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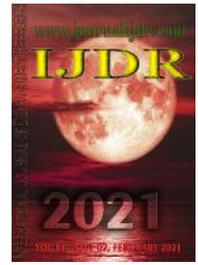
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RESEARCH ARTICLE

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## THE ROLE OF COGNITIVE ATTITUDE IN PURSING HIGHER EDUCATION

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### ABSTRACT

*In the educational system, higher education occupies a special position as it is one of the most important apexes of the entire educational structure that influences all levels of education. In context to higher education, society's expectations have not remained the same always as it may change with differing social concerns, economic situations and political conditions. As we know, education is a system of institutions organized by society to deliberately transmit its cultural heritage, its accumulated knowledge, values and skills from one generation to another. However, the educational system of a society would accordingly, comprise institutions such as schools, colleges, universities including teachers, administrators, curriculum and courses, examination and certification procedure and so on whereas higher education refers to education in post higher secondary institutions, colleges and universities. Higher education constitutes the top most stage of formal education as it is concerned with processes in the more advanced phases of human learning. The present study is designed to assess the cognitive attitude level of students of different strata. The purpose of this study is to study whether there are any relations of cognitive attitude on student effectiveness. The study assumes immense importance in so far as its findings will facilitate the sample institutions to make them more effective as to improve the student's performance.*

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## INTRODUCTION

Economist analyse that providing higher education is an excellent investment in the future of our society. Government seeks policies to make such programs more effective while searching for additional resources to meet the increasing demand. Attending school /college is a multifaceted experience. It 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, and constantly tackle novel problems. Considering the cost of higher education whether it is a worthwhile investment or not. 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 (PDAs) 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. Although these skills are not explicitly taught in school, they may serve as a scaffold for learning and have been implicated in academic performance. Finally, with our prospective analysis, we examined the effect of educational attainment on changes in cognitive performance for pursuing higher education before and after participation that taxes various aspects of executive functioning and reasoning through learning.

### Literature Review

Anastasia (2013) conducted a study where a questionnaire was designed and distributed to 88 college students. The descriptive analysis has shown that the students enjoyed using cell phones in class. However, due to time and space, the students didn't feel that cell phones are effective. Cavus and Ibrahim (2009) examined the effectiveness of SMS messages in vocabulary build-up. Their study was done on forty five freshmen students. The students claimed that acquiring vocabulary items through text messaging is more enjoyable than learning through traditional mediums. The researchers, hence, believed that mobile learning is a fruitful instructive tool in learning

language skills in general and vocabulary items in particular. 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. Nah et al. (2008) studied the effectiveness of mobile learning in developing listening skills among EFL Korean undergraduate students. This has been carried out by investigating the students' attitudes towards using smart phones in listening activities, either individually or within a group. Similar to most studies above, the data analysis demonstrated students' positive attitudes towards the use of mobiles in listening skills activities. Studying the efficacy of mobile learning among Saudi Arabian students, Al-Fahad (2009) quantitatively surveyed the attitudes of 186 undergraduate female students at King Saud University. The results indicated that Bachelor of Arts and Medicine program's students at King Saud University in Saudi Arabia found mobile learning to be the best approach to develop their overall achievement. Harmonising with other studies the students believed that mobile learning is the best for distant learning.

**Scope of the study:** The scope of the study being confirmed to educational institution only, its findings may not hold good to other higher institutions in India and abroad.

teachers should be able to fulfil the expectations of students in pursuing higher education. Well defined structured questionnaires were administered to selected students of different fields in context to cognitive attitude in pursuing higher education.

## METHODOLOGY

**Data source and Method of collection:** The present study consists of 200 students of different fields of education studying in different district of Odisha. 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 200 students of different educational institutions is taken. Sample from different course like Diploma, Degree, and Post-graduate is collected. Simple random sampling is used to select the sample.

**Tools and Techniques used:** The important statistical tools and techniques used in the study are frequency distribution, Chi-Square test (  $\chi^2$  ) etc.

## 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

**Table 1. Frequency Distribution of Sample demographics**

Frequency Distribution of Sample demographics				
Sl. No.	Category	Options	Number of respondents	Percentage (%)
01.	Age	Below 20 years	42	21
		20-25 years	82	41
		Above 25 years	76	38
02.	Gender	Female	72	36
		Male	128	64
03.	Educational Qualification	Diploma	72	36
		Degree	82	41
		PG/Others	46	23

**Table 2. Findings of students' attitude towards pursuing higher education at a glance**

Sl. no.	Statement	Result	Inference
01.	The subject/course content covered in the higher education is relevant to provide quality education	2 =10.1	The students have accepted that the subject/course content covered in the higher education to provide quality education as relevant
02.	Higher education helps to solve the problem of future employment	2 =14	Higher education solves the problem of future employment
03.	Higher education is a powerful instrument to improve quality of life.	2 =11.75	Higher education acts as a powerful instrument to improves the quality of life
04.	Higher education acts as motivational tools to do good research	2 =15.35	Higher education is a motivational tool for doing good research
05.	Higher education improves the student's thinking and action in a positive direction in a very creative way	2 =15	Higher education encourages the student's thinking and action in a positive direction
06.	Higher education tends to make an individual less satisfied	2 = 8.4	Higher education tends to make an individual satisfied
07.	Knowledge gained in higher education is essential for a person to be successful in their work	2 =11.35	A person becomes to be successful in their work in pursuing higher education
08.	Higher education helps in improving interpersonal communication to serve the society	2 =12.35	Higher education improves the interpersonal communication to serve the society
09.	Higher education does not create learning experience	2 =49.15	Higher education creates learning experience
10.	Higher education enables students to be challenging in getting good job	2 =10.4	Higher education enables them to be challenging in getting good job
11.	Higher education makes students to present their ideas clearly and concisely	2 =16.75	Higher education represents their ideas clearly and concisely.
12.	Satisfactions cannot be derived from higher education	2 =0.8	Satisfaction gained by studying in pursuing higher education
13.	Higher education is well regarded as a life career	2 =10.85	Higher education acts as a life career
14.	One does not remain economically depressed by adopting higher education courses	2 =6.35	In pursuing higher education one cannot remain economically depressed
15.	Higher education does not develop personality and character	2 =11.45	Higher education improves character and personality of a students
16.	Intellectual standards of a country does not depend upon only going through higher education	2 = 10.6	Intellectual standards of a country depends upon higher education
17.	Higher education does not develop a cynical attitude towards life	2 =6.75	Higher education develops a cynical attitude among students towards life.
18.	Most students do not have one-track mind	2 = 04	Mostly students are one-track mind in pursuing higher education

**Objectives:** The purpose of the study is to find out the satisfaction level of students in pursuing higher educations. At the same time, it helps the teachers to prepare themselves to deliver knowledge and skills according to the expectations of students. The school and the

performance. There is also possibility that the demographics characteristics like age, gender, educational qualification like Diploma, Degree, Post graduate etc. may also affect their views on educational practices. Such variables included in the study to

examined their impact on the perception towards pursuing higher education that leads to perspective overall success of students. Response is taken from a sample of 200 students. The tabulated description of demographic details of the sample is presented in the Table-1 From the above table, it shows that 41 % of the respondents are belongs to 20-25 years of age, 64% of respondents are male, and 41% of respondents are graduates. However, an attitude scales with 18 items/statements describing the attitude of students towards pursuing higher education in the process of educational practices. Further, to examine the same a null hypothesis was formulated. The validity of this hypothesis has been tested through Chi-Square (  $\chi^2$  ) which is presented in the Table-2.

**Summary of the empirical evidence of students' attitude towards pursuing higher education:** Findings of the 18 statements analysed in the aforesaid paragraphs may be summarized as in Table 2.

### Suggestion/Recommendation

The following recommendations are made on the basis of results of the study:

- J Students needs re-evaluate their own attitudes towards higher education as well as their overt behaviour towards the education system.
- J It is suggested that longitudinal study may be undertaken to confirm and validate the findings of this study.
- J Mostly the students in institutions are selected on the basis of academic achievements. This traditional selection criterion should be changed.
- J The fundamental function of higher education should be to stimulate learning, to enhance thinking, to develop personality, to avenues for self-expression, to facilitate self-actualisation and to liberate human potentialities.
- J 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.
- J Higher education programmes need re-evaluation and re-organisation immediately to remove the obvious drawbacks.
- J Researches for the cross-validation of the attitude scale towards higher education all over India may be helpful in understanding the overall situation in relate to higher education in the country.
- J To create the sense of devotion and commitment among students.

## Conclusion

Keeping in view the findings, the conclusions of the study is clear that higher education is successful in developing professional attitude of the prospective students. On the basis of the findings of the study, the following conclusions were drawn The scale developed for the measurement of attitude of prospective students was found valid and reliable. 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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