Cognitive Style and Social Skills of Secondary School Students

Dr. NIMMI MARIA OOMMEN

Abstract: **Cognitive style is the control process or style which is self generated , transient situational, determined conscious activity that a learner uses to organize and to regulate receive and transmit information and ultimate behavior . All people need to master certain social skills before they can function appropriately in the society. Good social skills include understanding and respecting shared social rules for how people dress and how they interact with one other – knowing how to make small talk, how to notice and respond to nonverbal body language , appropriate eye contact. Stratified sampling technique was used. The statistical technique used was correlation and t test. The study revealed that: 1) There existed significant correlation between cognitive style and social skills of secondary school students. 2) There existed no significant difference between secondary school boys and girls in their cognitive styles. 3) There existed significant difference between secondary school boys and girls in their social skills When students improve their social skills, they will be able to interact with others in a better manner and this will lead to better collaboration and cooperation in learning. Social Skills highlight the mutual give and take in any relationship.**

Keywords: **Cognitive style, social skills, significant difference, secondary school students**.

I. INTRODUCTION

Learning style is not an indicator of intelligence, but rather an indicator of how a person learns. If a pupil has a cognitive style similar to that of his /her teacher, the chances are that the pupil will have a more positive learning experience to improve. All people need to master certain social skills before they can function appropriately in the society. Good social skills include understanding and respecting shared social rules for how people dress and how they interact with one other – knowing how to make small talk, how to notice and respond to nonverbal body language , appropriate eye contact. Collectively good social skills make it possible for people to form interpersonal relationship, which are central to effective social functioning. Hence a study that would highlight these aspects was thought to be very relevant.

Need and Significance of the Study:

Cognitive style is the control process or style which is self generated , transient situational, determined conscious activity that a learner uses to organize and to regulate receive and transmit information and ultimate behavior . All people need to master certain social skills before they can function appropriately in the society. Good social skills include understanding and respecting shared social rules for how people dress and how they interact with one other – knowing how to make small talk, how to notice and respond to nonverbal body language , appropriate eye contact. Collectively good social skills make it possible for people to form interpersonal relationship, which are central to effective social functioning.

It is clear that variables such cognitive style or learning style, social skills are found to be related and make learning comfortable. The present study was an attempt to analyze the cognitive style and social skills of students.

II. STATEMENT OF THE PROBLEM

The study is entitled as 'COGNITIVE STYLE AND SOCIAL SKILLS OF SECONDARY SCHOOL STUDENTS'.

Definition of Key Terms:

Cognitive Style:

Cognitive style is defined as " composition of cognitive ,affective and psychological learning preferences that serve as relatively stable indicator of how learner's perceive, interact with and respond to the learning environment" Keef (1996)

Social skills:

Social skills are the ability to give and obtain information to express and exchange attitudes ,opinions and feelings in a wide variety of situations. Kim (1989)

Secondary School Students:

Students attending in 8th 9th and 10th standards of the schools in Kerala are designated as secondary school students.

Objectives of the Study:

1) To find out whether there was any correlation between cognitive style and social skills.

2) To find To find out whether there was any difference between secondary school boys and girls in their cognitive style.

3) To find To find out whether there was any difference between secondary school boys and girls in their social skills.

Hypotheses of the Study:

The hypotheses formulated for the study were:

1. There is a significant correlation between cognitive style and social skills of secondary school students.

2. There is no significant difference between secondary school boys and girls in their cognitive style.

3. There is no significant difference between secondary school boys and girls in their social skills.

Methodology in Brief:

Normative survey method (sindhu, 1996) was adopted in the study.

Population: the population for the investigation consisted of all secondary school students in Kerala following Kerala state syllabus

Sample: sample of the present study consisted of 309 secondary students from different schools in Kerala

Variables: the variables of the present study include Cognitive style and Social skills.

Tools: the following standardized tools are used for the investigation.

1. Learning style inventory (Thomas sunila & Sudharma)

2. Social Skill Inventory (Abraham & Joseph)

3.   Personal information schedule.

Procedure for data collection:

The investigator visited10 selected schools from where the permission was taken in advance. The sample was selected using stratified sampling giving due representation to sex of students. The data collected from the students were analyzed statistically using appropriate statistical

Statistical techniques adopted:

1. Karl person's product-moment method of correlation

2. Test of significance of difference between means of large independent sample (t test

III. SCOPE OF THE STUDY

By assessing Social interaction of students teachers can improve the teaching methods by making teaching learning process enjoyable the present study helps the teachers, students as well as educational experts who engage in the designing of the curriculum.

IV. ANALYSIS AND DISCUSSION

Measures of Relationship between the Variables:

Table.1 Details of correlation between cognitive style and social skills

Variables Correlated	N	r	Level of Significance
cognitive style and social skills	300	0.95	0.01

The Table 1 showed that the correlation between the variables cognitive style and social skills secondary students was 0.95 which was significant at 0.01 level. This indicated that there existed a significant high correlation between the two variables. Therefore the hypothesis 1 is accepted

Test of tenability of hypothesis 1

The hypothesis 1 stated that **'There will be significant correlation between cognitive style and social skills secondary school students'** was accepted.

Cognitive Style and Social Skills of Secondary Students- A Comparative Study:

Comparison of Scores of Cognitive Style Obtained By Secondary Boys and Girls Students:

Table.2 Data and results of t test for comparing secondary boys and girls in their cognitive style

Sl No	Group	N	Mean	S.D	t	Level of Significance
1	Boys	150	65.78	6.94		
2	Girls	150	65.76	6.43	0.03	Not significant at 0.01 level

1. The data and the results given in the Table 2 indicate there was no significant difference between secondary boys and girls in their cognitive style since the obtained t is 0.03 which was less than the table value 2.59 at 0.01 level

Test of tenability of hypothesis 2

1. The hypothesis 2 stated that **"**There is no significant difference between secondary school boys and girls in their cognitive style" Was accepted

Comparison of Scores Of Social skills obtained by secondary boys and girls students

Table.3 Data and results of t test for Comparing secondary boys and girls in their social skills

Sl No	Group	N	Mean	SD	t	Level of Significance
1	Boys	150	69.61	6.86		
2	Girls	150	72.91	6.27	4.4	0.01

The data and the results given in the Table 3 indicate that there existed significant difference between boys and girls in their social skills, since the obtained t 4.4 which was greater than the table value 2.59 at 0.01 levels.

Test of tenability of hypothesis 3

The hypothesis 3 stated that **'.**There is no significant difference between secondary school boys and girls in their social skills" was rejected.

V.   CONCLUSIONS

Present educational system assigns an important role to student's performance. If students know their preferred style of learning, they can make the maximum use of making their learning easier and more. The teachers can also practice various interesting teaching methods. When students improve their social skills, they will be able to interact with others in a better manner and this can lead to new better collaborative and cooperative learning. Thus we find that both the variables are important for a person's successful life.

REFERENCES

[1]   Best, J. W., & Kahn, J.V. (2010). Research in Education. New Delhi: Prentice Hall of India.

[2]   Garrett, H. E.(1981). Statistics in psychology and education. Bombay: Vakils fibber and simonspvt Ltd.

[3]   Keef, J W and Ferrel, B G (1996) Developing Learning Style Paradigm. Educational Leadership Vol.48 (2), 57-61.

[4]   Kim, TM (1989) Social skills traning for psychiatric patients. London: Alyn and Baron.

[5]   Sidhu, K.S. (1996) Methodology Of Research In Education. New Delhi: Sterling publishers