Social Cognition and Professional Competencies among B.T Assistant Teachers

Abstract
Social cognition has its roots in social psychology which attempts "to understand and explain how the thoughts, feelings, and behavior of individuals are influenced by the actual, imagined, or implied presence of others" (Allport, 1985). It also studies about an individual within social or cultural context and focuses on how people perceive and interpret information they generate themselves (intrapersonal) and from others (interpersonal). In nutshell, social cognition influences the functioning of a teacher and his social interactions and his professional competencies help him to discharge his professional duties and responsibilities effectively and efficiently and also reshape his personality, habits and attitudes. The investigator being a teacher educator has prepared his mind to study about social cognition and professional competencies of B.T Assistant teachers. The main objective of this study is to find out the relationship between social cognition and professional competencies of B.T Assistant teachers. Social Cognition Scale developed by Jordan Carpenter (2009) and Professional Competencies Scale developed by Savan (1994) are used to collect relevant data. The sample consists of 98 B.T. Assistant teachers of whom 30 are men and 68 are women. The data are analysed by ‘t’ test, ‘F’ test and Karl Pearson’s Product Moment Correlation analysis. The result indicates that there is significant positive relationship between social cognition and professional competencies of B.T. Assistant teachers.
I. INTRODUCTION
Cognition is an organization of processes by which a living creature obtains knowledge of some objects or becomes aware of its environment. Cognitive processes are perception, discovery, recognition, imagination, judging, memorizing, learning, reasoning, analyzing, discriminating and thinking. Cognition refers to a human activity which is perceptual and communicable. Cognition therefore contracts with the pure objectivity of the state of consciousness, feeling and belief because it merely aims at revealing the truth. Social cognition has its roots in social psychology which attempts "to understand and explain how the thoughts, feelings, and behavior of individuals are influenced by the actual, imagined, or implied presence of others" (Allport, 1985). It also studies about an individual within social or cultural context and focuses on how people perceive and interpret information they generate themselves (intrapersonal) and from others (interpersonal). The term professional competence can be conceptualized as the procedure of gaining capacities and aptitudes which empowers to release professional duties and responsibilities all the more proficiently and successfully. In this context, professional competency can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one’s functions and duties for the profession. Today, teacher competencies refer to the functional abilities that the teachers show in their teaching activity. It can be considered as an overall assessment of teachers’ performance in classroom situations based on subject knowledge, strategies and techniques of teaching, teachers’ personality, classroom management and clarity of objectives.

II. NEED AND SIGNIFICANCE OF THE STUDY
According to (Neisser, 1967), the term cognition refers to all the processes by which sensory input is “transformed, reduced, elaborated, stored, recovered and used”. In fact man is a psycho-social production; basically as a social being, he interacts with his society because all his needs have been complied by socialization. So, social cognition occupies the major part of human cognition. Social cognition is social perception, conception and relationship in the social development of the human beings. It is also understood that every effective experience whether it be a simple sensation, a general feeling or a complex emotion presupposes some forms of social cognitive structures. The term ‘professional competency’ is made of two words ‘professional’ and ‘competency’, to have a better understanding of the term, the meaning and definition of the two words will be helpful. A profession may be defined as an occupation based upon intellectual study and training, the purpose of which is to supply skilled service to others for a definite ‘fee or salary. When one uses the term ‘professional’ to any job or occupation, it is supposed to have certain distinguishable features that normally go with a profession, such as process of responding to certain specific needs of a society, knowledge that is unique to that ‘profession’, unique professional attitude seen among its members, a service orientation, professional-client relationship, by a code of ethics followed by its members, one who belongs to the profession.
takes the job as a principal or major activity and is known to the whole community as such with that identity and constant development.

In this regard there is a need of systematic study on social cognition and professional competencies among teachers for analyzing the context and the relationship of social cognition and professional competency exhibited by the teachers. The role of a teacher is to concentrate on the facilitation of learning and development of all students since the teachers should have deep understanding of the students, the nature of learning, the subject they teach and the world around them. Teachers shouldn’t bore, mislead or confuse the students but, they should be brought to interact with important knowledge. The emergence of globalised world in the framework of competitions together with the pressure of an exploding knowledge base has given rise to new challenging roles for the teachers and this emergence inspires the investigator to pursue the present study with special reference to the relationship of social cognition and professional competence of the B.T. Assistant teachers and to reveal the existing status of social cognition and professional competencies in them.

III. STATEMENT OF THE PROBLEM

The problem selected for the present study is the relationship between social cognition and professional competencies among B.T. Assistant Teachers. The present study is designed to explore the existing status of social cognition and professional competencies of B.T. Assistant teachers and to find out whether there is any significant relationship between social cognition and professional competencies of those teachers. The study is helpful in establishing the importance of social cognition and professional competencies among B.T. Assistant teachers.

IV. TITLE OF THE STUDY

“Social Cognition and Professional Competencies among B.T. Assistant Teachers”

V. OPERATIONAL DEFINITIONS

5.1 Social Cognition

“Social Cognition” represents an individual within social or cultural context and focuses on how people perceive and interpret information they generate by themselves (intrapersonal) and from others (interpersonal).

5.2 Professional Competencies

“Professional competency” can be considered as a highly valued quality which accounts for the efficient use of knowledge, skills, intellect, strength and capacity that are required to carry out one’s functions and duties for the profession.

VI. OBJECTIVES OF THE PRESENT STUDY

The following are the objectives of the present study:

1. To find out whether there is any significant difference among B.T. Assistant teachers in their social cognition with regard to the background variables namely: (i) Gender (Men
and Women), (ii) Marital Status (Married and Unmarried), (iii) Qualification (Under Graduation with B.Ed., and Post Graduation with B.Ed.), (iv) Subject handled by the Teacher (Arts and Science), (v) Nature of School (Government, Govt. Aided and Self-financing) and (vi) Locality of School (Rural and Urban).

2. To find out whether there is any significant difference among B.T. Assistant teachers in their professional competencies with regard to the background variables namely: (i) Gender (Men and Women), (ii) Marital Status (Married and Unmarried), (iii) Qualification (Under Graduation with B.Ed., and Post Graduation with B.Ed.), (iv) Subject handled by the Teacher (Arts and Science), (v) Nature of School (Government, Govt. Aided and Self-financing) and (vi) Locality of School (Rural and Urban).

3. To find out whether there is any significant relationship between social cognition and professional competencies of B.T. Assistant teachers.

VII. NULL HYPOTHESES

The following are the hypotheses formulated for the present study

1. There is no significant difference among B.T. Assistant teachers in their social cognition with regard to the background variables namely: (i) Gender (Men and Women), (ii) Marital Status (Married and Unmarried), (iii) Qualification (Under Graduation with B.Ed., and Post Graduation with B.Ed.), (iv) Subject handled by the Teacher (Arts and Science), (v) Nature of School (Government, Govt. Aided and Self-financing) and (vi) Locality of School (Rural and Urban).

2. There is no significant difference among B.T. Assistant teachers in their professional competencies with regard to the background variables namely: (i) Gender (Men and Women), (ii) Marital Status (Married and Unmarried), (iii) Qualification (Under Graduation with B.Ed., and Post Graduation with B.Ed.), (iv) Subject handled by the Teacher (Arts and Science), (v) Nature of School (Government, Govt. Aided and Self-financing) and (vi) Locality of School (Rural and Urban).

3. There is no significant relationship between social cognition and professional competencies of B.T. Assistant teachers.

VIII. METHOD USED FOR THE STUDY

For the present study, survey method is employed. By administering the questionnaires, necessary data will be collected.

IX. SAMPLE OF THE PRESENT STUDY

The B.T. Assistant teachers working in high and higher secondary schools will be the population of the present study. From this population, 98 B.T. Assistant teachers will be selected by means of stratified random sampling technique. The sampling will be stratified on the basis of gender, marital status, qualification, subject handled by the teachers, nature of the school and locality of the school.
X. TOOLS USED IN THE PRESENT STUDY

XI. STATISTICS USED IN THE PRESENT STUDY
For analyzing the data, the investigator will use mean, standard deviation, ‘t’- test, ANOVA and Karl Pearson’s Product Moment Correlation analysis.

XII. ANALYSIS OF DATA

Null Hypothesis - 1
There is no significant difference between men and women B.T. Assistant teachers in their social cognition.

Table – 1: Mean score difference between men and women B.T. assistant teachers in their social cognition

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Cognition</td>
<td>Men</td>
<td>150.83</td>
<td>15.36</td>
<td>0.795</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>148.18</td>
<td>15.18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(At 5% level of significance, the table value is 1.96)

The above table shows that there is no significant difference between men and women B.T. Assistant teachers in their social cognition as the calculated ‘t’ value is 0.795 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis - 2
There is no significant difference between married and unmarried B.T. Assistant teachers in their social cognition.

Table – 2: Mean Score Difference between Married and Unmarried B.T. Assistant Teachers in their Social Cognition

<table>
<thead>
<tr>
<th>Variable</th>
<th>Marital Status</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Cognition</td>
<td>Married</td>
<td>149.07</td>
<td>14.31</td>
<td>0.088</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Unmarried</td>
<td>148.75</td>
<td>18.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(At 5% level of significance, the table value is 1.96)

From the above table it is learnt that there is no significant difference between married and unmarried B.T. Assistant teachers in their social cognition as the calculated ‘t’ value 0.088 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.
Null Hypothesis - 3

There is no significant difference between B.T. Assistant teachers holding Under Graduation with B.Ed., and Post Graduation with B.Ed., in their social cognition.

Table – 3: Mean score difference between B.T. assistant teachers holding under graduation with b.ed., and post graduation with B.Ed., in their social cognition

<table>
<thead>
<tr>
<th>Variable</th>
<th>Educational Qualification</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Cognition</td>
<td>UG with B.Ed.,</td>
<td>144.42</td>
<td>14.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PG with B.Ed.,</td>
<td>151.70</td>
<td>15.00</td>
<td>2.05</td>
<td>S</td>
</tr>
</tbody>
</table>

(At 5% level of significance, the table value is 1.96)

From the above table it is learnt that there is significant difference between B.T. Assistant teachers holding Under Graduation with B.Ed., and Post Graduation with B.Ed., in their social cognition as the calculated ‘t’ value 2.05 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

Null Hypothesis - 4

There is no significant difference among B.T. Assistant teachers of government, government aided and self-financing schools in their social cognition.

Table – 4: Mean score difference among B.T. assistant teachers of government, government aided and self-financing schools in their social cognition

<table>
<thead>
<tr>
<th>Source of variables</th>
<th>Sum of square</th>
<th>‘df’</th>
<th>Mean score</th>
<th>Calculated ‘F’ value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>25.85</td>
<td>38</td>
<td>.680</td>
<td></td>
<td>NS</td>
</tr>
<tr>
<td>Within</td>
<td>36.06</td>
<td>59</td>
<td>.611</td>
<td>1.113</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>61.91</td>
<td>97</td>
<td></td>
<td>1.113</td>
<td>NS</td>
</tr>
</tbody>
</table>

(At 5% level of significance, the table value is 3.00)

From the above table it is understood that there is no significant difference among B.T. Assistant teachers of government, government aided and self-financing schools in their social cognition as the calculated ‘F’ value 1.113 is less than the table value 3.00 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis - 5

There is no significant difference between the B.T. Assistant teachers handling arts and science subjects in their social cognition.
Table – 5: Mean score difference between B.T. assistant teachers handling arts and science subjects in their social cognition

<table>
<thead>
<tr>
<th>Variable</th>
<th>Subject</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Cognition</td>
<td>Arts</td>
<td>149.75</td>
<td>14.23</td>
<td>0.603</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>147.85</td>
<td>16.71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(At 5% level of significance, the table value is 1.96)

From the above table it is learnt that there is no significant difference between the B.T. Assistant teachers handling arts and science subjects in their social cognition as the calculated ‘t’ value 0.603 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis - 6

There is no significant difference between B.T. Assistant teachers of rural and urban schools in their social cognition.

Table – 6: Mean score difference between B.T. assistant teachers of rural and urban schools in their social cognition

<table>
<thead>
<tr>
<th>Variable</th>
<th>Locality</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Cognition</td>
<td>Rural</td>
<td>149.63</td>
<td>13.93</td>
<td>3.544</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>147.89</td>
<td>17.35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(At 5% level of significance, the table value is 1.96)

From the above table it is learnt that there is significant difference between B.T. Assistant teachers of rural and urban schools in their social cognition as the calculated ‘t’ value 3.544 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

Null Hypothesis - 7

There is no significant difference between men and women B.T. Assistant teachers in their professional competencies.

Table – 7: Mean Score Difference Between Men and Women B.T. Assistant Teachers in Their Professional Competencies

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Competencies</td>
<td>Men</td>
<td>201.73</td>
<td>5.97</td>
<td>1.968</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>198.79</td>
<td>7.43</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(At 5% level of significance, the table value is 1.96)

The above table shows that there is significant difference between men and women B.T. assistant teachers in their professional competencies as the calculated ‘t’ value is 1.968.
is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

**Null Hypothesis - 8**

There is no significant difference between married and unmarried B.T. Assistant teachers in their professional competencies.

**Table – 8: Mean Score Difference Between Married And Unmarried B.T. Assistant Teachers In Their Professional Competencies**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Marital Status</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Competencies</td>
<td>Married</td>
<td>199.82</td>
<td>6.55</td>
<td>0.317</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Unmarried</td>
<td>199.29</td>
<td>8.79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(At 5% level of significance, the table value is 1.96)*

From the above table it is learnt that there is no significant difference between B.T. Assistant teachers of married and unmarried in their professional competencies as the calculated ‘t’ value 0.317 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

**Null Hypothesis - 9**

There is no significant difference between the B.T. Assistant teachers of under graduation with B.Ed., and post graduation with B.Ed., in their professional competencies.

**Table – 9: Mean score difference between the B.T. assistant teachers of under graduation with B.Ed., and post graduation with B.Ed., in their professional competencies**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Educational Qualification</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Competencies</td>
<td>UG with B.Ed.</td>
<td>198.94</td>
<td>8.44</td>
<td>2.715</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>PG with B.Ed.</td>
<td>200.04</td>
<td>6.46</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(At 5% level of significance, the table value is 1.96)*

From the above table it is learnt that there is significant difference between the B.T. Assistant teachers of under graduation with B.Ed., and post graduation with B.Ed., in their professional competencies as the calculated ‘t’ value 2.715 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

**Null Hypothesis - 10**

There is no significant difference among B.T. Assistant teachers of government, government aided and self-financing schools in their professional competencies.

**Table – 10: Mean score difference among B.T. assistant teachers of government, government aided and self-financing schools in their professional competencies**

<table>
<thead>
<tr>
<th>Source of variables</th>
<th>Sum of square</th>
<th>‘df’</th>
<th>Mean score</th>
<th>Calculated ‘F’ value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>17.13</td>
<td>26</td>
<td>.659</td>
<td></td>
<td>NS</td>
</tr>
<tr>
<td>Within</td>
<td>44.78</td>
<td>71</td>
<td>.631</td>
<td>1.045</td>
<td>NS</td>
</tr>
<tr>
<td>Total</td>
<td>61.91</td>
<td>97</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the table it is understood that there is no significant difference among B.T. Assistant teachers of government, govt. aided and self financing schools in their professional competencies as the calculated ‘F’ value 1.045 is lower than the table value 3.00 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis - 11
There is no significant difference between the B.T. assistant teachers handling arts and science subjects in their professional competencies.

Table – 11: Mean score difference between B.T. assistant teachers handling arts and science subjects in their professional competencies

<table>
<thead>
<tr>
<th>Variable</th>
<th>Subject</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>Arts</td>
<td>199.31</td>
<td>6.23</td>
<td>0.663</td>
<td>NS</td>
</tr>
<tr>
<td>Competencies</td>
<td>Science</td>
<td>200.28</td>
<td>8.34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table it is learnt that there is no significant difference between B.T. assistant teachers handling arts and science subjects in their professional competencies as the calculated ‘t’ value 0.663 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis - 12
There is no significant difference between B.T. Assistant teachers of rural and urban schools in their professional competencies.

Table – 12: Mean Score Difference between B.T. Assistant Teachers of Rural and Urban Schools in their Professional Competencies

<table>
<thead>
<tr>
<th>Variable</th>
<th>Locality</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>Rural</td>
<td>200.44</td>
<td>6.88</td>
<td>1.359</td>
<td>NS</td>
</tr>
<tr>
<td>Competencies</td>
<td>Urban</td>
<td>198.42</td>
<td>7.43</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table it is learnt that there is no significant difference between the B.T. assistant teachers of rural and urban schools in their professional competencies as the calculated ‘t’ value 1.359 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis - 13
There is no significant relationship between social cognition and professional competencies of B.T Assistant teachers.

Table – 13: Relationship between social cognition and professional competencies of B.T assistant teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘γ’ Value</th>
<th>Remarks at 5% level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Cognition</td>
<td>98</td>
<td>148.64</td>
<td>14.62</td>
<td>3.16</td>
<td>S</td>
</tr>
</tbody>
</table>
From the above table it is learnt that there is significant relationship between social cognition and professional competencies of the B.T Assistant teachers as the calculated ‘γ’ value 3.16 is greater than the table value 3.00 at 5% level of significance. Hence the null hypothesis is rejected.

### XIII. MAJOR FINDINGS

a. There is no significant difference between men and women B.T. Assistant teachers in their social cognition.

b. There is no significant difference between married and unmarried B.T. Assistant teachers in their social cognition.

c. There is significant difference between the B.T. Assistant teachers holding under graduation with B.Ed., and post graduation with B.Ed., in their social cognition. While comparing the mean scores, B.T. Assistant teachers holding post graduation with B.Ed., stand higher in their social cognition than their under graduation holding counterparts.

d. There is no significant difference among B.T. Assistant teachers of government, govt. aided and self-financing schools their social cognition.

e. There is no significant difference between B.T. Assistant teachers handling arts and science subjects in their social cognition.

f. There is significant difference between B.T Assistant teachers of rural and urban schools in their social cognition. While comparing the mean scores, B.T. Assistant teachers of rural schools are higher in their social cognition than their urban school counterparts.

g. There is significant difference between men and women B.T. Assistant teachers in their professional competencies. Men teachers are higher in their professional competencies than their women counterparts.

h. There is no significant difference between married and unmarried B.T. Assistant teachers in their professional competencies.

i. There is significant difference between B.T. Assistant teachers holding under graduation with B.Ed., and post graduation with B.Ed., in their professional competencies. While comparing the mean scores, B.T. Assistant teachers holding post graduation with B.Ed., stand higher in their professional competencies than their under graduation holding counterparts.

j. There is no significant difference among B.T. Assistant teachers of government, govt. aided and self-financing schools in their professional competencies.

k. There is no significant difference between B.T. Assistant teachers handling art and science subjects in their professional competencies.

l. There is no significant difference between B.T Assistant teachers of rural and urban schools in their professional competencies.
There is significant relationship between social cognition and professional competencies of B.T Assistant teachers.

**XIV. INTERPRETATIONS AND DISCUSSION**

The investigator with his limited observations and experience in the field of educational research has come out with the following interpretations to the findings of the present study.

The ‘t’ test results regarding the variable ‘Social Cognition’ reveal that there is no significant difference between men and women B.T. Assistant teachers in their social cognition. The finding is supported by the study conducted by Anjali S. Panikkar (2001) revealing that there was no significant gender based difference with regard to the social cognition of the teachers. Similarly, the present study reveals that there is no significant difference in their social cognition of the B.T. Assistant teachers with regard to their marital status (married and unmarried) and the subject handled by them (arts and science). Also there is no significant difference in their social cognition with regard to nature of school (Government, Govt. Aided and Self-financing). But the present investigation reveals that there is significant difference between B.T. Assistant teachers holding under graduation with B.Ed., and post graduation with B.Ed., in their social cognition. While comparing the mean scores, the teachers holding post graduation with B.Ed., are higher in their social cognition than their counter parts. This may be because of the higher level maturity and the related education based practices of the post graduation holding teachers. Likewise, there is significant difference between rural and urban school B.T. Assistant teachers in their social cognition and the rural school teachers are higher in their social cognition than the urban school teachers. This may be due to the curious and information seeking behaviour of the rural school teachers that make them stand higher in their level of social cognition than their urban school counter parts.

The ‘t’ test results regarding the variable ‘Professional Competencies’ reveal that there is significant difference in the professional competencies of B.T. Assistant teachers with regard to their gender (men and women). While comparing the mean scores, men teachers are higher in their professional competencies than their women counterparts. This shows that gender of the teachers; in one way or other has got an influence on the professional competencies of the teachers. This may be due to their outgoing nature and applied knowledge of spontaneity. This finding is supported by the findings of the study conducted by Surajit Mahanta (2012) revealing that there was significant difference between male and female teachers in their professional competencies. But, unlike the present study, female teachers were slightly more advanced in their professional competencies than their male counterparts. Similarly, the study conducted by M. Nur Mustafa (2013) also indicated that the female teachers were higher in their professional competencies than the male teachers. On the same line, the present study reveals that there is significant difference in the professional competencies of the B.T. Assistant teachers holding under graduation with B.Ed., and the teachers holding post graduation with B.Ed.,
The mean score difference proves that the teachers holding post graduation with B.Ed., stand higher in their professional competencies than their counterparts. And this may be because of the higher level qualification with the age and maturity of the post graduation holding teachers. This finding is supported by the findings of the study conducted by Sheik Allauddin (1999) indicating that educational qualification of secondary school teachers had a significant influence on the professional competencies of the teachers. Also the findings of the study conducted by Uday Koundinya (1999) showed that the teachers with high educational qualification and high designation were highly competent than their counterparts. But contrarily, the findings of the study conducted by Kambhampati Prasad (2007) revealed that there was no significant relationship between teaching competency and academic qualification of the teachers.

On the other side, the present study shows that there is no significant difference in the professional competencies of the B.T. Assistant teachers with regard to their marital status (married and unmarried) and the subject handled by them (arts and science). Also there is no significant difference in the professional competencies of the B.T. Assistant teachers with regard to the nature of the school (Government, Govt. Aided and Self-financing) and the locality of the school. These findings of the present study are supported by the findings of the study conducted by Syeeda Shanavaz (2007) revealing that there was no significant difference in the professional competencies of high school teachers based on the nature and locality of the schools. Similarly the findings of the study conducted by Sheik Allauddin (1999) found that the type of management of schools did not have any influence on the professional competencies of the teachers. On the contrary, the findings of the study conducted by Surajit Mahanta (2012) revealed that there was significant difference between rural and urban school teachers in their professional competencies. Further it was found that urban school teachers were more superior in their professional competencies than their rural counterparts.

The 'γ' test results reveal that there is significant positive relationship between social cognition and professional competencies of B.T. Assistant teachers. The findings of the present investigation are supported by the study conducted by Anjali S. Panikkar (2001) proving that there was significant positive relationship between reaction pattern and social cognition and between creativity and social cognition. Also, the study revealed the existence of moderately strong positive relationship between problem solving ability and social cognition. Likewise, the findings of the study undertaken by Kanakala Jayaram (2010) indicated that there was significant positive relationship among creativity, professional pleasure and professional competency of the teachers.

XV. CONCLUSION

‘Social Cognition’ is social perception, conception and relationship in the social development of the human beings. In general, social cognition is the study of how people interpret, analyze, remember and use information about the social world, since every effective experience whether it be a simple sensation, a general feeling or a complex
emotion presupposes some forms of social cognitive structure. ‘Professional Competence’ means the acquisition of knowledge, skills and ability which help a teacher to discharge his professional duties and responsibilities effectively and efficiently and also reshaping the attitudes, habits and personality of teacher. With regard to a teacher’s behavioral perspectives, social cognition is a personality trait that indicates the extent to which a teacher enjoys and is willing to exert effort towards understanding the mental states of his learners. In other words, need for social cognition is an individual difference that affects how much people seek out theories and explanations about mind activities because, individuals high in social cognition could be more sophisticated and skillful when observing others or communicating with others. Similar to the understanding of the term social cognition, professional competency can be perceived as a complex variable, difficult to define precisely, teacher effectiveness, teaching success, successful teaching, teaching efficiency; teaching performance and teaching ability.

With reference to the present study and its findings, social cognition endows a teacher with the necessary skills for observing the students and communicating with them effectively. Professional competence enables a teacher gaining capacities and aptitudes which empowers him to release professional duties and responsibilities all the more proficiently and successfully. In teaching profession, the competency or effectiveness of a teacher is a very complicated concept since it is multi-dimensional. It can be viewed from three dimensions and they are (i) the characteristics of teachers, (ii) the practices adopted by the teachers and (iii) the outcomes through their teaching. These three dimensions of the teacher effectiveness may be influenced by the orientation of the teachers towards their social cognition. So, there can be a strong relationship between professional competency and social cognition, while considering teacher behavior, teacher attitude and teacher effectiveness. In this rearview the findings of the present study also confirm fact that there is significant positive relationship between social cognition and professional competencies of the teachers. On the one side, social cognition influences the functioning of teachers and their social interactions and on the other side, it helps them to get attuned with their professional competencies. In nutshell, it is conducted that social cognition influences the functioning of a teacher and his social interactions and his professional competencies help him to discharge his professional duties and responsibilities effectively and efficiently and also reshape his personality, habits and attitudes.

XVI. REFERENCES


FOR CITATION