

COGNITIVE SELF-MANAGEMENT OF PRIMARY SCHOOL TEACHERS

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ABSTRACT

The main objective of the study was to find out the level of cognitive self-management of primary school teachers. The survey method was adopted. A sample of 1490 primary school teachers in the southern districts of Tamilnadu was selected using the stratified random sampling technique. The cognitive self-management inventory prepared by Stephanie Rude (1978) was used as tool. Percentage analysis, t-test and ANOVA were the statistical techniques used. The major findings are: 1. There is significant difference between male and female primary school teachers in their cognitive self-management. 2. Significant difference exists among Thoothukudi, Tirunelveli and Kanyakumari district primary school teachers. Post ANOVA test show that Kanyakumari district primary school teachers are better in their cognitive self-management.

INTRODUCTION

The teacher in the emerging society has a very pivotal role to play in the social reconstruction and in the transmission of the wisdom, knowledge and experience of one generation to another. The teacher has ever been doing noble work in the society by bringing up the young, educating them in all aspects of life, that is, in social moralization, inculturation, and in gaining skills for earning a livelihood. It is, therefore, necessary to realize that the emerging society can achieve all round development with the help of the teacher who acts as a powerful agency in transmitting knowledge through his cognitive self-management skills.

SIGNIFICANCE OF THE STUDY

Cognitive self-management is an ability to think in abstract terms. It is the highest stage of intellectual functioning. It is the way of controlling one's self or the ability of the individual to control one's self in systematic problem solving. It includes different dimensions like (a) positive focus, which means a way of perceiving the problem in an optimistic way and in self-monitoring, (b) systematic problem solving, which is a planned approach in solving a problem,

(c) task-efficacy, which refers to carrying out the task with greater motivation whether one could complete it effectively or not, (d) self-blame, which is a sort of introspective reward to be overtly self-punishing and which converts consequences into a self-reinforcement and (e) reasonable goal setting, which refers to removing the depressive ideas and feelings with intrinsic motivation to set up a real goal, both by past experience and by insight learning.

Young children are not only growing physically during early childhood, but they are also growing mentally. Children of this age continue to advance their skills in observing and interacting with the world around them. They also make tremendous leaps in how they process, store, and use information. To be successful in life, the young children have to learn to manage their behaviour. They modify their behaviour to suit different situations based on the unspoken rules and social norms that govern those situations. If the primary school teacher has adequate cognitive self-management skills, they give self-management training to their students and it will help regulate their behaviour. It will induce the cognitive ability and all around development of the children. So the investigator made a study on the cognitive self-management of primary school teachers.

METHOD SELECTED

The investigator used the Normative Survey Method of research to find out the level of cognitive self-management of primary school teachers.

POPULATION AND SAMPLE

The population included primary school teachers of Kanyakumari, Tirunelveli and Thoothukudi districts in Tamilnadu. The sample consisted of 1490 primary school teachers working in Government, Aided and Matric primary schools selected by stratified random sampling design.

TOOL USED FOR THE STUDY

The cognitive self-management inventory prepared by Stephanie Rude (1978) was used for the study.

STATISTICS USED

Percentage analysis, t-test and ANOVA were used for data analysis.

DATA ANALAYSIS

i) The level of cognitive self-management of primary school teachers is average.

Table 1
LEVEL OF COGNITIVE SELF-MANAGEMENT
OF PRIMARY SCHOOL TEACHERS

Dimension	Low		Moderate		High	
	N	%	N	%	N	%
Positive Focus	25	12.5	139	69.5	36	18.0
Systematic Problem Solving	3	1.5	195	97.5	2	1.0
Task-efficacy	29	14.5	131	65.5	40	20.0
Self-blame	40	20.0	123	61.5	37	18.5
Reasonable Goal Setting	30	15.0	144	72.0	26	13.0
Cognitive self-management in toto	27	13.5	147	73.5	26	13.0

From the above table it is inferred that a majority of primary school teachers possess a moderate level of cognitive self-management and its dimensions.

Hypothesis 1

There is no significant difference between primary school teachers in their cognitive self-management with respect to gender.

Table 2
MEAN, SD AND t-VALUE OF PRIMARY SCHOOL TEACHERS IN THEIR
COGNITIVE SELF-MANAGEMENT WITH REFERENCE TO GENDER

Dimension	Variable	N	Mean	SD	t- value	Remark
Positive Focus	Male	205	33.53	5.161	3.019	S
	Female	1285	34.68	4.452		
Systematic Problem Solving	Male	205	15.33	2.595	2.579	S
	Female	1285	15.85	2.956		
Task - efficacy	Male	205	12.17	2.232	0.260	NS
	Female	1285	12.21	2.182		

Self-blame	Male	205	25.56	4.488	3.584	S
	Female	1285	26.75	3.956		
Reasonable Goal Setting	Male	205	9.89	2.764	3.387	S
	Female	1285	10.58	2.521		
Cognitive self-management in toto	Male	205	96.47	13.203	3.667	S
	Female	1285	100.07	11.909		

(At 5% level of significance, the 't'-value is 1.96)

NS – Not Significant (Null hypothesis accepted)

S –Significant (Null hypothesis rejected)

The 't'-values in the above table show that there is significant difference between male and female primary school teachers in the dimensions Positive Focus, Systematic Problem Solving, Self-blame and Reasonable Goal Setting and also Cognitive self-management in toto. But there is no significant difference found in male and female primary school teachers in the dimension Task efficacy.

Hypothesis 2

There is no significant difference among Thoothukudi, Tirunelveli and Kanyakumari district primary school teachers in their Cognitive self-management.

Table 3

F-VALUE OF PRIMARY SCHOOL TEACHERS IN THEIR COGNITIVE SELF-MANAGEMENT WITH REFERENCE TO DISTRICT

Variable	Source of Variation	Sum of Squares	df	Mean square	F- value	Remark
District	Between Groups	1469.559	2	734.780	5.001	S
	Within Groups	218480	1487	146.927		

(At 5% level of significance for (3,1487) df the table value of 'F' is 3.01)

It is inferred from the above table that there is significant difference among Thoothukudi, Tirunelveli and Kanyakumari district primary school teachers in their cognitive self-management. So the investigator went for the Post ANOVA test.

POST ANOVA TEST (Waller-Duncan)

Table 3(a)

COGNITIVE SELF-MANAGEMENT WITH RESPECT TO DISTRICT

District	N	Subset for alpha = 0.05	
		1	2
Tirunelveli	485	98.31	
Thoothukudi	555	99.67	99.67
kanyakumari	450		100.81

While comparing the mean scores of Tirunelveli (98.31), Thoothukudi (99.67), and Kanyakumari (100.81) districts, primary school teachers of Kanyakumari district are better in their cognitive self-management.

FINDINGS OF THE STUDY

1. A majority of primary school teachers have a moderate level of cognitive self-management and its dimensions.
2. There is significant difference between male and female primary school teachers in the dimensions Positive focus, Systematic problem solving, Self-blame and Reasonable goal setting and also Cognitive self-management in toto. But there is no significant difference found between male and female primary school teachers in the dimension Task efficacy. Female primary school teachers have higher score in cognitive self-management than male primary school teachers.
3. There is significant difference among Thoothukudi, Tirunelveli and Kanyakumari Districts primary school teachers in their cognitive self-management. While comparing the mean scores of Districts Tirunelveli (98.31), Thoothukudi (99.67), and Kanyakumari (100.81), primary school teachers of Kanyakumari District are better in their cognitive self-management.

EDUCATIONAL IMPLICATIONS

Knowing how to learn is more important than acquiring a lot of knowledge. In the present society, knowledge which is changing rapidly, is shared by many educators from a cognitive

point of view. Self-evaluation is the only meaningful evaluation of a student work. The emphasis here is on internal development and self-regulation. Most educators would likely agree with this emphasis, but would also advocate a need to develop a student's ability to meet external expectations. The following are a few steps to help the teachers develop cognitive self-management of their students.

- (i) Allow the student to have a choice in the selection of tasks and activities whenever possible.
- (ii) Help students learn to set realistic goals.
- (iii) Have students participate in group work especially co-operative learning, in order to develop social and affective skills.
- (iv) Act as a facilitator for group discussion when appropriate.
- (v) Allow students to ask questions and help them develop cognitive thinking.
- (vi) Motivate the students to face real life situations and to develop the problem solving ability.
- (vii) Be a role model for the attitudes, beliefs and habits one wishes to foster. Constantly work on becoming a better person and then share oneself with students.
- (viii) Adopt democratic strategies in the classroom to increase the level of student participation.
- (ix) Students must be trained on self-discipline

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