



COGNITIVE ABILITIES OF STUDENTS PURSUING THEIR HIGHER EDUCATION

Author : Kiran Ghai ,PHD Research Scholar

ABSTRACT

Cognitive ability and self-control are always important factors affecting student's academic Performance, especially since the adoption of online teaching in the post pandemic era. Self-control has become a key factor affecting student's academic performance but it is not clear how cognitive ability and self-control together affect the comprehensive academic performance of students. This research is designed to assess the cognitive abilities of students of different strata to explores the mechanism of their influence on comprehensive academic performance.

Keywords : Cognitive abilities ,Academic performance

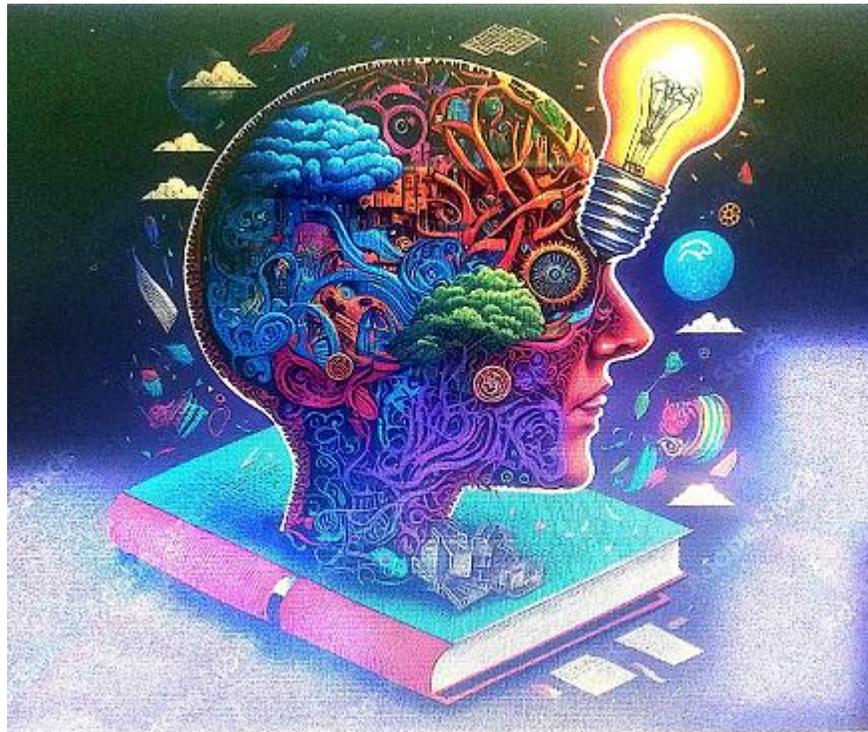
INTRODUCTION

Cognitive ability has an important restrictive effect on whether young people can achieve academic success. Cognitive ability refers to the ability of the human brain to process, store, and extract information, including attention, memory, and reasoning ability. School /college is a place where students are exposed to new knowledge as well as immersed in a structured environment in which they need to respond flexibly with changing task goals, keep relevant information in mind. The goal of this study is to better understand the cognitive effects of higher education in educational attainment have been consistently linked to financial and non-monetary benefits. Higher education is intended to confer the qualifications needed for the workforce along with improve individuals' critical thinking and readiness towards life-long learning. In context to this, learning environment overcome the restrictions of the traditional classroom and extend e-learning by bringing the concepts of anytime and anywhere to reality, aiming at providing learners with better learning experience in their daily learning environment. Use of devices such as mobile phones and personal digital assistant allow new opportunities for learners to be connected. Therefore, learning content can be accessed and interaction can take place wherever learners need it, in different areas of life, regardless of space and time. Moreover, universities may offer enriching experiences that enhance general abilities to think and learn, such as thinking quickly, keeping information in mind, responding flexibly to task goals, and tackling reasoning.

Benefits of cognitive learning

Cognitive learning, more than teaching a student one knowledge or skill, enhances the ability of a student for learning. It allows the student to have more information, great recollection, and an have excellent memory. These things are important in learning the traditional way.

Cognitive learning not only enhances understanding and the capacity to learn, it allows a student to have a better grasp of things that are quite difficult or complex. Since understanding is enhanced greatly in cognitive learning, a student can have the conceptual tool and ability necessary to grasp difficult concepts.



Cognitive learning will allow the students to have the tools necessary for problem-solving. By problem-solving we not only mean mathematical problems but also situational problems students may need to address. Knowledge in problem-solving requires great memory as well as other core competencies.

By enhancing learning abilities and increasing the capacity to learn, students may eventually learn to love education, school, studying, and learning. Through cognitive learning, students will know that learning can be enjoyable and fun. A life devoted then to the pursuit of studies, learning, and knowledge can thus be expected.

Ultimately, what he has learned in cognitive learning can be applied to other aspects of education and life. Whatever endeavors that one pursues in life, one will be able to deal with it, for abilities learned and enhanced through cognitive learning stay with the student. In short, much as it is helpful in education and learning, cognitive learning is also helpful in life

Research Through Innovation

REVIEW OF LITERATURE

Cognitive Ability and Self-Control's Influence on High School Students' Comprehensive Academic Performance

Yueqi Shi and Shaowei Qu

School of Humanities and Social Sciences, University of Science and Technology Beijing, Beijing, China (2021)

This study uses a hierarchical linear model (HLM) to examine the effects of cognitive ability and self-control on comprehensive academic performance among students in a

high school in Beijing. The study included 572 participating students, including 291 boys and 281 girls, ranging in age from 16 to 18 years old. In this study, the individual level of students' cognitive abilities are used as the first-level variables, including memory ability (MA), information processing ability (IPA), representation ability (RA), logical reasoning ability (LRA), and thinking transformation ability (TCA). Consider self-control at the class level as the second-level variable. The research results show that the five cognitive abilities have a significant positive impact on comprehensive academic performance. Self-control plays an active role in regulating the relationship between RA, LRA, TCA, and comprehensive academic performance.

Damianus Abun , Theogenia Magallanes , Mary Joy Incarnacion Divine Word College of Vigan, Philippines
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College Students' Cognitive and Affective Attitude toward Higher Education and Their Academic Engagement

The study was intended to determine the college students' cognitive and affective attitude toward higher education and how it affects their academic engagement. In order to proceed with the study, theories on human attitude and human behaviour and academic engagement were discussed. Related literature were reviewed to strengthen the theory of the study and the validated questionnaires were used to gather the data. The study used descriptive correlational research design and supplied by inquiries. To interpret the data, the statistical tools were

used such as Mean and Pearson r. Mean was used to measure the cognitive and affective attitude of students toward education and their academic engagement. Pearson r was used to determine the relationship between cognitive and affective attitude of students toward higher education and academic engagement. The study found that students' cognitive and affective attitude toward higher education correlates significantly to the academic engagement.

Roy and Kareem (2016) conducted a study on the public attitude toward higher education. Though they recognized the importance of pursuing higher education as requirement for employment, nevertheless, the public have seen higher education negatively. The reason that they found primarily was that higher education becomes expensive and only few can afford it. Moreover, schools have neglected their role to provide skills necessary for employment. In this case, parents perceived that higher education should provide the necessary skills for employment and therefore higher education should be like technical education but such expectation is not met.

Scope of the study: The scope of the study being confirmed to educational institution only

METHODOLOGY

Data source and Method of collection: The present study consists of 100 students of different fields of education studying in different District. They were selected on the basis of random sampling techniques. In this present study, a self-developed questionnaire in the form of statements also used as the tool for primary data collection. Secondary data was collected from earlier research work, various published journals, magazines, websites and online articles.

Sample Size and Sampling: A sample size of 100 students of different educational institutions is taken. Sample from different course is collected. Simple random sampling is used to select the sample.

RESULTS AND DISCUSSION

The purpose of this study is to find out the cognitive attitude level of students in pursuing higher education practices to improve their performance.

Conclusion

Mostly educational institutions were successful in developing positive professional attitude among their prospective students. To adopt new teaching methods instead of traditional methods Higher education should aim at the enhancement and development of professional competence of student. The objective of the higher education should be aimed at the enhancement and development of professional competence of students by not simply offering degree and post graduates in the prevalent system. After getting higher education, the students should possess competencies awareness about instructional technology, shift from theoretical to practical and social skills

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