Summary

There is a overwhelming evidence that schooling has significant effect on the cognitive development of the children. Thus schools are powerful sites for the development of mental abilities.

In this framework, the present investigator got interested to study the effect of school background (public vs non-public school) and educational level (8th and 10th) on the reasoning ability (verbal and abstract) of the students. The following two hypotheses were formulated.

(i) The reasoning ability (verbal and abstract) of students of public school will be more than the students of non-public school.

(ii) The reasoning ability (verbal and abstract) of 10th graders will be more than the 8th graders.

For testing the above hypotheses a 2x2 factorial design was used. Initially a sample of 100 male students of 8th and 10th class of public and non-public school (50 each), of Rohtak city, Haryana, was randomly selected but finally a sample of 60 male students of 8th
and 10th class of public and non-public (30 each) was selected on the basis of matching them in terms of mean and SD of IQ scores.

After matching the students on intelligence they were administered Verbal and Abstract Reasoning Tests. Both tests were derived from Indian adaptation of Differential Aptitude Tests (DAT) by J.M. Ojha.

The obtained raw data were subjected to statistical analysis. 'Two way analysis of variance' was used twice for finding the statistical significant effect of school background (Public/Non-public; Independent variable) and educational level (8th and 10th class; independent variable) and the interaction between these two variables on the verbal and abstract reasoning (dependent variable) of the students.

In the present findings out of two, one hypothesis was verified.

To sum up, the present data revealed that school background rather than educational level had significant effect on the reasoning ability of the students. The students of public school have more developed reasoning ability (verbal and abstract) than the students of