Abstract
ROLE OF OBSESSIVE COMPULSIVE SYMPTOMS IN INTELLIGENCE-ACHIEVEMENT RELATIONSHIP AND COGNITIVE PROCESSES AMONG SCHOOL STUDENTS

Introduction:
Recurrent obsessions (intrusive thoughts) and/or compulsions (ritualistic behaviors and avoidance) are the two components of childhood Obsessive Compulsive Disorder. Even when the problem does not reach a clinical level, obsessive compulsive symptoms in high school adolescents frequently lead to difficulties in cognitive processes and academic achievement. The purpose of the present study was to explore the role of obsessive-compulsive symptoms in intelligence-achievement relationship and cognitive processes of the adolescent students.

Methods:
The independent variables were gender and groups (high versus low obsessive compulsive symptoms). The dependent variables were academic achievement, cognitive processes including memory and attention, and intelligence-achievement relationship. Six hypotheses were framed.

The sample consisted of 210 adolescent (110 girls and 100 boys) Bengali students aged 14 years and studying in Class VIII. They were screened with Children's Yale-Brown Obsessive Compulsive Scale (CY-BOCS) to ensure that they were of sub-clinical level. They were administered the Standard Progressive Matrices for assessing general intelligence, the Children's Obsessive Compulsive Inventory (CHOCI) to assess obsessional and compulsion symptoms, and Sumon's Attention Memory Module to assess memory span, retroaction and span of attention. Academic output was assessed from school records of last two years. Intelligence-achievement relationship was obtained by computing the correlation between intelligence scores and achievement.

Results:
Data were analyzed with descriptive statistics, Pearson's product moment correlation and MANOVA. The analyses for gender difference revealed that boys had higher compulsion,
but no difference was obtained in obsessional symptoms. There was no gender difference in general intelligence, but boys were consistently better than girls in cognitive processes like memory and attention and some variables of achievement. Significant differences were obtained between high and low Obsessive-Compulsive symptoms groups in academic achievement, cognitive processes, and intelligence-achievement relationship.

**Conclusions** The study brings out the nature and extent of cognitive and academic impairment due to subclinical level of obsessive compulsive symptoms in adolescent girls and boys. Suggestions for remedial measures have been forwarded.

**Key words:** Obsessions, Compulsions, General intelligence, Cognitive processes, Academic achievement, Intelligence-achievement relationship.