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**“ THE STUDY OF RELATIONSHIP OF STUDY HABITS & ATTITUDE , INTELLIGENCE, COGNITIVE STYLE OF SECONDARY SCHOOL STUDENTS OF KANNADA AND ENGLISH MEDIUM. ”**

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## ABSTRACT:

*Education is basis of every human's life. Education enhances and grows one's personality in a beautiful manner. To be educated is to be civilised. At the national level, we see*

*that English medium schools are the most popular, on the contrary the situation at the state level is different. In the state of Karnataka especially, people are more inclined towards schools with Kannada medium.*

**KEYWORDS:** Study Habits & Attitude, Intelligence, Cognitive Style, Secondary school, Medium.

## INTRODUCTION

Study habit is the degree to which the student engages in regular acts of studying routines. Study habits and attitudes means a willingness to learn, openness and receptivity. It means usual or regular learns way of learning. The poor factors of habits and attitudes will have an adverse influence on the academic achievement of even the naturally bright students. An attitude is a particular feeling about something. It, therefore involves a tendency to behave in a certain way in situation which involves that

something, whether person , idea or object. It is partially rational and partially emotional and is acquired, not inherent in an individual(Sorenson-1977).

## STUDY HABITS & ATTITUDES

Learners learning character is characterized by his study habits. These serve as the vehicle of learning. It may be seen both means and ends of learning. Every student have his own study habits. These provide them the medium for learning.

## DEFINITIONS OF STUDY HABITS:

**Azikiwe(1998)** describes the study habits as “ the adopted way and manner a students plans his private readings, after classroom learning. So as to attain mastery of the subject.”

**Hussain(2006)**, defines as “ study habits refer to predispositions which students have developed towards private readings through a period of time.”

**Crede (2008)** defined study habits as external factors that assist the study process such as sound study routines that include how often a student engage in studying sessions, review the material, self-evaluate, rehearse, explaining the material and studying in a conducive environment.”

**Crede and Kuncel(2008)** defines “ study habits as study routines, including but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material, and studying in a conducive environment.”

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### ATTITUDE

Attitude is something that is learned by an individual as he learns many other things in life. Attitude is an orientation or a sort of readiness to react in a certain way. It is evident that attitude is a specific mental state of the individual towards something according to which his behaviour towards it is moulded. It is obvious that people with positive attitude towards a Psychological objects are likely to respond in a favourable manner and benefit much more from their associations with that object than those people whose attitudes are negative and unfavourable.

The term attitude is defined differently by different authors. An attitude is defined as a mental state of readiness to respond to and also which indicates the degree of favourableness or unfavourableness towards a Psychological object internal evaluation system in this case.

### GOOD STUDY HABITS:

The student disability services of central Michigan University Proposed the 10 good study habits should have every student to achieve more academically.

1. Try not to do too much studying at one time.
2. Plan specific times for studying.
3. Try to study at the same times each day.
4. Set specific goals for their study habits.
5. Start studying when planned.
6. Work on the assignment they find most difficult first.
7. Review their notes before beginning an assignment.
8. Tell their friends not to call them during their study habits.
9. Call another student when they have difficulty with an assignment.
10. Review their school work over the weekend.

**CHARACTERISTICS OF ATTITUDE:**

1. Attitudes related with images thoughts and external objects.
2. Attitudes are directive for specific direction.
3. Attitudes have affective experience
4. The unconscious motive is an important factor in the creation of attitude.
5. Attitudes have relation between the individuals needs and problems.
6. Attitudes have motivational and evaluative properties.
7. Attitudes are learned experiences.
8. Attitudes are relatively stable.
9. Attitudes having cognitive feeling and action components.
10. Each of three components of an attitude may vary in valence and multiplexity.
11. Attitude can be thought of as existing by themselves, in complete isolation.
12. Attitudes are held strongly from the centre of a cluster of attitude.
13. Another characteristic is related to the centrality of attitude is known as salience.
14. Consistency refer to the extent to which various attitudes in a cluster fit together.

**NATURE AND MEANING OF INTELLIGENCE:**

Intelligence is defined in many different ways. It is one's capacity for knowledge, logic, problem-solving, understanding and creativity. More generally, it can be described as the ability to perceive or infer information and to retain it as knowledge to be applied towards adaptive behaviour within an environment. Since time immemorial attempt have been made to have understanding about the meaning and concept of intelligence.

The nature of intelligence was first explained by an brilliant English scientist Sir Francis Galton. His general conclusion was that intelligence is a hereditary trait. But according to Jenson, intelligence is almost exclusively the result of environmental experiences.

Intelligence mean the ability to apply knowledge to manipulate one's environment or to think abstractly as measured by objective criteria.

**1.3.4: DEFINITIONS OF INTELLIGENCE:**

Woodworth and Marquis, "intelligence means intellect put to use. It is the use of intellectual abilities for handling a situations or accomplishing any task."(1948).

Stern(1914), " intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is general mental adaptability to new problems and conditions of life."

Terman, " intelligence is a capacity for abstract thinking."

Ebbinghaus, " intelligence is the capability to complete the parts into a whole."

Thorndike, " intelligence is the power of good response from the point of view of truth or fact."

Spearman, " intelligence includes the similar qualities of man."

Wells, " intelligence means precisely the power of so rebinding our behaviour patterns as to act better in novel situation."

Binet, " includes the three powers of i) comprehension ii) adaptation and direction iii) auto-criticism in intelligence."

Peterson has defined intelligence thus, " intelligence is biological mechanism by which the effects of complexity of stimuli are brought together and given an unified effect in behaviour."

David Wechsler, " intelligence is the aggregate or global capacity in the individual to act purposefully, to think rational and to deal effectively with environment."

G.D. Stoddard, " intelligence is the ability to understand activities that are characterised by difficulty, complexity, abstractness, economy, adaptiveness to a goal, a social value, and the emerges of originals and to maintain such activities under conditions that demand a concentration of energy and resistance to emotional force."

Gaits and Others. Gaits and others have defined intelligence like this, " intelligence is a composite organisation of abilities to learn, to grasp, brought and settled facts, specially abstract facts,

with the alertness and accuracy, to exercise mental control, and to display flexibility and ingenuity in seeking the solution of the problems."

R.N.Dorcus and G.W.Shaffer, " the nature of intelligence has received much attention from Psychologists and unfortunately a large number of contradictory or, at least, conflicting conceptions of the term have been presented."

### 1.3.5: CHARACTERISTICS OF INTELLIGENCE:

1. Intelligence is an inborn natural power.
2. With the help of intelligence man is capable of facing the difficult problems, circumstances, complicated situations.
3. Intelligence helps man to think.
4. There is no difference in intelligence due to difference in sex.
5. Heredity exercises a good ideal of influence of on intelligence.
6. Environment not matters in intelligence.
7. Intelligence proved that generally children are of medium intelligence and ability.
8. There is the difference between intelligence and knowledge.

### MEASUREMENT OF INTELLIGENCE:

For the purpose of administration point of view the intelligence tests can be classified into two categories.

#### I. Individual Test:

In which only one individual is tested at a time. Here again we can see two types. They are

**a) Verbal Test:** These test make use if language. Here instructions are given in words, individuals are requires to use language as well as paper and pencil for giving the response. The test content is loaded with verbal material.

**b) Non-verbal Test:** These tests involve such activities in which the use of language is not necessary. The use of language is eliminated from test content and responses except in giving directions.

#### II. Group Test:

**a) Verbal Test :** The tests which necessitate the use of language and are applied to a group of individual at a time come under this category.

**b) Non-verbal Test:** These tests do not necessitate the use of language and are applicable to the group of individuals at a time. Where the test material in the non-verbal tests, used for group testing, is provided in booklet and requires the use of pencil by the tests.

### COGNITIVE STYLE

The notion of cognitive style is fairly new. The concept of cognitive style is one that crosses many disciplines. Cognitive style refers to the way people process information and use strategies to respond to task: people are said to differ in the ways they typically and characteristically process information. The general processing strategies that characterize different people are known as perceptual cognitive styles.

Cognitive style theorists start from the accepted fact that we are bombarded by so much data from the environment every moment of our lives that we cannot possibly attend to them all without enormous cognitive strain. The way in which we assign things to categorise will be partly by innate factors, including how we actually perceive things.

Cognition is a problem solving activity. Cognitive processes refer to the things which we do in our head- these are mental activities and thinking. These process include selecting information from the environmental modifying that information and using it to meet the demands of the task at hand.

### OBJECTIVES OF THE STUDY :

Following are the objectives of the study.

1. To identify the effect of intelligence on academic achievement of secondary school students.
2. To identify the effect of study habits and attitude on academic achievement of secondary school students.
3. To identify the effect of cognitive style on academic achievement of secondary school students.
4. To identify the relationship of study habits and attitude and academic achievement of secondary school students.
5. To identify the relationship of intelligence and academic achievement of secondary school students.

### HYPOTHESES OF THE STUDY

**(H1):** A difference between Kannada and English medium high school students with their academic performance in English.

**(H2):** A significant association between types of management (government and private) with levels of academic performance in English, levels of study habits & attitude, levels of intelligence and levels of educational problems of high school students

**(H3):** A significant association between location (rural and urban) with levels of academic performance in English, levels of study habits & attitude, levels of intelligence and levels of educational problems of high school students

**(H4):** A significant association between gender (male and female) with levels of academic performance in English, levels of study habits & attitude, levels of intelligence and levels of educational problems of high school students

**(H5):** A significant association between mediums of study (Kannada and English) with levels of academic performance in English, levels of study habits & attitude, levels of intelligence and levels of educational problems of high school students

**(H6):** A significant association between levels of academic performance in English and levels of study habits & attitude of educational problems of high school students

### SAMPLE OF THE STUDY

For the present study stratified random sampling technique will be adopted. Sample size of the study 1000.

### METHOD OF THE STUDY

For the present study an investigator will be adopted the descriptive survey method.

### TOOLS USED FOR THE STUDY

For the present study following standardized tools will be used.

- Scale of Study Habits & Attitude
- Scale of Intelligence
- Scale of Cognitive Style

### STATISTICAL TECHNIQUES USED IN THE STUDY

- a) T-test
- b) Coefficient of correlation
- c) Factorial design by Tukeys multiple posthoc procedures
- d) Multiple linear regression technique

### RESULTS AND DISCUSSIONS

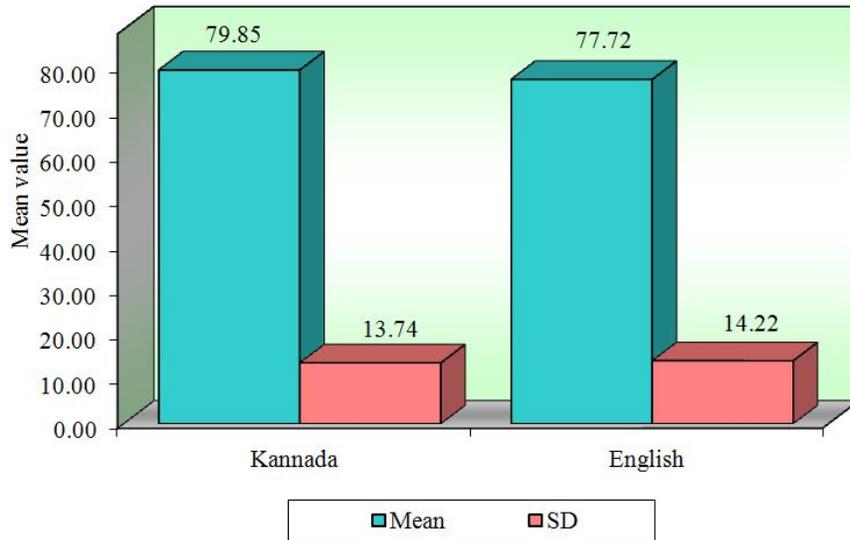
To test the above hypothesis, the two sample independent t test was applied and the results are presented in the following table.

**Table: Summary of two sample independent t test between Kannada and English medium high school students with their academic performance in English**

Mediums	n	Mean	SD	Degrees of freedom	t-value	P-value
Kannada	500	79.85	13.74	998	2.4011	0.0165, S
English	500	77.72	14.22			

The result of the above table clearly shows that, the calculated value of t test is 2.4011 and the critical value of t with 998 degrees of freedom at 5% level is 1.9600. It indicates that, the calculated value i.e. 2.4011 is greater than 1.9600. It means that, a significant difference was observed between Kannada and English medium high school students with their academic performance in English. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted. It concludes that, the Kannada medium high school students have significant and higher academic performance in English scores as compared to English medium high school students. The summary of average and standard deviation are presented in the figure given below.

Figure: Comparison between Kannada and English medium high school students with their academic performance in English



To test the above null hypothesis, the two sample independent t test was applied and the results are presented in the following table.

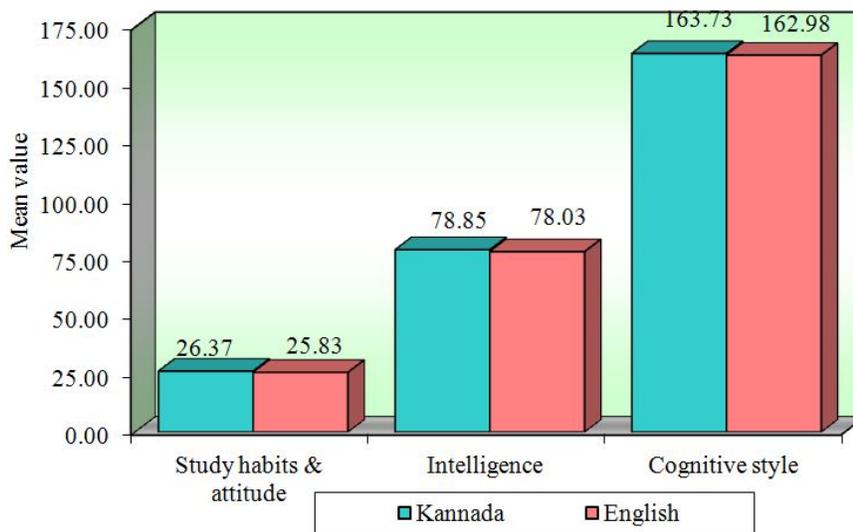
**Table: Summary of two sample independent t test between Kannada and English medium high school students with their study habits & attitude, intelligence and cognitive style scores**

Variables	Mediums	n	Mean	SD	Degrees of freedom	t-value	P-value
Study habits & attitude	Kannada	500	26.37	4.31	998	2.0580	0.0398, S
	English	500	25.83	3.98			
Intelligence	Kannada	500	78.85	3.32	998	3.2297	0.0013, S
	English	500	78.03	4.65			
Cognitive style	Kannada	500	163.73	16.89	998	0.7622	0.4461, NS
	English	500	162.98	13.82			

**The result of the above table clearly shows that,**

- The calculated value of t test is 2.0580 and the critical value of t with 998 degrees of freedom at 5% level is 1.9600. It indicates that, the calculated value i.e. 2.0580 is greater than 1.9600. It means that, a significant difference was observed between Kannada and English medium high school students with study habits & attitude scores. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted. It concludes that, the Kannada medium high school students have significant and higher study habits & attitude scores as compared to English medium high school students.
- The calculated value of t test is 3.2297 and the critical value of t with 998 degrees of freedom at 5% level is 1.9600. It indicates that, the calculated value i.e. 3.2297 is greater than 1.9600. It means that, a significant difference was observed between Kannada and English medium high school students with intelligence scores. Therefore, the null hypothesis is rejected and alternative hypothesis is accepted. It concludes that, the Kannada medium high school students have significant and higher intelligence scores as compared to English medium high school students.
- The calculated value of t test is 0.7622 and the critical value of t with 998 degrees of freedom at 5% level is 1.9600. It indicates that, the calculated value i.e. 0.7622 is smaller than 1.9600. It means that, no significant difference was observed between Kannada and English medium high school students with cognitive style scores. Therefore, the null hypothesis is accepted and alternative hypothesis is rejected. It concludes that, the Kannada and English medium high school students have similar cognitive style scores. The summary of average and standard deviation are presented in the figure given below.

**Figure: Comparison between Kannada and English medium high school students with their study habits & attitude, intelligence and cognitive style scores**



**MAJOR FINDINGS:**

1. The Kannada medium high school students have significant and higher academic performance in English scores as compared to English medium high school students.
2. The Kannada medium high school students have significant and higher study habits & attitude scores as compared to English medium high school students.
3. The Kannada medium high school students have significant and higher intelligence scores as compared to English medium high school students.

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4. The Kannada and English medium high school students have similar cognitive style scores.

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