitive characteristics of the individual. It will also locate the deficient growth of cognitive characteristics of the individual, if any, and will indirectly suggest measures to overcome the hurdles in the way of proper growth of cognition.

Thus the study will be of much significance for the society at large.

References:

1. Sarron, F. (1963) Creativity and Psychological health, New Yorks Van Nostrand.
2. See, H. (1974) Social issues in developmental psychology, New York : Harper.
3. Ibid.
4. B. (1960) Language and social class, Sr. J. Psychology, 271-279.
5. Ibid.
6. Brockman, L.N. and Ricciuti, H.N. (1971) Development Psychology, 4, 312-319.