



Psychological Well-Being In Relation To Cognitive Style Of Student Teachers

Mari, D.^{1*}, Dr.T.Subhashini²

^{1*}Ph.D. Research Scholar, Lady Willingdon Institute of Advanced Study in Education, Chennai 600 005.

²Associate Professor of Home Science Education, Lady Willingdon Institute of Advanced Study in Education, Chennai 600 005.

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ABSTRACT

The objective of this paper is to examine the relationship of Psychological Well-being and Cognitive Style of student teachers studying in Colleges of Education in Chennai District. Normative survey method is used for collection information from the respondents. Stratified Random sampling method is used to select the sample of the study. Psychological Well-being Scale developed and validated by Riffs (2011) and Cognitive Style inventory developed by Dr.Praveen Kumar Jha were used. Pearson Product Moment correlation and 't' test was used to analyze the data. Results revealed that there is significant relationship between Cognitive Style and Psychological Well-being. It is found that there is no significant difference in Cognitive Style with respect to gender and medium of instruction. In Psychological Well-being, significant difference is found based on gender and medium of instruction where male student teachers excel in Psychological Well-being and student teachers studying in Tamil medium have better Psychological Well-being.

Keywords: Psychological Well-being, Cognitive Style, Gender, Medium of Instruction, Student Teachers

1. Introduction

The problems of Psychological Well-being are interesting in a modern world. Unfavourable trends and difficulties in life of modern human increase the number of stressed persons unsatisfied with their lives, assessing the world from a pessimistic point of view. It is impossible to change the external, objective circumstances that determine the person's well - being, but it can be assumed that the well - being of a person is mainly determined by the peculiarities of one's perception, analysis, and assessment of the surrounding world. Each circumstances becomes psychologically important and meaningful as a result of personal perceiving, categorizing and understanding it.

The conceptual abilities of a person, expressed in categorizing, explaining, interpreting, Cognitive Style prevailing reflect the peculiarities of a person's cognitive assessment of the social conditions and environment. Cognitive Style strategies used by humans to evaluate themselves and the world around can determine persons' basic beliefs and psychological well - being. This paves way for studying the relation between Psychological Well-being and Cognitive Style of student teachers.

2. Review of Related Literature

Faustina (2024) evaluated the impact of Psychological Well-being on teachers' work performance in selected senior high schools in Ghana's education service of Akwapim Ridge in the Eastern Region of Ghana. Theories of well-being and work performance were reviewed. In all, 500 respondents were given structured - and open-ended questionnaires to solicit for an accurate response. A quantitative research approach was used with a descriptive survey design. Purposive and convenient methods were adopted as sample and sampling techniques for the data collection. The analysis revealed that effective work performance largely depends on having sound Psychological Well-being. Thus, the analysis and discussion of the findings re-echoed and revealed that there appears to be a positive connection between teachers' Psychological Well-being and their success in the classroom and overall work performance.

Srinivasulu and Viswanatha Reddy (2023) conducted a study on 240 high school going children to find out the impact of selected demographic variables on Cognitive Styles. The sample consisted of 240 high school boys and girls. Cognitive Styles inventory by Praveen Kumar Jha was used to assess the Cognitive Styles of the subjects. To test the hypotheses the data was interpreted using 't' test. Results revealed that there is significant influence gender, locality, age of the subjects, type of management and medium of instruction are shown significant effect on their Cognitive Styles. Boys have better Cognitive Style than girls and urban students excel in their Cognitive Style than their counterparts. Also, private school students and the students studying in English medium have better Cognitive Styles than government and Telugu medium students.

Huo (2022) examined the related studies on the effect of English as a foreign language learners' (EFL) Psychological Well-being and academic engagement as positive emotional constructs on learners' grit. The positive significant effect of Psychological Well-being on learners' grit has been confirmed in the literature review. Studies have shown that resilience, enjoyment, engagement, lack of depression, interest, and world meaningfulness can act as mediator variables in the relationship between Psychological Well-being and grit. Furthermore, few studies have been done on the effect of academic engagement on learners' grit. The studies showed that some factors such as meticulousness, self-control, self-confidence, and motivation act as mediators in the relationship between academic engagement and grittiness.

Lipińska-Grobelny and Narska (2021) checked whether there was a connection between teachers' self-efficacy and their Psychological Well-being from a holistic perspective. The study involved 100 teachers who were asked to fill in the following research tools with proven psychometric properties: the General Self-Efficacy Scale, the Satisfaction with Life Scale, the Positive and Negative Affect Schedule, and the Psychological Well-being Scale. The obtained data confirmed that there was a connection between self-efficacy belief, and hedonic and eudaimonic well-being. The Psychological Well-being of teachers is significantly associated with their evaluation of efficacy, which may have a positive impact on the effectiveness of teachers' professional functioning and the achievements of their students.

Balasubramaniam and Rajaguru (2016) examined the Cognitive Styles of student teachers. It is based on data collected from 75 student teachers studying from colleges of education. Simple random sampling technique has been used to collect the sample. The Cognitive Style Inventory (CSI) has been used as tool to collect the data. Results indicated that the student teachers possess three types of Cognitive Styles, namely, split Cognitive Style, systematic Cognitive Style and integrated Cognitive Style. It has also been found that there existed association in Cognitive Styles of teachers based on variation in their gender.

3. Need for the Study

Among the major activating variables of Psychological Well-being that influence student teachers are the evaluation of their motivation, and their ability to perceive and regulate sources of stress and burnout. Therefore, Cognitive Style is very important that provides information on the well-being of student teachers and it helps to make them psychologically sound to tackle the difficult situations. It is a key element for them to self-regulate their mind in all the activities.

Further, learning is a meta cognitive process requiring learners to reflect on their various experiences and how they reacted to the learning situations. Every learner has his/her own unique way in which they acquire and construct knowledge. These unique ways are termed as Cognitive Styles. Cognitive Styles are a term used to describe the way individuals think, perceive and remember information. According to Sewall (1998) these characteristic behaviours serve as relatively stable indicators of how learners perceive, interact with and respond to the learning and teaching environment. Riding and Rayner (1998) agree with Sewall (1998) adding that Cognitive Styles are an 'in-built and automatic way of responding to information...probably present at birth...deeply pervasive, affecting a wide range of individual functioning.' Describing Cognitive Styles of an individual thus requires an understanding of the thought processing of the person. Douglas (2003) posits that as many as 19 different ways of describing Cognitive Styles have been identified over the years, all of which consist of bipolar distinctions of thinking and thought processing styles. As Cognitive Style decides the psychological wellness of student teachers, there is a dire need to study the Psychological Well-being in relation to Cognitive Style of student teachers.

4. Conceptual Framework of the Study

Numerous studies revealed strong evidence in support of the relationship between Cognitive Style and Psychological Well-being (Kibal'chenko & Eksakusto, 2020). Well-being is an effort to be peaceful and enjoy life, connect to life, establish satisfying relationships with others, aim for a purpose and make life valuable. In addition, an individual's satisfaction with his /her life refers to having positive feelings about the future and continuing the life functionally (Seligman, 2011). Well-being is different from feeling good. It is living life functionally (Ryff, 1989b). On the other hand, integrating social life with the society, solidarity, and social acceptance reinforces the characteristics of well-being (Keyes, 1998). Positive emotions have been found to lead to positive thoughts, behaviors. Furthermore, positive emotions increase cognitive abilities (Fredrickson and Joiner, 2002). In order to have positive emotions, Cognitive Style is imperative to perform the daily activities with full confidence. Based on the relationship, the conceptual framework for the study is as follows.



5. Statement of the Problem

The title of the problem can be stated as “**Psychological Well-being in Relation to Cognitive Style of Student Teachers.**”

6. Operational Definition of variables

Cognitive Style: Cognitive Style refers to a person’s characteristic ways in which conceptually organizes the environment. In this context, it refers to the student teacher’s preferred way of style namely systematic and intuitive style.

Psychological Well-being: Psychological Well-being refers to a student teachers’ emotional health and overall functioning. It consists of positive social relationships, autonomy, environmental mastery, self-acceptance, a sense of purpose, and personal growth.

Student Teachers: refers to the teacher trainees who are studying B.Ed. at Colleges of Education in Chennai District.

7. Hypotheses of the Study

The following hypotheses were formulated to guide this study.

- There is significant relationship between Cognitive Style and Psychological Well-being of student teachers.
- There is no significant difference between male and female student teachers in Cognitive Style and Psychological Well-being.
- There is no significant difference between student teachers in Cognitive Style and Psychological Well-being based on year of study.

8. Methodology

Normative survey method is used for the study. The subjects for the study were 220 student teachers studying B.Ed. in Chennai District. Stratified random sampling technique was used for data collection.

9. Instrumentation

Riff’s Psychological Well-being Scale (1989) was used in this study. It has 42 items with six dimensions which are described below.

- 1. Self-acceptance:** Having a positive attitude about the self
- 2. Purpose in life:** Having goals and a sense that life has meaning and purpose
- 3. Autonomy:** A sense of independence and freedom from social pressure
- 4. Positive social relationships:** Having meaningful connections with others marked by reciprocal affection, empathy, intimacy, and trust
- 5. Environmental mastery:** Feeling capable and having opportunities to manage an individual's environment

6. Personal growth: Learning, having new experiences, and taking on challenges that lead to growth.

The Psychological Well-being scale has 22 positive items and 20 negative items. It has seven responses namely, very strongly disagree, strongly disagree, mildly disagree, neutral, mildly agree, strongly agree, very strongly agree and scored 1,2,3,4,5,6 and 7 respectively. The scores have been reversed for all the negative items. The reliability of Psychological Well-being scale is calculated using Cronbach’s Alpha Co-efficient method. The reliability and the validity of the tool is found to be 0.862 and 0.928 respectively which shows that the tool is highly reliable.

Cognitive Style inventory developed by Praveen Kumar Jha (2001) was utilized. The scale consists of 40 statements with two dimensions viz., systematic and intuitive style. It is rated on a five point likert scale namely totally disagree, disagree, undecided, agree and strongly agree and scored 1,2,3,4 and 5 respectively. The respondents are required to put a tick mark in each of the relevant column against each statement. The reliability and validity of the tool is found to be 0.764 and 0.874 respectively.

10. Data Analysis and Interpretation

Data collected from the respondents were subjected to appropriate statistical analysis to draw up inferences from it. Pearson product moment correlation and ‘t’ test was used for data analyses.

Hypothesis 1: There is significant relationship between Cognitive Style and Psychological Well-being of student teachers.

Table 1: Table showing Pearson's Product Moment correlation co-efficient between Cognitive Style and Psychological Well-being of student teachers

Variables	Cognitive Style	Psychological Well-being
Cognitive Style	1	0.489**
Psychological Well-being	0.489**	1

Note: **Correlation is significant at 0.01 level

From the above table value, it is inferred that there is significant and positive relationship between Cognitive Style and Psychological Well-being of student teachers which is significant at 0.01 level. This manifests that higher the Cognitive Style, higher the Psychological Well-being of student teachers.

Hypothesis 2: There is no significant difference between male and female student teachers in Cognitive Style and Psychological Well-being.

Table 2: Showing the mean difference between male and female student teachers in Cognitive Style and Psychological Well-being

Variables	Gender				t value	P value
	Male (N=95)		Female (N=125)			
	Mean	SD	Mean	SD		
Cognitive Style	201.78	29.624	200.12	27.601	1.132	0.191 ^{NS}
Psychological Well-being	142.23	18.133	138.47	15.684	2.358	0.012*

* Significant at 0.05 level

NS - Not Significant

It is inferred from the 't' values presented in the above table that there is significant difference in the Psychological Well-being of student teachers which is significant at 0.05 level. From the mean scores, it is evident that male student teachers have better Psychological Well-being than the female student teachers. Therefore, the formulated hypothesis that there is no significant difference between male and female student teachers in Psychological Well-being is rejected.

But in the case of Cognitive Style, no significant difference is inferred among student teachers with respect to gender. Hence, it can be concluded that both male and female student teachers are following the similar type of Cognitive Style. Therefore, the formulated hypothesis that there is no significant difference between male and female student teachers in Cognitive Style is accepted.

Hypothesis 3: There is no significant difference between student teachers in Cognitive Style and Psychological Well-being based on medium of instruction.

Table 3: Showing the mean difference between student teachers in Cognitive Style and Psychological Well-being based on medium of instruction

Variables	Medium of Instruction				t value	P value
	English (N=102)		Tamil (N=118)			
	Mean	S.D	Mean	S.D		
Cognitive Style	136.12	16.034	134.36	16.254	1.619	0.086 ^{NS}
Psychological Well-being	200.02	24.363	204.25	28.265	2.325	0.016 [*]

** Significant at 0.01 level

NS- Not Significant

It is evident from the 't' values presented in the above table that there is significant difference in Psychological Well-being of student teachers with respect to medium of instruction at 0.05 level. From the mean scores, it is observed that the student teachers studying in Tamil medium are having good Psychological Well-being than English medium student teachers. Hence, the formulated hypothesis that there is no significant difference between student teachers based on medium of instruction is rejected.

Considering the Cognitive Style of student teachers, it is evident that there is no significant difference between student teachers based on medium of instruction. This reveals that student teachers studying in both English and Tamil medium have similar Cognitive Style. Therefore, the formulated hypothesis that there is no significant difference between student teachers based on medium of instruction is accepted.

11. Conclusion

From the above findings, it is observed that Psychological Well-being and Cognitive Style are very important for the student teachers to be successful in their teaching profession. It is critical to regard Cognitive Styles as

the core aim of instruction; consequently, the school and government should establish an environment that fosters student teachers' talents and develops teaching potential to the maximum in the teaching-learning process. As a result, they can devise numerous teaching learning tactics to improve teaching effectiveness. Student teachers should determine their own Cognitive Styles to enrich the teaching-learning process. Teacher training institutions should include the concept of Cognitive Styles in the teacher training curriculum so that it can improve the Psychological Well-being among student teachers which can support them to be a successful teacher.

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