

Integrating Cognitive and Sociocultural Perspectives to Enhance Learning and Performance: The  
Case of Undergraduate University Students and Employed Individuals

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**Abstract**

Many African countries adopted education systems transmitting abstract knowledge; students have no opportunity to practice what they learn. Most graduates are unable to transfer school knowledge to other environments thus a weak link between school knowledge and required labour market skills. This study explored the influence of cognitive and sociocultural learning processes on creative performance. Likert scale tools were used for measuring the relationship between active learning and creative performance for students, and work based learning and creative performance for employed individuals. A mixed methods study was conducted to find out how and why certain processes do not translate into learning and skills transfer, and explore ways of integrating cognitive and sociocultural perspectives to enhance learning, skills transfer, and performance. An explanatory sequential mixed methods research design was conducted with minor weight on quantitative and greater priority on the qualitative study to triangulate and further complement quantitative results with qualitative findings. Using stratified random sampling, 724 undergraduate students were selected from Makerere University and 228 employed individuals from workplaces in Central and Eastern regions of Uganda to participate in a quantitative survey. Sub-samples of four (4) students and four (4) employed individuals participated in the second qualitative study. Results showed a positive significant relationship

between active learning and creative performance; and a significant positive relationship between work based learning and creative performance. Following Wertsch's framework, qualitative data revealed that student group leaders coordinated learning activities, students received guidance from lecturers and students developed transferable skills. The employed unlearnt unproductive behaviors, received support from colleagues and learnt using tools to enhance performance. Recommended that students be involved in active learning to enhance skills transfer and performance. The employed unlearn unproductive behaviors and learn to use tools to enhance performance.

**Key Words:** Active learning, work based learning, integration, performance, sociocultural, mixed methods.