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RESEARCH ARTICLE

A STUDY ON COGNITIVE SELF-MANAGEMENT AMONG TEACHER TRAINEES OF SECOND YEAR D. T. Ed STUDENTS

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ABSTRACT

The study has been conducted on a sample of 80 students to examine the level of cognitive self-management. The sample of the students has been taken of those students who are studying in second year D.T.Ed. Teacher trainees in District Institute of Education and Training, Madurai district. The random sampling technique was used in this study. The data were analyzed statistically by using mean, standard deviation and 't' test. The study revealed that there is no significant difference in the mean scores of cognitive self-management with respect to gender, age, marital status, staying, mother's educational qualification, parent's annual income and newspaper reading. And also the study revealed that there is significant difference in the mean scores of cognitive self-management with respect to father's educational qualification and locality.

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INTRODUCTION

The destiny of the country is being made in the classrooms. The teacher has an important role in the total programme of national development and social change. The first and foremost responsibility of the teacher is towards the welfare of students. The primary objective should be to treat each individual student as an end in himself and to give him the widest opportunity to develop his skills, abilities and potentialities to the full. The teacher should also accept his responsibility in the realization of the social objective. This implies that education should be related to the life needs and aspirations of the people. From this point of view, the teacher himself should actively participate in programmes of community development, adult education and extension, social and national service, co-curricular and extracurricular activities, non-formal education and social and national integration etc. Teachers working at the elementary stage may be well versed by the pedagogical principles that form the base of teaching at elementary education. But if the teaching is poor, the learning outcomes are low and the students are forced to take to unfair means in the examinations. So the investigator wants to study the cognitive self-management among teacher trainees of second year D.T.Ed. students.

Cognitive Self Management

It 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 individual to control one's self in a systematic problem solving. It includes different dimensions like

- **Positive focus:** It means a way of perceiving problem in an optimistic way in self-monitoring.
- **Task-efficacy:** It refers to carry out the able task with greater motivation whether one could complete it effectively.
- **Self-Blame:** It is a sort of introspective reward to be overtly self-punishing, coverts consequences a self reinforcement.
- **Reasonable goal setting:** Setting the target which is easily attainable with minimum efforts.

Significance of the Study

Cognitive self-management plays a vital role in every student's learning process. Learning style is depending on number of factors. These factors could be related to the teacher, the family, the school or the pupil himself.

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The present curriculum does not have adequate scope for developing such qualities since it is examination oriented and particularly at the higher education level. There is a little scope for the learners to develop such social values through curricular and co-curricular means. A large scale of student unrest in college campus is the best example of this type of behavior that is cultivated by college students. They do not behave properly with their teachers, elders, family members and with neighbours.

The true success of education largely depends upon the minds of the learners with endless powers. The natural philosophers like Rousseau and Tagore advocate the development of the spirit of independence among the learners. True learning acquires only in an autonomous environment. The personality of the learners is fulfilled when the spirit of independence is developed in him. Therefore developing the spirit of independence is one of the aims of education. It is worth understanding that a socially matured adolescent has some independence which taking or making decision. He is able to do anything independently. This induced the interest of the investigator in knowing the cognitive self-management of teacher trainees of second year D.T.Ed. students.

Objectives of the Study

- To find out the study of cognitive self-management among teacher trainees of second year D.T.Ed. students.
- To determine the significant difference between the cognitive self-management with reference to gender, age, locality, marital status, staying, parents educational qualification, parents income and newspaper reading.

Hypothesis of the Study

There is no significant difference in the mean scores of cognitive self-management of second year D.T.Ed teacher trainees with respect to

- Gender (male and female)
- Age (17-19 and 19&above)
- Locality (rural and urban)
- Marital status (married and unmarried)
- Staying (hostel and day's scholar)
- Father's educational qualification (Educated and Illiterate)
- Mother's educational qualification (Educated and Illiterate)
- Parent's annual income (Below 25000 and Above 25000)
- Newspaper reading (Regularly and Rarely)

METHODS

The normative survey method was used to find out the cognitive self-management among second year D.T.Ed. Teacher trainees of District Institute of Education and training.

Sample

80 second year D.T.Ed. Teacher trainees will be selected from District Institute of Education and training, Madurai.

Tools to be Used

Cognitive self-management tool developed by Stephanie (Rude, 1980) was used in the present study.

Hypothesis

From the above table shows that the calculated 't' values (2.072, 2.106) are greater than the table value (1.96). Hence the null hypothesis, "There is no significant difference in the mean scores of cognitive self-management of second year D.T.Ed. students with respect to locality and father's educational qualification" is rejected. From the above table shows that the calculated 't' values (0.721, 0.854, 1.174, 1.076, 0.960, 1.633, 0.702) are lesser than the table value (1.96). Hence the null hypothesis, "There is no significant difference in the mean scores of cognitive self-management of second year D.T.Ed. students with respect to gender, age, marital status, staying, mother's educational qualification, parent's annual income and newspaper reading" are accepted.

RESULTS

- There is no significant difference in the mean scores of cognitive self-management of second year D.T.Ed teacher trainees with respect to Gender, Age, Marital status, Staying, Mother's educational qualification, Parent's annual income and newspaper reading.
- There is significant difference in the mean scores of cognitive self-management of second year D.T.Ed teacher trainees with respect to Locality and Father's educational qualification.

DISCUSSION

The mean score of urban teacher trainees is 97.38 and the mean score of rural teacher trainees is 92.69. Comparing the mean scores, urban teacher trainees are greater than the rural teacher trainees. This reveals that the teacher trainees of urban are better in cognitive self-management than the rural teacher trainees. This is because of the urban teacher trainees are exposed to modern views, knowledge and experience. The mean score of educated father's educational qualification is (95.39) is greater than the mean score of illiterate father's educational qualification (91.00). This reveals that the teacher trainees of educated fathers mostly aware of worldly happenings than the teacher trainees of illiterate father. The teacher trainees of educated father had the ability to enrich them by knowing new facts and concepts through various communication facilities which they are getting from the society. This helps them in their self-management abilities and to manage situations in an effective manner.

The mean scores of cognitive self-management of second year D.T.Ed teacher trainees with respect to Gender, Age, Marital status, Staying, Mother's educational qualification, Parent's annual income and newspaper reading are not significant. This is because all the students always want to enrich their knowledge to develop themselves. Further, they may have the management ability and also have the tendency to handle the situations of the society by all means.

Table 1. Significant Difference in the Mean Scores of Motivation Skill of Second Year D.T.Ed. Teacher Trainees with Respect to Demographic Variables

Sl. No.	Category	Group	N	Mean	S.D.	't' value	Level of significance at 5% level
1.	Gender	Male	20	92.65	8.132	0.721	NS
		Female	60	94.33	9.322		
2.	Age	17 - 19	53	94.53	9.009	0.854	NS
		19 & above	27	92.70	9.083		
3.	Locale	Rural	58	92.69	9.054	2.072	S
		Urban	21	97.38	8.399		
4.	Marital Status	Married	13	91.23	7.726	1.174	NS
		Unmarried	67	94.43	9.210		
5.	Residence	Hostel	37	95.08	8.914	1.076	NS
		Day's scholar	43	92.90	9.092		
6.	Father's qualification	Illiterate	27	91.00	8.531	2.106	S
		Educated	53	95.39	8.975		
7.	Mother's qualification	Illiterate	38	92.89	7.731	0.960	NS
		Educated	42	94.83	10.05		
8.	Annual income	Below 25000	57	93.03	8.159	1.633	NS
		Above 25000	22	96.68	10.61		
9.	Newspaper reading	Regularly	39	94.64	8.517	0.702	NS
		Rarely	41	93.22	9.525		

NS - Non significant. S – Significant

Further they may be spend much time in strengthen their cognitive self-management ability through wider participation in individual practice.

Educational Implications

Based on the findings, the investigator gives the following educational implications. The present investigation has clearly indicated and thrown much light on cognitive self-management of D.T.Ed. students of DIET, Madurai district. The following educational implications if implemented will go a long way in the development of cognitive self-management. So the lecturers want to improve their cognitive self-management through counseling, guidance services, orientation courses and special programmes. Teacher trainees must develop their cognitive self-management, because this is required for all the students' placement in teaching profession. There by the teacher trainees were able to accomplish the task of attaining success by improving the cognitive self-management and develop their teaching performance effectively. This proves better students among the normal one and making our student fittest of the survival in a competitive world.

Conclusion

Cognitive self-management is an individual unique capacity which differs teacher to teacher. No good teacher is like any other good teacher is not a carbon copy.

He is an individual. Who has learned to up his particular self in effective and efficient way? What is more every good teacher will necessarily behave in ways that are individual and unique. Not only acquiring subject knowledge alone may not help a teacher to be competent but they need practice in the cognitive self-management. Therefore they need to practice the cognitive self-management to achieve a goal (competent teacher). Even if the students are adult, they need motivation and all other psychological principles. So it is necessary to develop cognitive self-management among teacher trainees of D.T.Ed. So it is the duty of the lecturers to nurture the teacher trainees to improve the cognitive self-management.

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