Abstract

Generally speaking ‘Education’ is utilized in three senses. Knowledge, subject and & Process. In English the term “Education” has been derived from two Latin words Educate) and Educatum. “Educare” means to train or mould. It again means to bring up or to lead out or to draw out. Population from inward to outward. The term “Educatum” denotes the act of teaching. It throws light on the principles and practice of teaching. The term Educare or Educere mainly indicates development of the latent facilities of the child. But child does not know these possibilities. Thus, education may be defined as a purposive, conscious or unconscious psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. In short, education is the development of individual according to his needs and demands of society, of which he is an integral part. The sample of the present study consist 150 High school students. The survey method is followed to collect the data. The data was quantified and analyzed in term of ‘t’ test and ‘f’ test. It was found that there a significant relationship between cognitive ability in high school students.

I. INTRODUCTION

Education is an empowering tool for the development of human societies in past, present and future. Nowadays education is interpreted in the light of its growth and development of modern culture and civilization. Language is a mother of civilization. Any development of civilization is not possible without language is communicative subject. Both are very essential for the development of human society. Human beings are living naturally with language than non-human beings. Cognitive abilities refer to a function of
human beings. Mental functions or cognitive abilities are based on specific neuronal networks. For instance memory skills rely mainly on parts of the temporal lobes and parts of the frontal lobes (behind the forehead) Brain controls all inner and outer part of living beings. Nervous system is a communicative channel between brain and other parts. Brain controls all inner and outer part of living beings. Nervous system is a communicative channel between brain and other parts. Brain sends the communication to senses and organs and also brain receives the communication from sense and organs through the nervous system. These communication transmissions convert and form into electro-magnetic signals. So the humans learning depend upon their brain functioning. This chapter is discussed over the cognitive abilities among ninth standard student in Pudukkottai District which exists in Tamil Nadu state.

II. COGNITIVE ABILITIES

Cognition is the mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment which comes to be known as through perception, reasoning, or intuition; knowledge which reiterates the earlier distinction between process and product, but also adds one (crucial) adjective. Cognition is not merely a process, but a “mental” process. In what is perhaps the most influential definition (Neisser, 1967), cognition indeed refers to the mental process by which external or internal input is transformed, reduced, elaborated, stored, recovered, and used. As such, it involves a variety of functions such as perception, attention, memory coding, retention, and recall, decision-making, reasoning, problem-solving, imaging, planning and executing actions. Such mental process involve the generation and use of internal representations to varying degrees, and may operate independently (or not) at different stages of processing. Furthermore, these processes can to some extent be observed or at least empirically probed, leading to scientific investigation by means of methods skin to those of the natural sciences.

III. NEED FOR THE STUDY

Human being is a social animal. So we are living together in society as family group, organization and other forms of particular human group. We must communicate essentially with each other in the purpose of safety, food sharing, sheltering, share the feelings etc. We are able to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings etc., through language. Language is an evidence for discriminating human-beings from animals. Some sounds used by the animals for their communication over their life. But human-beings are used enumerable sounds for their communication over their life. Language skills in cognitive abilities are essential for the development of the human beings learning and social functioning. Cognitive abilities directly influence on academic achievement. So nowadays we know about student cognitive abilities. This research done on student’s cognitive abilities.
IV. OBJECTIVES OF THE STUDY
1. To find out the level of cognitive abilities among higher secondary boys and girls students in Pudukkottai district.
2. To find out the level of cognitive abilities among higher secondary school students in urban and rural Pudukkottai district.
3. To find out the level of cognitive abilities student’s newspaper reading in every day, occasionally among higher secondary school students in Pudukkottai district.
4. To find out the level of cognitive abilities student’s mother’s education up to 5, up to 12 and degree among higher secondary school students in Pudukkottai district.
5. To find out the level of cognitive abilities student’s father’s education up to 5, up to 12 and degree among higher secondary school students in Pudukkottai district.

V. HYPOTHESES
[1] There is no significant difference between boys and girls with respect to ninth standard Tamil medium student’s cognitive abilities.
[2] There is no significant difference between urban and rural with respect to ninth standard Tamil medium student’s cognitive abilities.
[3] There is no significant difference between reading newspaper reading in every day, occasionally with respect to ninth standard Tamil medium student’s cognitive abilities.
[4] There is no significant difference among students mother’s education in up to 5, up to 12 and degree with respect to ninth standard Tamil medium student’s cognitive abilities.
[5] There is no significant difference among students father’s education up to 5, up to 12 and degree with respect to ninth standard student’s cognitive abilities in Tamil medium students.

VI. SAMPLE OF THE STUDY
In the present study, 5 Government and Government Aided school and are recognized by directorate of school education under taken by state government of Tamil Nadu have been chosen, simple Random sampling Technique is followed by the researcher, because all the poor and middle class pupils are allowed to study in Government and Government Aided school. The data were collected from the 150 Ninth standard students in Government school and Government Aided School by the researcher. The school wise distribution of the sample is given below.

VII. ANALYSIS OF DATA
The following techniques were used for analysis on and interpreting data
Mean, Standard Deviation, ‘t’ test & ‘f’ test

VIII. RESEARCH FINDINGS AND DISCUSSIONS
Table-1: Table showing means, Standard Deviation and ‘t’ values of Cognitive Ability among boys and girls students at higher secondary level

<table>
<thead>
<tr>
<th>Gender</th>
<th>N.O.S</th>
<th>Average</th>
<th>SD</th>
<th>T-Value</th>
<th>Significance At (0.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>83</td>
<td>168.8434</td>
<td>17.43244</td>
<td>T=0.073466</td>
<td>Not Significance</td>
</tr>
<tr>
<td>Female</td>
<td>67</td>
<td>169.06939</td>
<td>16.06939</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table reveals that null hypothesis is accepted as revealed by the calculation t=0.073466 which is not significant at 0.05 level of confidence. Hence, there is no significant difference between boys and girls with respect to ninth standard students’ cognitive abilities in Tamil through that gender is not variable influencing ninth standard student’s cognitive abilities in Tamil through.

Table-2: Table showing means, Standard Deviation and ‘t’ values of Cognitive Ability among Urban and rural students at higher secondary level

<table>
<thead>
<tr>
<th>School</th>
<th>N.O.S</th>
<th>Average</th>
<th>SD</th>
<th>T-value</th>
<th>Significance At (0.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>60</td>
<td>170.6167</td>
<td>15.31266</td>
<td>T=-1.05189</td>
<td>Not Significance</td>
</tr>
<tr>
<td>Rural</td>
<td>90</td>
<td>167.7</td>
<td>18.44546</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table reveals that null hypothesis is accepted as revealed by the calculation t=-1.05189 which is not significant at 0.05 level of confidence. Hence, there is no significant difference between locality of school in urban and rural with respect to ninth standard students’ cognitive abilities in Tamil through that locality of schools is not variable influencing ninth standard student’s cognitive abilities in Tamil through.

Table-3: Table showing means, Standard Deviation and ‘t’ values of Cognitive Ability among Newspaper Reading in every day and Occasionally students at higher secondary level

<table>
<thead>
<tr>
<th>Newspaper Reading</th>
<th>No.S</th>
<th>Average</th>
<th>S.D</th>
<th>T-Value</th>
<th>Significance At 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper in every day</td>
<td>27</td>
<td>169.5556</td>
<td>18.4546</td>
<td>t=-0.28059</td>
<td>Not significance</td>
</tr>
<tr>
<td>Occasionally</td>
<td>123</td>
<td>168.4715</td>
<td>17.11979</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table reveals that null hypothesis is accepted as revealed by the calculation t=-0.28059 which is not significant at 0.05 level of confidence. Hence, there is no significant difference between reading newspaper in every day and occasionally with respect to ninth standard students’ language skills in cognitive abilities in Tamil through that is reading newspaper is not variable influencing ninth standard student’s cognitive abilities in Tamil through.

Table-4: Table showing means, Standard Deviation, ‘t’ and ‘f’ values of Cognitive Ability among student’s mother’s education up to 5, up to 12 degree and students at higher secondary level

<table>
<thead>
<tr>
<th>Mother’s Education</th>
<th>SS</th>
<th>DF</th>
<th>MS</th>
<th>F</th>
<th>Significance At 0.065</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1.5242</td>
<td>2</td>
<td>762.103</td>
<td>f=2.781</td>
<td>Not significance  3.0576</td>
</tr>
<tr>
<td>Within</td>
<td>40.2793</td>
<td>147</td>
<td>274.010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>41.8036</td>
<td>149</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above table reveals that null hypothesis is accepted as revealed by the calculation $F=2.781$ which is not significant at 0.065 level of confidence. Hence, there is no significant difference among mother’s education of student in up to 5, up to 12, and degree with respect to ninth standard students’ language skills in cognitive abilities in Tamil through that is mother education is not variable influencing ninth standard student’s cognitive abilities in Tamil through.

Table 5: Table showing means, Standard Deviation, ‘t’ and ‘F’ values of Cognitive Ability among father’s education up to 5, up to 12 degree and students at higher secondary level.

<table>
<thead>
<tr>
<th>Father’s Education</th>
<th>SS</th>
<th>DF</th>
<th>MS</th>
<th>F</th>
<th>Significant At 0.878</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>79.683</td>
<td>2</td>
<td>39.841</td>
<td>f=0.131</td>
<td>Not Significant 3.0576</td>
</tr>
<tr>
<td>Within</td>
<td>44.804</td>
<td>147</td>
<td>304.790</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>44.883</td>
<td>149</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table reveals that null hypothesis is accepted as revealed by the calculation $F=0.131$ which is not significant at 0.878 level of confidence. Hence, there is no significant difference among father’s education of student in up to 5, up to 12, up to degree with respect to ninth standard students’ cognitive abilities in Tamil through that is mother education is not variable influencing ninth standard student’s cognitive abilities in Tamil through.

IX. FINDINGS

1. There is no significant difference between boys and girls with respect with ninth standard student’s cognitive abilities in Tamil through that is gender is not variable influencing ninth standard student’s cognitive abilities in Tamil medium student.

2. There is no significant difference between urban and rural with respect with ninth standard student’s cognitive abilities in Tamil through that is locality of schools is not variable influencing ninth standard students’ cognitive abilities in Tamil medium student.

3. There is no significant difference among reading newspaper in every day, occasionally with respect with ninth standard student’s cognitive abilities in Tamil through that is reading newspaper is not variable influencing ninth standard student’s cognitive abilities in Tamil medium student.

4. There is no significant difference among mother’s education of students in up to 5, up to 12 and degree with respect with ninth standard student’s cognitive abilities in Tamil through that is mother education is not variable influencing ninth standard student’s cognitive abilities in Tamil medium student.

5. There is no significant difference among father’s education of students in up to 5, up to 12 and degree with respect with ninth standard student’s cognitive abilities in Tamil through that is mother education is not variable influencing ninth standard student’s cognitive abilities in Tamil medium student.
X. CONCLUSION
Even today, the technological improvements are having a vast growth in education field. Although the cognitive deficiencies are never decreasing the people, continuously meet the problems over wastage and stagnation. This is the major problem of our education system stagnation and wastage of pupils is very high in numbers compared with other castes. Particularly the cognitive deficiencies are increasing all over the world. The developed countries are more concentrating on communication technology. Nowadays India gives first preference for communication technology. If the people, cognitive abilities increases automatically it will develop other disciplines in the world. Everybody knows their cognitive abilities. He/she involves effective communication and maintaining successful relationship with each other. Also he/she are incoming a successful member in their society and successful living their society. If the person has cognitive deficiency he/she interact with each other in improper way. He/she does not act as independent person without any help. Hence the cognitive abilities are very crucial role on every human beings development. So the aim of the thesis is calculated on the ninth standard student’s cognitive abilities in Tamil through tool in Pudukkottai district schools. And also thesis will be recommended and suggested future development of student’s cognitive ability and further research guidance.

XI. REFERENCES

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