

The correlates of cognitive skills among high school children

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ABSTRACT

The study was conducted to explore the cognitive skills of high school children. The random sample consisted of 240 high school children (120 boys and 120 girls) studying in class 8, 9 and 10, age range of 13 to 15 years drawn from four English medium schools of urban areas in Dharwad city during 2013-2014. Cognitive skills were assessed by using Standard Raven Progressive Matrices by Raven (1936) and socio-economic status was measured by using socio-economic scale by Aggarwal *et al.* (2005). Results revealed no significant association between cognitive skills and age, gender and socio-economic status of high school children.

Key Words : Cognitive skills, Socio-economic status, Reasoning and apprehension, Correlates

INTRODUCTION

Skills are the learned abilities to carry out tasks with pre-determined results often within a given amount of time, energy, or both. In other words the abilities that one possesses. Skills can often be divided into domain- general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self motivation and others, whereas domain-specific skills would be useful only for a certain job. Skills usually require certain environmental stimuli and situations to assess the level of skill being shown and used.

Cognition is the study of the thought processes or mental activity by which we acquire and deal with knowledge. The study of human cognition is a vast field, encompassing an extremely wide variety of topics. It refers to the interpretation of sensory events, their registration and efficient recovery from memory, the ability to manipulate solving. Thus, cognitive activity consists of active processes in perception, memory, ideation, reasoning and evaluation.

The cognitive developmental perspective focuses on how children construct knowledge and how their constructions change overtime. Piaget (1958) believed that children naturally try to make sense of their world. Throughout infancy, childhood, and adolescence, youngsters want to understand the workings of both the physical and the social world. In Piaget's view, around 11 years of age, children will reach the formal operational stage which was the endpoint of cognitive development. By

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