

Development and Validation of Social Cognition Scale (SCS) for Teachers

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ABSTRACT

Social cognition broadly includes the cognitive processes used to decode and encode the social world. The most complete description of social cognition must include information processing about all people, including the self, and about the norms and procedures of the social world. These processes are likely to occur at the automatic and controlled levels of processing and will be influenced by a number of motivational biases. In the present study, the investigator has been constructed and standardized “Social Cognition Scale” for teachers of secondary and higher secondary level. The simple random sampling technique was used. The statistical analysis of Cronbach Alpha was used to find the reliability co-efficient of “Social Cognition Scale”. The draft form of social cognition scale consists of 45 items; out this 35 items were retained in the final form. The reliability value of the final form of the social cognition scale was 0.808, it was highly suitable for teachers of secondary (BT Assistants) and higher secondary (PG Assistants) level.

Keywords: Social Cognition Scale, Cognitional, Graduate Assistants, Post Graduate Assistants

Cognition is an organization of processes by which a living creature obtains knowledge of some object 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. The meaning of this concept can be reduced into two principles. First one is representation or grasping in conceptualization and the second one is understand or grasping in conceptualization. The understanding of an object is specific because it fits in to a system of relationship which justifies its very nature. Cognition therefore contracts with the pure objectivity of the state of consciousness, feeling and belief because it merely aims at revealing the truth. According to the cognitive theory cognitive processes, such as recognition, combination and elaboration of meaning are necessary conditions for the elicitation of orienting references and the acquisition of conditioned reflexes.

In this way the concern of the psychology of cognition is the relation between reality and human beings representation of reality; the concern of a psychology of cognitive development

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is the way in which the human beings comes to the world. According to (Neisser, 1967) the term cognition refers to all the process by which sensory input is “transformed, reduced, elaborated, stored, recovered and used”. In fact man is a psycho-social production; basically we find that as a social being, man interacts with his society because his all needs have been complied by socialization. So, social cognition is the major part of human cognition.

Social Cognition

Social cognition is social perception, conception and relationship in the social development of the human beings. With age factor, strategies, structure, habits, capabilities and cognitive penetrability of human being can be changed with the influence of social circumstances. Every effective experience whether it be a simple sensation, a general feeling or a complex emotion presupposes some form of social cognitive structure. Mental structure is manifesting a progressive evaluation. Change in experience seems to be coincidental with change in cognitive structure. Social cognitive attainments in the field of interpersonal communication and relations are of primary concern. Actually we know how they look, what they have said at various times and how they have acted in different situations. This information can be boiled down into a few essential impressions and we base our judgment on these impressions. In recent years, social psychologists have directed increasing attention to the ways people sort and store information about others and then make judgment about them on the basis of such input. The study of these processes is the part of the new field of social cognition. Social cognition borrowed some methods and ideas from cognitive psychology and applied them to the problem of social psychology. In general, social cognition is the study of how people interpret, analyze, remember and use information about the social world.

THEORETICAL PERSPECTIVES OF SOCIAL COGNITION

The social cognition theory defines human behavior as a triadic, dynamic, and reciprocal interaction of personal factors, behavior, and the environment. The interactions between the three factors differ; based on the individual, the particular behavior being examined, and the specific situation in which the behavior occurs (Bandura, 1989). According to this theory, an individual's behavior is uniquely determined by each of these three factors. While the social cognition theory upholds the behaviorist's notion that response consequences mediate behavior, it contends that behavior is largely regulated antecedently through cognitive processes. Therefore, response consequences of behavior are used to form expectations of behavioral outcomes. It is the ability to form these expectations that give humans the capability to predict the outcome of their behavior, before the behavior is performed.

The social cognition theory strong emphasis on one's cognition suggests that the mind is an active force that constructs one's reality, selectively encodes information, performs behavior on the basis of values and expectations, and imposes structure on its own actions (Jones, 1989). Through feedback and reciprocity, a person's own reality is formed by the interaction of the environment and one's cognitions. In addition, cognitions change over time as function of maturation and experience. It is through an understanding of the processes involved in one's construction of reality that enables human behavior to be understood, predicted, and changed.

Purpose Of the Present Study

The primary purpose of this study is to construct and standardized “Social Cognition Scale” for teachers to measure the social cognition level of school teachers.

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Definitions of Key Terms

- **Social Cognition:** It refers to the interactions between the three factors differ; based on the individual, the particular behavior being examined, and the specific situation in which the behavior occurs (Bandura, 1989).
- **Teachers:** It refers to those who are handling classes to secondary and senior secondary level in State Board and CBSE schools form Tamilnadu.

Construction of Social Cognition Scale

The investigator constructed the social cognition scale has been based on Likert scale technique. In this scale the investigator wants to checks the attitude and opinion of teachers towards their “transformed, reduced, elaborated, stored, recovered and used cognition from the society. The scale was designed to elicit information from teacher of secondary and higher secondary level. The respondent has to put tick (√) on any one correct option. The development and administration of the survey questionnaire involved three phases: collection and writing of items, scrutiny and critique, try out and item analysis.

Collection and Writing of Items

The first step in constructing the items was to collect all the relevant information related to the social cognition of teachers. The information’s were collected by study of review of related literature, books, articles and journals. Through these sources investigator generate a long list of objects, activities and process related to social of the teachers.

Scrutiny and Critique

After completing the first draft of the tool development, the second step was the scrutiny of the items; in this step the questionnaire was checked by researchers, experts and linguistic experts’ etc. to improve the quality and the face validity of the test items. This draft of the tool includes overall design, sequential arrangement of the items, reshaping of the items etc. The expert’s suggestions and comments were considered and according to their comments and suggestions, few items were modified, and others having no relevance with the study were deleted. The questionnaire which was ready for tryout contained 45 rating type items.

Try out and Items Analysis

The final draft of questionnaire having 45 rating type items was administered on small sample of 98 secondary and higher secondary teachers selected from Government and Self-financing higher secondary schools from Tiruchirappalli district.

Scoring of Social Cognition Scale

All the items are positive and the scheme of scoring response categories involved differential weighting such that the response category, ‘Strongly Disagree’ was given a weight of 1, ‘Disagree’ a weight of 2, ‘Undecided’ a weight of 3, ‘Agree’ a weight of 4, and ‘Strongly Agree’ a weight of 5, in respect of responses pertaining to statements.

Item Analysis of Social Cognition Scale

It is a set of procedures that is applied to know the indices for the truthfulness (or validity) of items. In other words, item analysis is a technique through which those items which were valid and suited to the purpose were selected and the rest were either eliminated or modified to suit the purpose. Each item of the subjects was correlated with their scores. The items found to have a correlation co-efficient of 0.652, the items which have a value 0.652 and below were selected for the final tool. Thus, out of 45 items, 35 items were selected for the final form of social cognition scale.

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Validity of Social Cognition Scale

Face validity: Face validity was established by circulating the questionnaire among judges.

Item validity: In order to find out the item validity, item correction with total job satisfaction scores was computed. All the items had high co-efficient of correlation with the total score significant beyond 1% level of confidence. Thus, in this way final draft of Social Cognition Scale having 35 items was prepared.

Reliability of Social Cognition Scale

Internal consistency of the scale was found by Cronbach's alpha. The reliability co-efficient by spearman brown formula was very high i.e., 0.808.

Table – 1 Reliability of Unstandardized items of Social Cognition Scale

Cronbach's Alpha	Number of Items
0.652	45

The above table 1 inferred that the Cronbach's alpha value of unstandardized items of social cognition scale was 0.652. The internal consistency of each items were substantial.

Table – 2 Item-Total Statistics for Social Cognition Scale

S. No	Items	Cronbach's Alpha if Item Deleted	Selected/Not Selected
1	How someone looks and talks tells me pretty much all I need to know about him or her.	.664	Not Selected
2	I often find myself actively seeking out other people's opinions, even when they differ from my own.	.659	Not Selected
3	I am sensitive to cliches in music, movies, and fiction.	.691	Not Selected
4	Everyone is essentially reducible to a few basic personality traits.	.659	Not Selected
5	If I can get along with someone, I don't need to understand them on a deep personal level.	.636	Selected
6	I like learning about subjects such as psychology, linguistics, or communications.	.650	Selected
7	If the way I define something works for me, I don't need to know what other people think about it.	.650	Selected
8	People who disagree with me about important issues are generally just misinformed.	.642	Selected
9	In some ways, I relish trying to figure out difficult people.	.642	Selected
10	I like it when people just say what they mean.	.643	Selected
11	I would rather talk to someone who is complicated than someone who is pleasant.	.644	Selected
12	When I see two strangers arguing, I often find myself wondering what their conflict is.	.648	Selected
13	Everyone is pretty much the same.	.653	Not Selected
14	I like talking to my friends about people they know, even when I don't know them myself.	.621	Selected
15	When I meet new people, I often wonder how they got to where they are in life.	.651	Selected
16	Trying to puzzle out other people's thoughts or feelings is exhausting.	.668	Not Selected

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S. No	Items	Cronbach's Alpha if Item Deleted	Selected/Not Selected
17	I am generally good at predicting how other people will react to me.	.650	Selected
18	It is pointless to try to see things from other people's points of view.	.677	Not Selected
19	If someone's actions do not concern me directly, I generally do not concern myself with why they do what they do.	.632	Selected
20	I often find myself wondering what other people are thinking.	.642	Selected
21	I have little patience for listening to other people's problems.	.671	Not Selected
22	Even people who seem straightforward have a lot going on under the surface.	.628	Selected
23	Complicated twist endings in movies and books usually annoy me.	.629	Selected
24	I like to try to figure out what people are thinking just from looking at their expressions.	.646	Selected
25	In a social group, I like to try to keep track of what each person thinks about the other people in the group.	.643	Selected
26	There is just something intriguing about the insight different people can offer about someone else's motivations and perspective.	.644	Selected
27	When I am in a conversation with more than one person, I like to think about how one person is interpreting what another person says in the conversation.	.647	Selected
28	Sometimes I catch myself thinking of objects (such as my car or my computer) as having their own points of view and perspectives, even though I know they aren't alive.	.636	Selected
29	If I can tell where someone is coming from, I don't need other people's thoughts on the matter.	.636	Selected
30	Even after I have made up my mind about something, I am always eager to consider a different opinion.	.638	Selected
31	I feel uncomfortable when I don't understand the reason why an event occurred in my life.	.648	Selected
32	I feel irritated when one person disagrees with what everyone else in a group believes.	.632	Selected
33	When I am confused about an important issue, I feel very upset.	.633	Selected
34	I would quickly become impatient and irritated if I would not find a solution to a problem immediately.	.636	Selected
35	I prefer to socialize with familiar friends because I know what to expect from them.	.642	Selected
36	I prefer interacting with people whose opinions are very different from my own.	.629	Selected
37	When thinking about a problem, I consider as many different opinions on the issue as possible.	.652	Selected
38	When considering most conflict situations, I can usually see how both sides could be right.	.653	Not Selected
39	In most social conflicts, I can easily see which side is right and which is wrong.	.638	Selected

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S. No	Items	Cronbach's Alpha if Item Deleted	Selected/Not Selected
40	I usually end up deliberating about issues even when they do not affect me personally.	.643	Selected
41	I prefer my life to be filled with puzzles that I must solve.	.639	Selected
42	I would prefer a task that is intellectual, difficult, and important to one that is somewhat important but does not require much thought.	.644	Selected
43	I don't like to go into a situation without knowing what I can expect from it.	.652	Selected
44	My personal space is usually messy and disorganized.	.674	Not Selected
45	I enjoy the uncertainty of going into a new situation without knowing what might happen.	.637	Selected

The above table 2 showed that the item total statistics of social cognition scale. It also indicates that deletion of items based on the Cronbach's alpha correlation co-efficient 0.653 and above. The rough draft of social cognition scale 35 items was retained from the total items of 45.

Table – 3 Reliability Statistics of Standardized items of Social Cognition Scale

Cronbach's Alpha	Number of Items
0.808	35

The above table 3 found that the Cronbach's alpha value of standardized items of social cognition scale was 0.808. The internal consistency of each items were high and it is very useful to assess the social cognition level of school teachers.

Table – 4 Item-Total Statistics for Standardized Social Cognition Scale

S. No	Items	Cronbach's Alpha if Item Deleted
1	If I can get along with someone, I don't need to understand them on a deep personal level.	.803
2	I like learning about subjects such as psychology, linguistics, or communications.	.807
3	If the way I define something works for me, I don't need to know what other people think about it.	.808
4	People who disagree with me about important issues are generally just misinformed.	.802
5	In some ways, I relish trying to figure out difficult people.	.803
6	I like it when people just say what they mean.	.805
7	I would rather talk to someone who is complicated than someone who is pleasant.	.807
8	When I see two strangers arguing, I often find myself wondering what their conflict is.	.807
9	I like talking to my friends about people they know, even when I don't know them myself.	.793
10	When I meet new people, I often wonder how they got to where they are in life.	.808
11	I am generally good at predicting how other people will react to me.	.808

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S. No	Items	Cronbach's Alpha if Item Deleted
12	If someone's actions do not concern me directly, I generally do not concern myself with why they do what they do.	.798
13	I often find myself wondering what other people are thinking.	.804
14	Even people who seem straightforward have a lot going on under the surface.	.798
15	Complicated twist endings in movies and books usually annoy me.	.799
16	I like to try to figure out what people are thinking just from looking at their expressions.	.806
17	In a social group, I like to try to keep track of what each person thinks about the other people in the group.	.803
18	There is just something intriguing about the insight different people can offer about someone else's motivations and perspective.	.804
19	When I am in a conversation with more than one person, I like to think about how one person is interpreting what another person says in the conversation.	.806
20	Sometimes I catch myself thinking of objects (such as my car or my computer) as having their own points of view and perspectives, even though I know they aren't alive.	.803
21	If I can tell where someone is coming from, I don't need other people's thoughts on the matter.	.801
22	Even after I have made up my mind about something, I am always eager to consider a different opinion.	.805
23	I feel uncomfortable when I don't understand the reason why an event occurred in my life.	.807
24	I feel irritated when one person disagrees with what everyone else in a group believes.	.800
25	When I am confused about an important issue, I feel very upset.	.801
26	I would quickly become impatient and irritated if I would not find a solution to a problem immediately.	.803
27	I prefer to socialize with familiar friends because I know what to expect from them.	.805
28	I prefer interacting with people whose opinions are very different from my own.	.798
29	When thinking about a problem, I consider as many different opinions on the issue as possible.	.808
30	In most social conflicts, I can easily see which side is right and which is wrong.	.802
31	I usually end up deliberating about issues even when they do not affect me personally.	.804
32	I prefer my life to be filled with puzzles that I must solve.	.803
33	I would prefer a task that is intellectual, difficult, and important to one that is somewhat important but does not require much thought.	.804
34	I don't like to go into a situation without knowing what I can expect from it.	.808
35	I enjoy the uncertainty of going into a new situation without knowing what might happen.	.801

The above table 4 showed that correlation co-efficient values of standardized social cognition scale ranges from 0.793 to 0.808. It is inferred that the items of social cognition scale was highly significant.

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Table – 5 ANOVA

		Sum of Squares	df	Mean Square	F	Sig
Between People		208.021	97	2.145	19.889	.000
Within People	Between Items	278.191	34	8.182		
	Residual	1356.724	3298	.411		
Total		1634.914	3332	.491		

It is learnt from the Table 5 that the significant ‘P’ value of 0.000 for ANOVA (F=19.889) indicated that each items of social cognition scale was differed in their nature of social cognition of school teachers.

CONCLUSION

Social cognition is a theorized personality trait that indicates the extent to which an individual enjoys and is willing to exert effort towards understanding the mental states of others. In other words, need for social cognition is an individual difference that affects how much people seek out theory of mind activities. Social cognition may help to refine our understanding of how, why and under what circumstances people may come away from stories with new or refined beliefs and potentially could help researchers devise ways to protect people from dangerous attitudes in stories by shedding light on what types of stories are especially persuasive to specific audiences. So, the investigator is hopeful that this scale would be helpful to measure the level of social cognition of school teachers. Hence the constructed social cognition scale will be very useful for the teacher education field to measure the extent level of social cognition to the teacher fraternity.

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Conflict of Interest

The author(s) declared no conflict of interest.

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