

Cognitive Perspectives on Social and Psychological Skills among Teacher Trainees in Relation to their Teaching Performance

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Abstract

The perspectives on social cognition for human functioning brings the platform for the survey of the relation between thought and action. The basic aim of a social cognitive perspective is to realise how people make sense of themselves, others, and events in day today life. The psychological approach of cognition is the latest view to human behaviour that reveals on how we think. Social cognition and psychological cognition are the crucial factors for prospective teachers for their professional development. In this study, Cognitive Perspectives on Social and Psychological Skills among Teacher Trainees studying B.Ed course are related to their Teaching Performance. The study area chosen for this research project is Sivagangai District of Tamil Nadu, India. 200 Teacher Trainees were selected from 5 colleges of Education using purposive sampling method. Normative survey methods will be employed for this research study. The data regarding the Cognitive Perspectives on Social and Psychological Skills and Teaching performance were collected by the questionnaire, which was structured and validated by the investigator. Statistical analysis such as Descriptive statistics , T-test, Correlation analysis were done using SPSS software. Results showed that there is no significant difference in Psychological and Sociological skills related to cognition among Teacher Trainees with their demographic variables and there is significant difference in Teaching performance among Teacher Trainees with their demographic variables. The study also revealed that Psychological and Sociological skills related to cognition among Teacher Trainees are related to their Teaching performance.

Key words: cognitive perspectives, Social and Psychological Skills, Teacher Trainees, Teaching performance.

Introduction

Cognition, a latest term for “intelligence,” is the life function controlled by the cognitive system (i.e. mind) and is responsible for many day today and formal activities. The activities are recalling a mobile number for a short while, remembering a friend in a crowd, learning a new set of skills at school, making decisions personally and socially, solving formal and informal problems, fluency in speaking and writing language material, and understanding what other people say. Put more formally, cognition includes a wide range of domains, such as perception, pattern recognition, memory, reasoning, decision making, problem solving, and language processing.

cognitive sociology investigates the various interpersonal processes responsible for the conditions for the concept to be the “social objects,” which eventually shape thinking and thought. Cognitive sociology researches the ways in which sociocultural factors contribute for

the process of human thinking. Cognitive sociology researches the influence of sociocultural factors that shape and guide the human thought processes. While cognitive science investigates the neurological mechanics of thinking, cognitive sociology describes the ways in which such mechanics are variably processed within various sociocultural contexts. In this way, cognitive sociology maps issues of cognitive universals (i.e., the elements of neural processing that humans hold). Rather, the area systematically covers the thinking of humans in various groups, communities, and locations.

Significance of the study

The fruits of education have to be witnessed in the status of empowerment of the individuals in a society, having the means to live a decent and dignified life which is morally and ethically sound, economically and professionally rewarding and finally socially and culturally enriched. Majority of today's youth find themselves in a situation not so pleasant and positive about life as a whole and do not appropriately reflect their educational background, despite having passed out from various courses. cognition is a medium that empowers the students to review their own performance.

It is important for a teacher to learn and to foster the process of cognitive skill development in students which will eventually enhance their Teaching Performance. This will aid the learners to become exposed to the art of learning. Although cognitive work is not visible, there has to be an ambience created by the mentors to help learners rely on their own inner thought processes and reasoning ability to learn the topics discussed.

Learners need to improve themselves as lifelong learners who will be able to assess and self-regulate their learning processes. So, it is emphasised for the teachers to implement the strategies of cognition within a classroom. It is very crucial for learners to become self-learners and assess their own performances. Teachers should always look to improve the responsibility of the students to develop their own learning experiences. So it is significant to study cognition especially among teachers. In this study cognitive perspectives on social and psychological skills among teacher trainees are related to their teaching performance

Objectives

To find out the social and psychological skills related to cognition among Teacher Trainees.

To assess teaching performance of Teacher Trainees.

To find out the relation between social and psychological skills related to cognition and teaching performance of Teacher Trainees.

Hypothesis

- There is no significant difference in Psychological and Sociological skills related to cognition among Teacher Trainees with their demographic variables
- There is no significant difference in teaching performance among Teacher Trainees with their demographic variables
- There is no relation between Cognitive Perspectives on Psychological skills and teaching performance of Teacher Trainees.

Methodology

a) Data collection

The study area chosen for this research project is Sivagangai District of Tamil Nadu, India. Sivagangai district has 16 colleges of Education. From the list of 16 colleges of Education, the researcher selected five colleges of Education for the study by random sampling method in such a way that the sample is highly representative of the population. She selected 200 subjects (B.Ed. students) from the selected 5 colleges of Education using purposive sampling method. The 'purpose' implies balancing of male and female members of the sample. (in almost all the colleges of education in Sivagangai district, female enrolment is greater than the male enrolment). The sexes-male and female and the twelve subjects (Tamil/English/ Maths/ Physical Science/ Biological Science / History/ Commerce/ Computer Science) were represented in the sample in proportion to the size of the population. Normative survey methods was employed for this research study.

b) Tools for primary data collection

The data regarding the Cognitive Perspectives on Social and Psychological Skills and Teaching performance were collected by the questionnaire, which was structured and validated by the investigator.

c) Data analysis

Relevant statistical tools applied for the analysis of research data are

- Descriptive statistics
- T-test
- Correlation analysis

Analysis and Interpretation

Hypothesis 1:

There is no significant difference in Psychological and Sociological skills related to cognition among B.Ed students with their demographic variables

S.No	Demographic Variables	Mean	S.D	t-value
1	Male	46.51	15.69	0.55
2	Female	45.72	14.96	
3	Rural	40.41	18.29	1.55
4	Urban	42.87	15.99	

The found value of 't' is less than the table value and is significant at 0.05 levels so the null hypothesis is accepted. There is no significant difference in Psychological and Sociological skills related to cognition among B.Ed students with their demographic variables

Hypothesis 2:

There is no significant difference in teaching performance among B.Ed students with their demographic variables

S.No	Demographic Variables	Mean	S.D	t-value
1	Male	48.17	13.50	2.81
2	Female	44.15	13.17	
3	Rural	46.46	17.28	3.11
4	Urban	40.85	16.49	

The calculated value of 't' is greater than the table value and is not significant at 0.05 levels so the taken null hypothesis can be rejected which shows that a significant difference is there in teaching performance among B.Ed students with their demographic variables.

Hypothesis 3:

There is no relation between Cognitive Perspectives on Psychological and Sociological skills and Teaching performance of B.Ed students.

S.No	Category	Mean	S.D	r-value
1	Psychological and Sociological skills	79.83	4.09	0.13
2	Teaching Performance	45.01	13.33	

r-value for the Cognitive Perspectives on Psychological and Sociological skills and Teaching performance of B.Ed students was found to be 0.13 which is significantly correlated. It is understood that Psychological and Sociological skills related to cognition among Teacher Trainees are related to their Teaching performance.

Results and Discussions

Psychological and Sociological skills related to cognition among B.Ed students will vary with their demographic variables. Also Teaching performance among B.Ed students vary with their

demographic variables. But there is relation between Psychological and Sociological skills and Teaching performance among Teacher Trainees.

Conclusion

Psychological and Sociological skills are very essential for teachers. This study reveals the significance of these skills in enhancing teaching performance of prospective teachers. So, teacher education curriculum can be included with Psychological and Sociological skills so that future students can be enriched.

Implications

- The study will shed light on importance of cognitive perspectives in teacher education
- Psychological, Sociological skills of prospective teachers related to cognition will be identified
- Teaching performance of prospective teachers will be assessed
- Suggestive remedial measures to enhance Psychological, Sociological skills related to cognition for teachers will be recommended to incorporate in teacher education curriculum

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