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STUDY SKILLS IN RELATION WITH COGNITIVE ATTAINMENT IN ENGLISH OF HIGH SCHOOL STUDENTS

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ABSTRACT

Cognitive relating to, or being conscious mental activities (as thinking, reasoning, remembering, imagining, learning words, and using language). Language is absolutely central to our learning: without it, we cannot make sense or communicate our understanding of a subject. Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. Study skills dimensions include, reading text book, note taking, studying, memorizing, preparing for test and managing your time. Normative Survey method was adopted in the present study. Seventh standard students of Chennai District were used as a sample for the study. The result revealed that there is positive and significant correlation between the high school students study skills and Cognitive attainment in English. It is also resulted that there is significant difference in the demographic variables choose in the present study.

INTRODUCTION

Cognitive relating to, or being conscious mental activities (as thinking, reasoning, remembering, imagining, learning words, and using language). Language is absolutely central to our learning: without it, we cannot make sense or communicate our understanding of a subject. We should need to develop our language skills, and specifically, our academic skills in English, in order to: understand and make the most effective use of our study materials. Listening, Speaking, Reading and Writing are the main (macro) skills we need to communicate in any language. Being very good at only one of these skills will not help you to communicate. For example it is need to be able to read well before we can write well. We also need to be able to listen before we can speak.

Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. They are discrete techniques that can be learned, usually in a short time, and applied to all or most fields of study. Study skills include, reading text book, note taking, studying, memorizing, preparing for test, managing your time are only a few of the factors/ dimension addressed in the study skills for high school students are explained as follows:

- **READING TEXT BOOK:** Reading is a vital study strategy that requires understanding opinions, making links, research, and apply whatever you have learned to your studies. The goal is to know about the factual information that can be used practically.
- **NOTE TAKING:** A learner comes across innumerable information in a day, and it is not possible to remember all of it. Note-taking is a process of concisely recording useful and essential information that will help the learner to recall it later on.
- **STUDYING:** Studying is the process of making the material in your courses yours; studying is the process of learning. While studying all necessary materials present in front of you to assist you in your studies (notes, textbook, scrap paper, highlighters, pens, pencils, index cards, something to play with, food, etc). Be active with your studying – use color pens, write things down, use index cards, talk out loud.

- **MEMORIZING:** Having a good memory is a cornerstone of academic success. It is thought that humans possess two major types of memory: Short-Term Memory (STM) and Long-Term Memory (LTM). If you wish to be successful on tests and exams, it is important to have crucial information stored in your long term memory. Frequent review of material is important. Always review your lecture notes and recite material within 24 hours of your class to encourage information transfer from your STM to your LTM. LTM allows retrieval of information decades after it is stored, and its capacity is considered to be infinite.
- **PREPARING FOR TEXT:** A helpful tip for taking exams in general is to look at the exam as an opportunity to succeed and not as an opportunity to fail. Being positive will help with recall whether there has been sufficient study or not.
- **MANAGING TIME:** One of the most crucial study strategies is managing time so that the learner can have the maximum time for studying. Plan it for a healthy work-life balance and for avoiding anxiety and stress later on. Time management can break large tasks into manageable sub-tasks that are easy to achieve.

THEORITICAL BACKGROUNG OF THE STUDY

Horbec (2012) and Singh (2011) determined a significant positive relationship between students' reading habits and academic achievement. Hence, Issa et al. (2012) explored that students' reading patterns vary and have a moderately significant influence on academic success, while Bashir and Mattoo (2012) examined that academic performance is dependent on the level of students' study habits. Palani (2012) distinguished that reading is an instrument used to exchange information, while reading habit is an academic activity that enables students to benefit from reading materials. Therefore, Walia and Sinha (2014) specified that reading habits require complex skills, such as perceiving a message, skimming and scanning information, and understanding the context. Thus, compelling reading depends on readers' behaviors, known as study skills that enable them to conceptualize the new knowledge effectively (DiPerna and Elliott, 2000; Habibu and Ejembi, 2011; Gormley et al., 2018; Naqvi et al., 2018; Iheakanwa et al., 2021). While the effective study makes one narrate in their way using the stipulated meanings of the words and terms, the researchers take up for explanation and clarity (Biyik et al., 2017).

Nouhi et al. (2009) determined that study skills have a significant positive association with academic success measured through a closed-ended questionnaire confirmed by Awang and Sinnadurai (2011) through an experimental study. Meanwhile, Hassanbeigi et al. (2011) and Sabbah (2016) verified that study skills are critical for academic success because they positively correlate with academic achievement found through a descriptive correlational survey using a study skills scale. Hence, Fazal et al. (2012) suggested that higher academic achievers use a wide range of study skills than low achievers, while there was a weak correlation between study skills and academic success.

NEED AND IMPORTANCE OF STUDY SKILL IN THE PRESENT STUDY

On an individual level, English language improves personality and increases sense of self-worth. In simple words, learning a foreign language makes the brain stronger and more versatile. Learning English is not only useful, but it also gives a lot of satisfaction and making progress will make us feel great. English is the World's Common Language. English has come of age as a GLOBAL LANGUAGE. It is spoken by a quarter of the world's population. Hence the Achievement in English especially for the high school students are needed to study the other subjects.

As adolescents enter into high school, their continued cognitive development allows them to think abstractly, analytically, hypothetically, and logically, which is all formal operational thought. The results showed that cognitive ability can have a significant positive effect on academic achievement, while self-discipline plays a partially mediating role between cognitive ability and academic achievement, and the moderating effect of Planning is significant in the second half of the mediating effect.

Good study skills can increase the confidence, competence, and self-esteem of the students. They can also reduce anxiety about tests and deadlines. By developing effective study skills, it will be able

to spend effective time in studying. It helps us get new and knowledge-based perspectives on the world around us. It helps to gain new experiences, trains the brain to handle a wide range of challenges, and keeps the neural pathways active. All these factors combine to keep healthy.

Study skills refer to a plethora of skills which are useful in tackling the process of organizing and acquiring new information, retaining the information, and dealing with assessments. They are techniques which are discreet and can be merged in a short period of time. They can also be applied to various and almost all fields of study. Having good study skills can be highly helpful in improving the academic performance. Another way the importance of study skills of high school students can add great significance to existing knowledge is by methodology adopted. When good study skills develops, the brain gets disciplined. Study skills are important for boosting the self-confidence because when we are able to remember what we study, we will become confident about our answers. Hence, the present studies on Study Skill on Cognitive attainment in English of the high school students have greater effect in this technology world.

METHODOLOGY

Normative Survey method was adopted in the present study. Seventh standard students of Chennai District were used as a sample for the study. Data is collected from 505 high school boys and 495 high school girls, totally thousand high school students are involved in this present study. The study skill inventory was used is handout content adapted from the University of Central Florida's student academic resource center and for Cognitive attainment in English, the half early examination marks were taken.

RESEARCH QUESTIONS OF THE STUDY

- 1. Is there is any significant difference between boys and girls high school students in dimensions of Study skills and Cognitive Attainment in English?*
- 2. Is there is any significant difference among the high school students father educational qualification in the dimensions of Study skills and Cognitive Attainment in English?*
- 3. Is there is any significant difference among the high school students mother educational qualification in the dimensions of Study skills and Cognitive Attainment in English?*
- 4. Is there is any significant difference among the high school students father occupation in the dimensions of Study skills and Cognitive Attainment in English?*
- 5. Is there is any significant difference among the high school students mother occupation in the dimensions of Study skills and Cognitive Attainment in English?*
- 6. Is there is significant relationship between Study Skills and Cognitive Attainment in English?*

FINDINGS TO THE RESEARCH QUESTIONS

1. *Is there is any significant difference between boys and girls high school students in dimensions of Study skills and Cognitive Attainment in English?*

Dimensions of Study Skills	Gender				't' value	Level of Significance		
	Boys (N=505)		Girls (N=495)					
	Mean	S.D	Mean	S.D				
Reading Text Book	5.89	2.092	9.89	0.397	42.191	P<0.001 S		
Taking Notes	6.02	2.323	9.99	0.078	38.449	P<0.001 S		
Studying	5.70	1.670	8.00	0.000	30.648	P<0.001 S		
Memorizing	5.86	1.935	8.97	0.182	35.578	P<0.001 S		
Preparing for test	5.80	1.872	8.68	0.769	31.631	P<0.001 S		
Managing your time	5.68	1.833	9.53	0.851	42.493	P<0.001 S		
Over all total of study skill	34.94	9.751	55.05	1.210	45.540	P<0.001 S		
Cognitive attainment in English	42.34	7.856	49.21	2.461	47.521	P<0.001 S		

It is evident from the above table that girls belonging to the high school have better study skills namely in reading text book, taking notes, studying, memorizing, preparing for test, managing your time and overall total of study skills when compare to the boys of high school students. It is also reported that girls have better Cognitive attainment in English than their counter parts. Moreover, it is reported that the above dimensions are significant at 1% level.

2. Is there is any significant difference among the high school students father educational qualification in the dimensions of Study skills and Cognitive Attainment in English?

Dimensions of Study Skills	Father's Educational Qualification						'F' value	Level of Significance	Groups differed significantly			
	Illiterate (N=266) (1)		School level (N=580) (2)		Graduate (N=154) (3)							
	Mean	S.D	Mean	S.D	Mean	S.D						
Reading Text Book	7.71	2.556	7.56	2.531	9.31	1.732	32.478	P<0.001	(3,1) & (3,2)			
Taking Notes	7.80	2.584	7.68	2.671	9.45	1.572	31.357	P<0.001	(3,1) & (3,2)			
Studying	6.62	1.772	6.72	1.676	7.67	0.971	24.360	P<0.001	(3,1) & (3,2)			
Memorizing	7.24	2.097	7.16	2.152	8.55	1.221	29.922	P<0.001	(3,1) & (3,2)			
Preparing for test	7.03	2.101	6.97	2.040	8.51	1.248	39.432	P<0.001	(3,1) & (3,2)			
Managing your time	7.39	2.642	7.53	2.457	8.10	1.539	4.620	P<0.001	(3,1) & (3,2)			
Over all total of study skill	43.80	12.75	43.62	12.42	51.60	7.728	28.859	P<0.001	(3,1), (2,3)& (3,2)			
Cognitive attainment in English	54.85	10.64	58.82	10.92	60.25	9.263	30.152	P<0.016	(3,1) & (3,2)			

It is evident from the above table that father's whose educational qualification is graduate belonging to the high school have better study skills namely in reading text book, taking notes, studying, memorizing, preparing for test, managing your time and overall total of study skills and in Cognitive attainment in English when compare to the father's educational qualification at school level and illiterate of high school students. Moreover, it is reported that the above dimensions of study skills and overall total for study skills are significant at 1% level, whereas Cognitive attainment in English is significant at 5% level.

3. Is there is any significant difference among the high school students mother educational qualification in the dimensions of Study skills and Cognitive Attainment in English?

Dimensions of Study Skills	Mother's Educational Qualification						'F' value	Level of Significance	Groups differed significantly			
	Illiterate (N=338) (1)		School level (N=555) (2)		Graduate (N=107) (3)							
	Mean	S.D	Mean	S.D	Mean	S.D						
Reading Text Book	7.56	2.594	7.94	2.462	8.04	2.394	3.934	P<0.020	(3,1)			
Taking Notes	7.63	2.605	8.10	2.571	8.53	2.466	6.174	P<0.002	(2,1) & (3,1)			
Studying	6.54	1.772	6.95	1.588	7.19	1.461	9.126	P<0.001	(3,1) & (3,2)			
Memorizing	7.09	2.143	7.46	2.086	8.05	1.627	9.239	P<0.001	(3,1) & (3,2)			
Preparing for test	7.00	2.660	7.35	2.059	8.28	1.725	3.233	P<0.040	(3,1) & (3,2)			
Managing your time	7.26	2.538	7.64	2.303	8.31	2.922	8.196	P<0.001	(3,1) & (3,2)			
Over all total of study skill	43.09	12.65	45.53	12.098	47.30	10.991	6.576	P<0.001	(3,1), (2,1) & (3,2)			
Cognitive attainment in English	54.24	9.621	56.29	8.214	52.80	9.821	7.824	P<0.001	(3,1), (2,1) & (3,2)			

It is evident from the above table that mother's whose educational qualification is graduate belonging to the high school have better study skills namely in reading text book, taking notes, studying, memorizing, preparing for test, managing your time and overall total of study skills and in Cognitive attainment in English when compare to the mother's educational qualification at school level and illiterate of high school students. Moreover, it is reported that the above dimensions of study skills and overall total for study skills are significant at 1% level, whereas Cognitive attainment in English is significant at 5% level.

4. *Is there is any significant difference among the high school students father occupation in the dimensions of Study skills and Cognitive Attainment in English?*

Dimensions of Study Skills	Father's Occupation						'F' value	Level of Significance	Groups differed significantly			
	Government (N=247) (1)		Private (N=418) (2)		Self-Employee (N=335) (3)							
	Mean	S.D	Mean	S.D	Mean	S.D						
Reading Text Book	8.34	2.428	7.74	2.542	7.67	2.486	6.082	P<0.002	(1,2) & (1,3)			
Taking Notes	8.40	2.437	7.83	2.613	7.88	2.629	4.375	P<0.013	(1,2) & (1,3)			
Studying	7.11	1.516	6.74	1.696	6.76	1.678	4.329	P<0.013	(2,1) & (3,1)			
Memorizing	7.78	1.896	7.21	2.150	7.35	2.088	6.106	P<0.002	(1,2) & (1,3)			
Preparing for test	7.57	1.955	7.13	2.094	7.09	1.983	4.804	P<0.003	(2,1) & (3,1)			
Managing your time	8.00	2.289	7.33	2.444	7.59	2.391	6.179	P<0.002	(1,2) & (1,3)			
Over all total of study skill	47.21	11.27	43.98	12.478	44.53	12.132	5.997	P<0.003	(1,2) & (1,3)			
Cognitive attainment in English	49.26	10.59	46.18	11.374	48.598	11.864	5.678	P<0.001	(1,2), (2,3) & (1,3)			

It is evident from the above table that father's whose occupation in Government have better study skills namely in reading text book, taking notes, studying, memorizing, preparing for test, managing your time and overall total of study skills and Cognitive attainment in English when compare to the father's occupation in private and as self-employee of high school students. Moreover, it is reported that the above dimensions of study skills and overall total for study skills and Cognitive attainment in English are significant at 1% level, whereas dimension in studying is significant at 5% level.

5. Is there is any significant difference among the high school students mother occupation in the dimensions of Study skills and Cognitive Attainment in English?

Dimensions of Study Skills	Mother's Occupation						'F' value	Level of Significance	Groups differed significantly			
	Government (N=273) (1)		Private (N=389) (2)		Self-Employee (N=358) (3)							
	Mean	S.D	Mean	S.D	Mean	S.D						
Reading Text Book	8.32	2.457	7.10	2.516	8.31	2.348	28.855	P<0.001	(2,1) & (2,3)			
Taking Notes	8.50	2.339	7.18	2.753	8.43	2.376	36.245	P<0.001	(2,1) & (2,3)			
Studying	7.13	1.578	6.44	1.723	7.03	1.601	18.136	P<0.001	(2,1) & (2,3)			
Memorizing	7.75	1.932	6.78	2.217	7.77	1.886	27.460	P<0.001	(2,1) & (2,3)			
Preparing for test	7.66	1.880	6.61	2.049	7.53	1.974	28.458	P<0.001	(2,1) & (2,3)			
Managing your time	7.99	2.368	6.98	2.377	7.89	2.333	18.946	P<0.001	(2,1) & (2,3)			
Over all total of study skill	47.34	11.617	41.09	12.375	46.95	11.627	29.999	P<0.001	(2,1), (2,3) & (3,1)			
Cognitive attainment in English	45.32	12.587	39.14	13.487	43.25	12.823	26.843	P<0.001	(2,1), (2,3) & (3,1)			

It is evident from the above table that mother's whose occupation in Government have better study skills namely in reading text book, taking notes, studying, memorizing, preparing for test, managing your time and overall total of study skills and in Cognitive attainment in English when compare to the mother's occupation in private and as self-employee of high school students Moreover, it is reported that the above dimensions of study skills and overall total for study skills and Cognitive attainment in English are significant at 1% level.

6. Is there is any significant relationship between Study Skills and Cognitive Attainment in English?

VARIABLES	STUDY SKILLS	COGNITIVE ATTAINMENT IN ENGLISH
STUDY SKILLS	1	0.578**
COGNITIVE ATTAINMENT IN ENGLISH	-	1

It is inferred from the above table that there is positive and significant correlation between the high school students study skills and Cognitive attainment in English. The significant level is at 1% level.

CONCLUSION

In conclusion, study skills are a fundamental part of cognitive attainment, academic, professional and personal development. Furthermore, learners can develop these study skills at in conjunction with their experience. Additionally, enthusiasm to study and learn skills enhances student confidence and self-esteem. Teachers, Academicians, parents etc., should work together to further improve student study skills and learning strategies by making the teaching and learning even more effective and successful.

RECOMMENDATIONS

- Students should be encouraged to read literatures: this will not only avail them the opportunity to attend to certain values and attitudes but to also improve their language proficiency and competence in English language.
- It is suggested that teachers plan such assignments and tasks based on reflective thinking so students have to visit the school library to read more academic material to accomplish assigned tasks through extensive reading and writing.
- School administrations have to design a timetable by consulting with teachers, allowing students to spend at least an hour in the library regularly. In contrast, the library should have up-to-date reading material, exciting storybooks, and stock which attract students.
- In addition, parents can also engage their children in constant reading, writing at home by providing related textbook materials and allowing them to watch educational television programs to gain the essence of English knowledge and study skills.

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