

Cognitive Styles, Study Habits and Academic Achievement of Students of Central University of Kashmir

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ABSTRACT The idea of psychological styles and study propensities started in two measurements in instructive research. Student's unique attributes were investigated in light of the fact that diverse people learn, hold and sort out data in various designs. The valuation for intellectual styles and study propensities explores to the adjustment of potential showing techniques and protections the nature of advanced education. Study propensity alludes to a circumstance in which a student thinks about consistently to make most extreme progress in his scholarly work. Scholarly accomplishment is the result of training. This paper endeavours to investigate and examine the distinctions among college understudies in various fields of study. This paper look for the distinction among test understudy's subjective styles, examine propensities and scholarly accomplishment. After effects of this examination will be a guide in tending to the essential concerns identified with instructing and learning. It will empower the higher teachers in urging the correct people to be in their correct train.

INTRODUCTION

Psychological style is a term utilized in subjective brain science to depict the manner in which people think, see and recollect data or their favoured approach for utilizing such data to take care of issues. Subjective style contrasts from psychological capacity (or level), the last being estimated by bent tests or knowledge tests. Contention exists over the correct significance of the term intellectual style and furthermore about whether it is a solitary or different measurement of the human identity. Nonetheless, it remains a key idea in the territories of training.

The issue most understudies have which adds to their poor execution in tests and examination is absence of appropriate investigation propensity. For a great execution, there is requirement for the understudy to frame great investigation propensity. An understudy, who needs to ponder well, needs to pick a reasonable place for his investigations. Where to contemplate is as critical as what to concentrate and how to approach examining. In higher instructive organizations, high scholastic execution has been credited to understudies powerful examination propensities. This is the motivation behind why the educator endeavours to receive numerous systems to enable the understudies

to learn. The Learner's Dictionary has characterized consider as a "psychological push to get information." This implies examining is a craft of realizing which helps the individual to secure learning as well as the expertise and the propensity to think about. The expression "Study Habit" infers a kind of pretty much lasting technique for contemplating. As indicated by Good's word reference of instruction, "Study propensity is the inclination of student to examine when the open doors are given, the understudy's method for considering whether precise or unsystematic, productive or wasteful." Study-propensities are the embodiment of a dynamic identity. A legitimate report propensities empowers a person to procure a decent collect in future.

Riding and Rayner (1997) considered subjective style as a favored and ongoing approach to sort out and speak to data. Intellectual style influences the procedure of basic leadership that in this way influences the social disposition, considering and reactions to life occasions. Mill (1985) portrayed the psychological style as "it is a steady system that a man shows in endeavoring to take care of issues." Spinath (2012) stresses the significance of scholarly accomplishment concerning alternate points of view. Hattie (2009) gives a diagram of the experimental discoveries on scholarly accomplishment by recognizing individual, home, and educational de-

terminants of scholastic accomplishment as per hypothetical presumptions. Spinath (2012) brings up that it is more fitting to talk about “indicators” rather than determinants of scholarly accomplishment on the grounds that the generally cross-sectional nature of the fundamental research does not enable causal ends to be drawn. Kulkarni (2013) purposed of the examination was to think about the scholarly accomplishment of inborn understudies of ashram schools, to ponder the effect of sexual orientation and natural and educated conduct on scholastic accomplishment and to recommend suitable procedures for development in scholarly accomplishment. The examination inferred that the part of sexual orientation in scholastic execution was constrained. This reflects impact of proximate and outward factors related with nature of instruction and family foundation. Ganai and Mir (2013) analyzed the investigation of modification and scholastic accomplishment of undergrads. In light of the discoveries of the examination suggestions were made to give direction and advising offices in the higher auxiliary schools of area Baramulla. Bhandari (2014) discovered Socio Economic Status as connect of Study Habits among Secondary School Students. The examination demonstrates that critical contrasts exist in the investigation propensities for auxiliary school understudies as to financial status.

Scholastic accomplishment is a critical factor for professional and general achievement. Scholarly accomplishment is the turn and focus of instructive development and improvement. It urges the understudies to buckle down and take in more and pick the correct course or stream. Scholastic accomplishment is the result of training, which helps an instructor in gathering the understudies.

Significance of the Study

Study propensities and psychological styles have been given less thought than they merit, keeping in see their noteworthiness towards the execution of people in everyday errands. Similarly irrelevant research has been directed on psychological styles and study propensities scholarly accomplishment in connection to area, family compose and sexual orientation. Since college is centre of decent variety, there is a need to think about the distinctions in subjective

styles, examine propensities and scholarly accomplishment of college understudies and to encourage the vital regions related with the educating and learning.

Statement of the Problem

The attempt is to find the cognitive styles, study habits and academic achievement of students of various teaching departments of the Central University of Kashmir. Hence, the problem under investigation is entitled as Cognitive Styles, Study Habits and Academic Achievement of Students of Central University of Kashmir.

Objectives

The researcher conducted the present study based on the following objectives.

- ◆ To study the difference between cognitive styles, study habits and academic achievement and gender of students of Central University of Kashmir.
- ◆ To study the difference between cognitive styles, study habits and academic achievement and locality of Central University of Kashmir Students.
- ◆ To study the difference between cognitive styles, study habits and academic achievement and family type of Central University of Kashmir Students.

The overall objective of the study is to find out the study habits and cognitive styles of the sample students of Central University of Kashmir and difference among them in study habits and cognitive styles due to variation in locality, gender and type of family; also aiming to know the influence of these factors on academic achievement of students.

Scope and Limitations

This exploration examined the investigation propensities and intellectual styles of understudies of Central University of Kashmir in connection to a couple of chosen factors that is, place of living, parental instructive status and occupation, sex, age and kind of family. The subjective styles are estimated by utilizing the intellectual styles stock. The fundamental motivation behind the examination was to contemplate the subjective styles of understudies of Central University of Kashmir. The specialist addition-

ally see if contrasts in sex, place of habitation and kind of family would sum for huge contrasts in their psychological styles. In light of the investigation and discourse of the outcomes, suggestions are drawn. Despite the fact that, most extreme care has been taken to evade shortcomings, the accompanying constraints might be entered in the present examination. The present investigation is bound to the understudies of the Central University of Kashmir. Because of useful limitations, the example measure was restricted to 244. Despite the fact that there are various different factors which straightforwardly or by implication influence the scholarly accomplishment, this investigation considered learning styles and study propensities as it were. Be that as it may, it is felt that in spite of the previously mentioned restrictions the discoveries of the investigation can be summed up, all things considered, since mind was made to make each stride in the strategy of the examination as target as could reasonably be expected.

Review of the Related Literature

Shinoj (2018) was led an examination to explore the intellectual style, identity, and prosperity of innate understudies. The example for the examination comprised of two gatherings the fundamental example containing 380 inborn understudies considering in classes from ninth to eleventh models haphazardly drawn from 15 schools having a place with seven areas in Kerala, and a coordinated correlation gathering of nontribal understudies. The outcomes uncovered critical contrasts between the ancestral and the nontribal understudies in intellectual style, identity, and mental prosperity, while there was very little distinction among innate understudies having a place with various ranks in subjective style, identity, and mental prosperity. The innate understudies were dominantly field-subordinate in their intellectual style, while the nontribal understudies were more field autonomous. The male understudies were more field autonomous in their subjective style than their female partners, while the ancestral female understudies were more extraverted than their male partners. There were huge sex contrasts among the innate understudies in six of the twelve parts of mental prosperity. Place of stay (Model private schools/Premetric inns/Own homes) did not have any effect on the intellectual style and

mental prosperity of the inborn understudies however had critical effect on newline identity. Intellectual style had critical and direct constructive associations with newline the huge five identity factors and mental prosperity.

Kenth (2009) made an examination of psychological style, learning style and study aptitudes as indicators of scholarly accomplishment of imminent instructors and found that examination authority alongside intellectual style and inventive style was observed to be a decent indicator of scholastic accomplishment.

Rajendran et al. (2007) examined guardians' training and accomplishment scores in science with the goal to research the impact of guardians instruction level on the accomplishment scores of understudies by taking an example of 120 understudies and found that there was no huge distinction between accomplishment of young men and young ladies in the post test, when the guardians training was mulled over; there was no noteworthy contrast among accomplishment of zoology understudies in the post test, when the guardians instruction is thought about; there was no huge distinction among the accomplishment of young men and young ladies of test aggregate in the post test, when their folks training is contemplated.

Riding et al. (2003) investigated that both working memory limit and subjective style had autonomously influence execution on school compose undertakings yet their belongings in association was not considered. The point of this investigation was to think about the connection between working memory, intellectual style and sexual orientation on by and large learning conduct, execution on scope of school subjects. It was discovered that for by and large learning conduct, there was a communication between working memory limit and subjective style with the wholist expository style measurement, memory had a stamped effect for investigation however had little impact for wholists; and with the verbal symbolism measurement verbalisers were influenced yet not imagers with the school subjects, these contrasted as far as their affectability to sex, memory and style.

Nagaraju (2001) revealed that the examination propensities for young ladies are superior to that of young men. What's more, understudies considering in private region have preferred examination propensities over urban and rustic areas. There was a critical contrast in the inves-

tigation propensities controlled by young men and young ladies.

Kirk (2000) researched the relationship of state of mind towards science, subjective style and self idea to accomplishment in science at the optional school level. Results showed that field autonomy was fundamentally corresponded with critical thinking, scholarly and research facility accomplishment; better state of mind towards the social advantage and issues go with logical advancement which was altogether associated with higher accomplishment on all the scholastic proportions of science.

The greater part of the investigations under survey utilized intellectual style apparatus that evaluate field ward and field autonomous class and scarcely any examination was directed on subjective style that survey precise, instinctive, incorporated, undifferentiated, and split psychological style. Most piece of these examinations uncovered positive relationship between's field autonomous and scholastic accomplishment and a negative connection between's field needy and scholarly accomplishment. A couple of studies uncovered no huge connection between these factors. It ought to be noticed that populace of these examinations were distinctive, for example, talented, understudy with particular subject and particular territory.

From the audit of related writing, clearly the subject, "Cognitive Styles, Study Habits and Academic Achievement of students of Central University of Kashmir" chose for the examination is new in this kind and unique in relation to prior investigations. A large portion of the investigations have plainly called attention to the joined connection between subjective styles, examine propensities and scholastic accomplishment of understudies of Central University of Kashmir. Consequently, the present examination may give another knowledge in understanding the intellectual styles, ponder propensities and scholarly accomplishment of understudies of Central University of Kashmir; it will add to the current sea of learning. It is obvious from survey of writing that a couple of studies have been done in the territory of study propensities. Be that as it may, all things considered with the exception of on a couple of factors, results acquired are not matching and henceforth justifying further investigation.

METHODOLOGY

This is a correlation study and it correlates academic achievement with cognitive styles and study habit. In the present endeavour, the researcher has used the descriptive research method. Descriptive research methods are used when the researcher wants to describe specific behaviour as it occurs in the environment with respect to one or more variables.

Population and Sample

The present study was carried out on all the 3rd semester students of 15 teaching departments totalling of 450 students from the Sonwar, Nowgam I, Nowgam II and Nowgam III campuses of the Central University of Kashmir. The researcher took Central University of Kashmir as the population due to operational ease. Therefore, it was not possible to collect the data from the entire population, so the researcher selected randomly 3rd semester students from the University. The study of the entire target population is practically not possible. The impediments which came in studying of the entire population are cost, time and other factors.

A simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. Consequently a sample of 244 students was selected randomly from of the 3rd semester students of 13 departments of Central University of Kashmir. The details of the department wise final sample has been given in Table 1. The details of the composition of final sample has been given in Table 2.

Table 1: Department wise sample

S. No.	Department	N
1	Department of Law	20
2	Department of Management Studies	17
3	Department of Tourism Studies	19
4	Department of Education	20
5	Department of English	14
6	Department of Urdu	19
7	Department of Economics	19
8	Department of Religious Studies	19
9	Department of Politics and Governance	20
10	Department of Convergent Journalism	20
11	Department of Animal Sciences (Zoology)	19
12	Department of Physics	19
13	Department of Mathematics	19
Total		244

Table 2: Structure of the sample

Variable	Category	N	Total
Gender	Male	114	244
	Female	130	
Location	Urban	99	244
	Rural	145	
Family	Nuclear	167	244
	Joint	77	

Variables Used in the Study

(a) Independent Variables

- Cognitive Style
- Study Habits

(b) Dependent Variable

- Academic Achievement

Null Hypotheses

The null hypotheses of the present study were framed on the basis of objectives of the study and on the basis of review of related literature. Therefore, null hypotheses of the present study were:

- H01.** Male and female students of Central University of Kashmir do not differ significantly in the cognitive styles.
- H02.** Male and female students of Central University of Kashmir do not differ significantly in the study habits.
- H03.** Male and female students of Central University of Kashmir do not differ significantly in the academic achievement.
- H04.** Rural and urban students of Central University of Kashmir do not differ significantly in the cognitive styles.
- H05.** Rural and urban students of Central University of Kashmir do not differ significantly in the study habits.
- H06.** Rural and urban students of Central University of Kashmir do not differ significantly in the academic achievement.
- H07.** Students hailing from joint family and nuclear family of Central University of Kashmir do not differ significantly in the cognitive styles.
- H08.** Students hailing from joint family and nuclear family of Central University of Kashmir do not differ significantly in the study habits.

- H09.** Students hailing from joint family and nuclear family of Central University of Kashmir do not differ significantly in the academic achievement.

Operational Definitions of the Key Terms

Cognitive Style

Cognitive style is defined as a person's preferred way of gathering, processing and evaluating information. It influences how people scan their environment for information, how they organize and interpret this information, and how they integrate their interpretations into the mental model and subjective theories that guide their actions (Hayes and Allinson 1998). In the present study, the term cognitive style refers to the ways in which the information is processed, stored, remembered and used; and it is considered under two dimensions, namely systematic and intuitive styles. In the systematic style, individual who typically operates with a systematic style uses a well-defined step-by-step approach when solving a problem. In intuitive style, individual whose style is intuitive uses an unpredictable ordering of analytical steps when solving a problem. Operationally, the cognitive style is defined as the scores obtained by the subjects in Cognitive Style Inventory (Jha 2001).

Study Habits

Study habits are defined as "the sum of all the habits, determined purposes and enforced practices that the individual uses in order to learn." The definition of study habits is the habitual practices one uses to help them study and learn. Good study habits can help students achieve and maintain good grades. Many students develop the practice of keeping and archiving all graded assignments. Not only can these assignments be used in the same fashion as study notes, but they can also be analysed in retrospect to assist in determining areas of strength and weakness. In addition, asking a lot of questions is often considered a good study habit. Good students commonly ask for clarification, ask for extra credit and ask for after-school or lunchtime assistance. Operationally, the study habit is defined as the scores obtained by the subjects in Study Habit Inventory (Mukhopadhyaya and Sansanwal 1992).

Academic Achievement

Academic achievement or performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, arts, culture and the like. Operationally, for this proposed study, academic achievement is the aggregate marks percentage obtained by the subjects in their last three semesters.

Tools

The following tools were used for collecting data for the study:

Cognitive Style Inventory (CSI)

CSI designed and standardised by Jha (2001) measures the ways of thinking, judging, remembering, storing information, decision making and believing in interpersonal relationship. The CSI consists of five dimensions of cognitive style viz. systematic, intuitive, integrated, undifferentiated and split cognitive style. The inventory consists of 40 items which measure systematic cognitive style and intuitive cognitive style consisting of 20 items each on a five point Likert scale. Five responses categorized as totally disagree (1), disagree (2), undecided (3), agree (4), and totally agree (5).

Study Habits Inventory (SHI)

SHI designed and standardised by Mukhopadhyay and Sansanwal (1992). It is a scale, where in the covert behaviour like concentration, comprehension, task orientation, study sets are measured in order to analyse the study habits. The inventory is comprised of 52 items on a five point Likert scale wherein 34 items are affirmative and the rest 18 items are negative. For positive scoring, 4 marks are assigned for 'always', 3 marks for 'frequently', 2 marks were assigned for 'sometimes', 1 marks were assigned for 'rarely' and 0 marks were assigned for 'never'. For negative items the scoring was done in a reversed way from 0, 1, 2, 3, 4, respectively.

Academic Achievement

Academic achievement refers to the total grades/marks secured by students which they

have secured during their 1st and 2nd semester examinations.

Data Collection

The data for the present study was collected by the researcher through his personal visits to the 15 departments of Central University of Kashmir. Prior permission from the Heads of respective Schools and Departments was sought for data collection. Data from students was collected at the initial stage of the August -December 2017 academic session. Before administering tools, the researcher told the purpose of the tools to the students. They were requested to give their true and free responses. It was also made clear to them that their responses would be kept strictly confidential. They were also assured that the information collected would be used only for research purpose. After establishing rapport with students, test booklet were distributed and asked them to write personal information on the title page and then instructions were given to them as given in the manual of the test. They were also requested to go through the instructions printed at the cover page of the booklet. There was no time limit to complete the test but students were asked to respond as quickly as possible. On completion of the test, the booklets as well as response sheets were collected.

Statistical Techniques Used for Data Analysis

In order to analyse the obtained data following suitable statistical techniques were employed. That is mean, standard deviation and t test.

RESULTS

The data analysis of the current study was carried quantitatively with the help of both descriptive and inferential statistics. The descriptive statistical techniques like mean, standard deviation and for the inferential statistics correlation were used during data analysis. In the commencement the researcher arranges the collected data, which was in raw format in a certain order, so that it became information. After that, the researcher with help of SPSS (Statistical Package for Social Science) Version 21 analyses the data in order to reach a conclusion. Soon after

analysis the researcher interprets the analysed data in order to make a sense out of it. Interpretation can be defined as the device through which a researcher tries to explain what has been observed by him in due course of time. It provides a theoretical conception which serves as a guide for the further research work. Interpretation of the data has become an important step, mainly because of some of the following factors. It enables the researcher to have an in-depth knowledge about the abstract principle behind his own findings. Keeping these things in mind, the researcher has made an attempt to analyse and interpret the results on the basis of collected data. The following results have been retrieved after analysing the data, keeping in mind the objectives of the study.

Analysis and Interpretation on the Basis of Gender

Objective 1

To study the difference between cognitive styles, study habits and academic achievement and gender of students of Central University of Kashmir (CUK).

Sub-objective 1.1

To study the difference between cognitive styles and gender of Central University of Kashmir Students.

Hypotheses 1 (Ho1)

Male and female students of Central University of Kashmir do not differ significantly in the cognitive styles.

Table 3 delineates the estimation of the responses, which was used to assess the difference between cognitive styles and gender. The said table describes the mean score and the t-value between cognitive style and gender of CUK students. Table 3 displays that there is in-

Table 3: Differences between cognitive styles and gender

	Gender	N	Mean	SD	t
Cognitive Styles	Male	114	130.63	31.37	.86 ^{NS}
	Female	130	131.27	27.37	

NS = Insignificant

significant difference between cognitive styles of male and female on Cognitive Style Inventory (CSI) as the as the calculated t-value is .86; ($p > .05$). Therefore, Ho1 is accepted.

Sub-objective 1.2

To study the difference between study habits and gender of CUK Students.

Hypotheses 2 (Ho2)

Male and female students of Central University of Kashmir do not differ significantly in the study habits.

Table 4 describes the estimation of the responses, which was used to assess the difference between study habits and gender. The said table describes the mean score and the t-value between study habits and gender of CUK Students. Table 4 displays that there is significant difference between study habits of male and female on SHI as the as the calculated t-value is 2.04; ($p < .05$). Therefore, Ho2 is rejected.

Table 4: Difference between study habits and gender

	Gender	N	Mean	SD	t
Study Habits	Male	114	160.97	27.05	2.04*
	Female	130	154.34	23.46	

*Significant at .05 level

Sub-objective 1.3

To study the difference between academic achievement and gender and CUK students.

Hypotheses 3 (Ho3)

Male and female students of Central University of Kashmir do not differ significantly in the academic qualification.

Table 5 describes the estimation of the responses, which was used to assess the mean difference between academic achievement and gender. The said table describes the mean score and the t-value between academic achievement and gender of CUK students. Table 5 displays that there is insignificant difference between gender and academic achievement: the calculated t-value is .17; ($p > .05$). Therefore Ho3 is accepted.

Analysis and Interpretation on the Basis of Locality

Objective 2

To study the difference between cognitive styles, study habits and academic achievement and locality of Central University of Kashmir Students.

Sub-objective 2.1

To study the difference between cognitive styles and locality of CUK students.

Hypotheses 4 (Ho4)

Rural and urban students of Central University of Kashmir do not differ significantly in the cognitive styles.

Table 6 delineates the estimation of the responses, which was used to assess the difference between cognitive styles and locality. The said table describes the mean score and the t-value between cognitive style and locality of CUK students. Table 6 displays that there is insignificant difference between cognitive styles of urban and rural on CSI as the calculated t-value is .3.22; ($p < .01$). Therefore, Ho4 is rejected.

Table 6: Difference between cognitive styles and locality

	Locality	N	Mean	SD	t
Cognitive Styles	Urban	99	137.76	21.33	3.22**
	Rural	145	126.55	32.88	

**Significant at .01

Sub-objective 2.2

To study the difference between study habits and locality of CUK students.

Hypotheses 5 (Ho5)

Rural and urban students of Central University of Kashmir do not differ significantly in the study habits.

Table 7 describes the mean score and the t-value between study habits and locality. The stated table displays that there is insignificant difference between study habits of rural and urban students of CUK on Study Habit Inventory

(SHI) as the calculated t-value is 1.85; ($p > .05$). Therefore, Ho5 is accepted.

Table 7: Difference between study habits and locality

	Locality	N	Mean	SD	t
Study Habits	Urban	99	153.97	22.30	1.85 ^{NS}
	Rural	145	159.89	27.16	

NS = Insignificant

Sub-objective 2.3

To study the difference between academic achievement and locality of CUK students.

Hypotheses 6 (Ho6)

Rural and urban students of Central University of Kashmir do not differ significantly in the academic achievement.

Table 8 describes the estimation of the responses, which was used to assess the mean difference between academic achievement and locality. The said table describes the mean score and the t-value between Academic Achievement and Urban and Rural Students of CUK. Table 8 displays that there is insignificant difference between academic achievement of students of rural and urban students; the calculated t-value is .85; ($p > .05$). Therefore, Ho6 is accepted.

Table 8: Difference between academic achievement and locality

	Locality	N	Mean	SD	t
Academic Achievement	Urban	99	2.28	.70	.85 ^{NS}
	Rural	145	2.20	.64	

NS = Insignificant

Analysis and Interpretation on the Basis Type of Family

Objective 3

To study the difference between cognitive styles, study habits and academic achievement and family type of Central University of Kashmir students.

Sub-objective 3.1

To study the difference between cognitive styles and family type of CUK students.

Hypotheses 7 (Ho7)

Students hailing from joint family and nuclear family of Central University of Kashmir do not differ significantly in the cognitive styles.

Table 9 delineates the estimation of the responses, which was used to assess the difference between cognitive styles and gender. The said table describes the mean score and the t-value between cognitive style and family type of CUK students. Table 9 displays that there is insignificant difference between cognitive styles of students of nuclear and joint families on Cognitive Style Inventory (CSI) as the calculated t-value is .160; ($p > .05$). Therefore, Ho7 is accepted.

Table 9: Difference between cognitive styles and family type

	Family type	N	Mean	SD	t
Cognitive Styles	Nuclear	167	133.01	27.69	1.60 ^{NS}
	Joint	77	126.18	32.15	

NS = Insignificant

Sub-objective 3.2

To study the difference between study habits and family type of CUK students.

Hypotheses 8 (Ho8)

Students hailing from joint family and nuclear family of Central University of Kashmir do not differ significantly in the study habits.

Table 10 describes the estimation of the responses, which was used to assess the difference between study habits and family type. The said table describes the mean score and the t-value between study habits and family type of CUK students. Table 10 displays that there is significant difference between study habits of students of nuclear and joint families on Study Habit Inventory (SHI) as the calculated t-value is 2.48; ($p < .05$). Therefore, Ho8 is rejected.

Table 10: Difference between study habits and family type

	Family type	N	Mean	SD	t
Study Habits	Nuclear	167	154.52	25.24	2.48**
	Joint	77	163.07	24.07	

**Significant at .01

Sub-objective 3.3

To study the difference between academic achievement and locality of CUK students.

Hypotheses 9 (Ho9)

Students hailing from joint family and nuclear family of Central University of Kashmir do not differ significantly in the cognitive styles.

Table 11 describes the estimation of the responses, which was used to assess the mean difference between academic achievement and family type. The said table describes the mean score and the t-value between academic achievement of students of nuclear and joint families of CUK. Table 11 displays that there is insignificant difference between academic achievement of students of nuclear and joint families: the calculated t value is .45; ($p > .05$). Therefore, Ho9 is accepted.

Table 11: Difference between academic achievement and family type

	Family type	N	Mean	SD	t
Academic Achievement	Nuclear	167	2.22	.68	.45 ^{NS}
	Joint	77	2.26	.61	

NS = Insignificant

DISCUSSION**Gender wise Discussion**

In the present research an endeavour has been made to discover the effect between subjective style and sexual orientation of Central University of Kashmir (CUK) understudies. It is obvious from the consequence of the objective 1.1 that there is inconsequential distinction between the subjective styles of male and female understudies of CUK. The outcomes from the objective 1.2 express that there is a noteworthy distinction between think about propensities for male and female understudies. The investigation propensities for male understudies were discovered noteworthy in connection to their partners with respect to their examinations. Since examine propensities cover the dedication, as well as involves the time, perusing propensities, learning strategies, memory, time plan physical conditions. The discoveries of the expressed goal

repudiates with the after effects of Reddy and Nagaraju (2001) who found that sex has no impact on ponder propensities; both young men and young ladies have comparable examination propensities. In the present examination an endeavour has been had to think about the effect between scholastic accomplishment and sexual orientation. It is obvious from the after effect of the objective 1.3 that there is unimportant distinction between scholastic accomplishment and sexual orientation. The discoveries of the examination are in understanding in with the discoveries of Goni et al. (2015) who additionally found that there is no huge distinction between scholastic accomplishments of male and female understudies. Therefore, albeit intellectual capacities are fundamentally and decidedly identified with school accomplishment, they can't clarify sex contrasts in school accomplishment.

Locality-wise Discussion

In the present examination an endeavour has been had to discover the effect between intellectual style and region of CUK understudies. It is obvious from the consequence of the objective 2.1 that there is huge contrast between the subjective styles of provincial and urban understudies of CUK. The finding of the present investigation negates those, which demonstrate no effect of region on psychological style. Sangwan and Chhikara (2000) showed no critical effect of district on psychological capacities. The consequences of the objective 2.2 states that there is irrelevant distinction between contemplate propensities for rustic and urban understudies examining in Central University of Kashmir. The 21st century has conveyed an upset as to training. The coming of new instructive approaches like EFA (Education for All), SSA (Sarva Shiksha Abhiyan), RMSA (Rashtriya Madhyamik Shiksha Abhiyan), and RUSA (Rashtriya Uchchatar Shiksha Abhiyan) has gotten our general public that level, they read for training, they read for data and they have understood that training is neither the substance of the urban nor the element of rustic. Such arrangements have built up an enthusiasm among general masses, with the outcome there is no noteworthy distinction in think about propensities for provincial and urban. The discoveries of this examination negates with the investigation of Guravaiah and Reddy (2004) who found there

is no critical distinction amongst provincial and urban understudies. In the present investigation an endeavor has been had to discover the effect between scholarly accomplishment and region of understudies. It is obvious from the consequence of the objective 2.3 that there is irrelevant contrast between scholastic accomplishment of rustic and urban understudies of CUK. The conceivable clarification for this outcome is that there is a change in perspective in the approaches of the legislature as well as in the outlooks of rustic individuals. Another reason could be accessibility of web-based social networking, which has changed the vision of the country individuals. Notwithstanding that because of progression, provincial guardians uncover the lives of their wards to urban communities keeping in mind the end goal to get able instruction, with the outcome they can get great training, not at all like previously. Also, Haller et al. (1993) neglected to discover any measurably noteworthy contrasts between the Urban and Rural gatherings of understudies.

Family-wise Discussion

In the present investigation an endeavour has been had to discover the effect between subjective style and family structure. It is obvious from the after-effect of the objective 3.1 that there is immaterial contrast in intellectual style of CUK understudies having a place with joint and family units. The finding of the present examination is as per the accompanying investigations. In the present examination an endeavour has been had to discover the effect between consider propensities and family sort of CUK understudies. It is obvious from the consequence of the goal 3.2 that there is noteworthy distinction between the examination propensities for atomic and joint family understudies of CUK. Understudies from joint families have preferable examination propensities over understudies from family units. We are largely very much aware of the way that review propensities are ongoing method for practicing and rehearsing the capacities for learning. In family units a youngster can end up mindful of a couple of study propensities and in this way adapts those (for instance, perception and focus). While as then again, in joint families a youngster learns different investigation propensities for the most part because of the nearness of different relatives, wherein his examination conduct gets im-

pacted by numerous individuals and can create consider propensities like focus, inspiration, sharp perception, modification in school, organizing and some more. In the present examination an endeavour has been had to discover the effect between scholastic accomplishment and family sort of CUK understudies. It is obvious from the consequence of the objective 3.3 that there is inconsequential contrast between the scholarly accomplishment of atomic and joint family understudies of CUK. The immaterial distinction could be because of the ceaseless support and certainty of both the family composes as the two kinds of the families stay much connected and included with their kids. The connection and the inclusion of both the families altogether influence the scholastic execution of the understudies. The outcomes are in consonance with the discoveries of Bilal et al. (2013).

CONCLUSION

The present examination uncovered that noteworthy contrasts were seen in the investigation propensities for male understudies in connection to their partners. Additionally, the present examination detailed that urban understudies have preferable subjective styles over provincial understudies. Similarly, the examination likewise found that understudies from joint families have preferable investigation propensities over understudies from atomic families. In expansion to that in the expressed investigation that there is irrelevant contrast between subjective styles, scholastic accomplishments of male and female understudies of Central University of Kashmir. Further, the present examination additionally uncovered that there is unimportant contrast in the investigation propensities and scholastic accomplishment of country and urban understudies contemplating in Central University of Kashmir. Other than that the investigation likewise found that there is unimportant contrast in intellectual style and scholastic accomplishment of Central University of Kashmir understudies having a place with joint and family units.

RECOMMENDATIONS

Study habits and cognitive styles play a significant role in the academic achievement; therefore it is suggested to inculcate the following

recommendations in order to boost the academic achievement among CUK students.

- ◆ The study habits play a vital role in the academic achievement of students therefore; it is essential to inculcate the good study habits among the students.
- ◆ It is suggested that regular study habit training programmes in the institution must be arranged to improve the study habits.
- ◆ It is suggested that teachers should help the students to frame the time-table for study. They should be instructed to adhere to it.
- ◆ Parents should check whether their wards study in a quiet place away from disruption and disturbances.
- ◆ It is suggested that teachers should correlate the subject matter with the life situations of the pupils, in order to make the subject matter interesting for the pupils.
- ◆ It is suggested that university should make it mandatory for their students to visit the library; borrow books, magazines, newspapers and their visit should be marked with attendance there.
- ◆ It is suggested that parents and teacher would do well to exercise great vigilance with regard to the formation of the good study habits among the pupils.
- ◆ It is suggested that Teacher should take special steps to increase and develop the reading skills of the pupils.
- ◆ It is suggested that teachers should make their classes lively by adopting modern techniques of teaching and learning.
- ◆ It is suggested the distractions for study are minimized. Hostels as well as study rooms should be designed away from highways so as to facilitate better study.
- ◆ The habits are thought rather than taught and a congenial and healthy attitude and environment are pre requisite for its cultivation.
- ◆ The study habit programmes both of preventive and remedial must be arranged in accordance with the abilities of the pupils.
- ◆ The parent teacher associations must be arranged, where in they should get awareness of inculcating good study habits.

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