

A GENDER-WISE ANALYSIS ON COGNITIVE SELF-MANAGEMENT OF B.Ed. STUDENTS IN DISTANCE EDUCATION

Research
Paper

ABSTRACT

This research article briefly describes the cognitive self-management of male and female students studying B.Ed. degree course in distance education of different universities. In order to study the problem, the survey method was used. The population for the present study was B.Ed. students studying in distance education mode in Tirunelveli, Thoothukudi and Kanyakumari districts. The random sampling technique was used for selecting a sample of 716 B.Ed. students. The data were analysed by using Mean, Standard Deviation and 't' Test. The finding reveals that the female students are better than male students in systematic problem solving and task efficacy.

INTRODUCTION

Cognitive self-management is important for learning the subject matter. It is a cognitive process of learning the subject with the help of applied strategies to get mastery over the subject matter. According to Zimmerman, B.J. (1990), self-regulated learning is an important variable that interacts with achievement.

Cognitive learning is defined as the acquisition of knowledge and skill by mental or cognitive processes, the procedures one has for manipulating information in one's head. Cognitive process includes creating mental representation of physical objects and events, and other forms of information processing which are vital for effective learning. Cognitive learning enables the learners to create and transmit a complex culture that includes symbols, values, beliefs and norms, and because activities related to cognitive are involved in many learning aspects of human behaviour, it might seem that cognitive learning only takes place in human beings.

Strategic knowledge involves knowing what (factual or declarative knowledge), knowing when and why (conditional or contextual knowledge) and knowing how (procedural or methodological knowledge). Both executive management and strategic knowledge, and meta-cognition are needed to self-regulate one's thinking and learning (Hartman, 2001). Learners with good metacognitive skills are able to monitor and direct their own learning processes.

NEED FOR THE STUDY

Metacognition helps people to perform many cognitive tasks more effectively. Strategies for promoting metacognition include self-questioning, thinking aloud while performing a task, and making graphic representations of one's thoughts and knowledge. Carr (2002) argues that the physical act of writing plays a large part in the development of metacognitive skills (Gammil, 2006, p. 754).

Among the many definitions of metacognition, Paris and Winograd (1990) offered a more comprehensive view in which metacognition is observed through two essential features: (a) cognitive self-appraisal (CSA) and (b) cognitive self-management (CSM). While self-appraisal in learning refers to a learner's personal judgment about his or her ability to meet a cognitive goal, self-management refers to maintaining executive control that will indicate, "how metacognition helps to orchestrate cognitive aspects of problem solving" (p. 18). The ability to plan, regulate, and evaluate learning are the skills commonly used to indicate the presence of students' self-management.

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The above said essential skills and competencies should be developed through distance education mode when it is properly planned, implemented, monitored and evaluated. The distance learners of B.Ed. degree course should be highly motivated to learn new concepts and acquire various skills. Keeping these things in mind, the investigator would like to conduct a gender-wise analysis on the cognitive self-management of B.Ed. students in distance education.

STATEMENT OF THE PROBLEM

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DEFINITION OF THE KEY TERMS

Gender-wise Analysis

By this, the investigator means the sample of the study was studied in terms of their gender categories, i.e., male and female.

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 the individual to control one's self in a systematic problem solving. It includes the dimensions such as positive focus, systematic problem solving and task efficacy, self-blame and reasonable goal setting.

B.Ed. Students in Distance Education

By this, the investigator means the students studying the B.Ed. degree course through distance education mode in Indira Gandhi National Open University, Tamilnadu Open University and Manonmaniam Sundaranar University.

OBJECTIVES

1. To find out the level of cognitive self-management of B.Ed. students in Distance Education.
2. To find out the level of cognitive self-management of male and female B.Ed. students in Distance Education.
3. To find out the significant difference between male and female B.Ed. students in Distance Education

in their positive focus, systematic problem solving and task-efficacy, self-blame, reasonable goal setting, and cognitive self management.

METHODOLOGY IN BRIEF

The researcher used the survey method for the present study. For data collection, the investigator adapted the Cognitive Self-management Test developed by Stephanie Rude (1980) and validated the tool using test-retest method of reliability. All the B.Ed. students studying in Tirunelveli, Thoothukudi and Kanyakumari districts through distance education mode form the population of the study. From the population, the investigator randomly selected 716 B.Ed. students as the sample for the study. Mean, SD and 't' test were used to analyse the data.

ANALYSIS OF DATA

Table 1

LEVEL OF COGNITIVE SELF-MANAGEMENT OF B.ED. STUDENTS IN DISTANCE EDUCATION

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Positive Focus	79	11.03	475	66.34	162	22.63
Systematic Problem Solving and Task-Efficacy	105	14.66	504	70	107	14.44
Self-Blame	93	12.99	516	72.07	107	14.94
Reasonable Goal Setting	140	19.55	401	56.01	175	24.44
Cognitive Self-management	115	16.06	487	68.02	114	15.92

11.03% of B.Ed. students have low, 66.34% of them have moderate and 22.63% of them have high positive focus. 14.66% of B.Ed. students have low, 70.00% of them have moderate and 14.44% of them have high systematic problem solving and task efficacy. 12.99% of B.Ed. students have low, 72.07% of them have moderate and 14.94% of them have high self-blame. 19.55% of B.Ed. students have low, 56.01% of them have moderate and 24.44% of them have high reasonable goal

16.06% of B.Ed. students have low, 68.02% of them have moderate and 15.92% of them have high cognitive self-management.

20.92% of male B.Ed. students have low, 63.18% of them have moderate and 15.90% of them have high cognitive self-management. Among the female B.Ed. students, 13.63% of them have low, 70.44% of them have moderate and 15.93% of them have high cognitive self-management.

TABLE 2

LEVEL OF COGNITIVE SELF-MANAGEMENT OF MALE AND FEMALE B.Ed. STUDENTS IN DISTANCE EDUCATION

Dimensions	Sex	Low		Moderate		High	
		N	%	N	%	N	%
Positive Focus	Male	29	12.13	165	69	45	18.83
	Female	50	10.48	310	65	117	24.53
Systematic Problem Solving and Task-Efficacy	Male	43	17.1	173	72.4	23	9.62
	Female	62	13	331	69.4	84	17.61
Self-Blame	Male	29	12.14	175	73.2	35	14.64
	Female	64	13.42	341	71.5	72	15.09
Reasonable Goal Setting	Male	45	18.83	140	58.6	54	22.59
	Female	95	19.91	261	54.7	121	25.37
Cognitive Self-management	Male	50	20.92	151	63.2	38	15.9
	Female	65	13.63	336	70.4	76	15.93

12.13% of male B.Ed. students have low, 69.04% of them have moderate and 18.83% of them have high positive focus. Among the female B.Ed. students, 10.48% of them have low, 64.99% of them have moderate and 24.53% of them have high positive focus.

17.99% of male B.Ed. students have low, 72.38% of them have moderate and 9.62% of them have high systematic problem solving and task efficacy. Among the female B.Ed. students, 13% of them have low, 69.39% of them have moderate and 17.61% of them have high systematic problem solving and task efficacy.

12.13% of male B.Ed. students have low, 73.22% of them have moderate and 14.64% of them have high self-blame. Among the female B.Ed. students, 13.42% of them have low, 71.49% of them have moderate and 15.09% of them have high self-blame.

18.83% of male B.Ed. students have low, 58.58% of them have moderate and 22.59% of them have high reasonable goal setting. Among the female B.Ed. students, 19.92% of them have low, 54.72% of them have moderate and 25.37% of them have high reasonable goal setting.

NULL HYPOTHESIS

There is no significant difference between male and female B.Ed. students in their positive focus, systematic problem solving and task-efficacy, self-blame, reasonable goal setting, and cognitive self-management.

Table 3

DIFFERENCE BETWEEN MALE AND FEMALE B.ED. STUDENTS IN THEIR COGNITIVE SELF-MANAGEMENT

Dimensions	Sex	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Positive Focus	Male	239	18.24	2.56	1.84	1.96	NS
	Female	477	18.61	2.48			
Systematic Problem Solving and Task-Efficacy	Male	239	17.69	2.4	3.35	1.96	S
	Female	477	18.32	2.25			
Self-Blame	Male	239	12.62	1.9	0.45	1.96	NS
	Female	477	12.56	1.94			
Reasonable Goal Setting	Male	239	10.51	2.41	0.07	1.96	NS
	Female	477	10.5	2.41			
Cognitive Self-management	Male	239	59.07	5.85	2.02	1.96	S
	Female	477	59.98	5.34			

It is inferred from the above table that there is no significant difference between male and female B.Ed. students in positive focus, self-blame and reasonable goal setting. But there is significant difference between male and female B.Ed. students in systematic problem solving and task-efficacy, and cognitive self-management.

FINDINGS AND DISCUSSION

The present study reveals that 66.34% of the B.Ed. students in distance education have moderate positive

focus. 70.39% of them have moderate systematic problem solving and task efficacy. 72.07% of them have moderate self-blame. 56.01% of them have moderate reasonable goal setting. 68.02% of them have moderate cognitive self-management. This implies the truth that the B.Ed. students studying through distance mode of education have only moderate level cognitive self-management. The reason behind this finding is that the B.Ed. students of distance education mode are not properly motivated for the development of systematic problem solving ability and other allied concepts leading to a wholesome cognitive self-management.

Moreover, the present study reveals that only 22.63% of the B.Ed. students in distance education have high positive focus. 14.94% of them have high systematic problem solving and task efficacy. 14.94% of them have high self-blame. 24.44% of them have high reasonable goal setting. 15.92% of them have high cognitive self-management. This shows the truth that the students with attention on their learning are able to tackle the critical situations in a wise manner. They can handle those situations efficiently in order to attain their goals and ultimately they can be successful learners.

From the gender-wise study, it is found that 18.83% of the male students have high positive focus, whereas 24.53% of female students have high positive focus. Only 9.62% of male students have high systematic problem solving and task efficacy, whereas 17.61% of female students have high systematic problem solving and task efficacy. 14.64% of male students have high self-blame, but 15.09% of female students have high self-blame. 22.59% of male students have high reasonable goal setting, but 25.37% of female students have high reasonable goal setting. 15.90% of male students have high cognitive self-management. 15.93% of female students have high cognitive self-management. These gender-wise results confirmed that the female students are found to be superior to their male counterparts, because of the burning desire found in the female students as well as the grand openings offered to those by the governmental decisions or reservations.

The differential analysis showed that there is no significant difference between male and female B.Ed.

students in positive focus, self-blame and reasonable goal setting. But there is significant difference between male and female B.Ed. students in systematic problem solving and task-efficacy, and cognitive self-management. The female B.Ed. students are found to be superior to their male counterparts in their systematic problem solving and task-efficacy. This may be due to the fact that the female students generally hold the problem solving ability with the characteristics such as patience and the like. Moreover, the female population are very kind in handling the students at the school level. They can easily involve in their day-to-day activities of teaching wholeheartedly. These things make them efficient in problem solving and hence, they are found to be superior.

On the whole, the present study yielded a great wonder that the female students doing their B.Ed. degree course in distance education mode are found to have better cognitive self-management especially, in systematic problem solving and task efficacy.

(The author acknowledges the financial support provided by UGC, New Delhi under Minor Research Project scheme)

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