

## Cognitive Styles of Primary School Teachers



### Education

**KEYWORDS :** Perception, Personality, Cognitive Style

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### ABSTRACT

*Cognitive styles refer to the level of organization which is more generator than specific structures fundamentals to perception, memory and judgment/ addresses the manner in which an individual will approach specific tasks and solve the problem. Cognitive styles are patterns of thought and behavior it influences learning and problems solving techniques. It reflects the individual's personality and performance. These are always related to mental behaviors habitually applied by an individual to solve problem and cognitive styles is the way by which information is obtained stored and utilized.*

*Cognitive styles like perception remembering problem solving conceiving retrieving intelligence etc., influence the behavior of teacher in teaching process. These are the factors which are responsible to mould not only teacher behavior but also students behaviors, learning, thinking reasoning memory, character, and personality*

*Nevertheless the cognitive styles of primary schools teachers influences their teaching styles. Cognitive styles may impact on their behavior. Cognitive styles are important in development of primary schools teachers in their personality. It may help to achieve their performance up to mark. In order to understand the cognitive styles of such primary schools teachers and to suggest to corrective measures the present study has been conducted.*

*So also there are a few studies relating to cognitive styles of primary schools teachers, keeping in view the importance of cognitive styles primary schools teachers, the researcher did study the cognitive styles primary school teacher.*

### INTRODUCTION

Cognitive- styles is a hypothetical construct that has been developed to explain the process of mediation between stimulus and response. The term cognitive style reference to the characteristic ways in which an individual conceptually organizes the environment. Is in views that cognitive style refers to the way an individual filters and processes stimuli so that the environment take on psychological meaning. It is representative of this use of term. As such cognitive representations modify the one – to – one relationship between stimulus and response if it were not for these cognitive representations stimuli would have been irrelevant for the individual as the individual would respond to the stimulation in a robot like dash ion.

Cognitive style is also understood in terms of consistent pattern of organizing and processing information. Coop and Sigel ( 1971) equated cognitive style with modes of behavior rather than a mediating process they used the term cognitive style to denote consistencies in individual modes of functioning in a variety of behavioral situations.

Therefore it is proper to mention here that cognitive style is conceived as one of the aspects of psychological different Irion psychological differentiations refers to differentiate mode of perceiving . judging and appraising thinks to which people are exposed to differs -conditions . The notion of cognitive style has been defined as self- evident modes of functioning which the individual show in his perceptual and intellectual activities ( witkinet al 1962) it is conceptualized as stable attitude or habitual strategy which determines a persons typical modes of perceiving, remembering and problem – solving There are several types of cognitive function among which field dependence and field independence are well known a field dependent individual is found to be passive and less competent in analytical functioning having greater social orientation. He has poor impulsive control and undifferentiated self- concept. He/She is more socially sensitive on the other hand a field independent individual is found to be more active and competent in analytical functioning having less social Orientation. He is less impulsive and socially sensitive.

Cognitive styles refer to the preferred way an individual processes information . Unlike individual differences in abilities which describe peak performance styles describe a persons typical mode of thinking remembering of problem solving, further more styles are usually considered to be bipolar dimensions where as abilities are univocal having more of an ability is usually considered beneficial which having a particular cognitive style simply denoted a tendency to behave in a certain manner. Cognitive style is a usually described as personality dimension

which influences attitudes, values and social interaction.

### REVIEW OF RELATED LITERATURE:

Chia-Wu Lin Ya Jen Cheng Ling-Ling Shen Guo Shu Yuan (2010) the moderating role of cognitive style congruence in the relationship between task conflict and team performance. This paper will explore what influences team members to complete the tasks and make decision with their members if conflict between tasks happened. R and D team works improve technology. A team members due to each teams' responsibility, they would still approach their team performance on time generally; team members have many (e.g. Krumboltz, Kinneir, Rude, Scherba, and Hamel, 1986). In addition, Ausburn and Ausburn proposed three steps in instructional design, a) to analyze the learning task to find the basic stimulus- transformation requirements b) to find out for urban it needs to be supplanted, and c) to find out how to supply the sup plantation.

Zahra Shasavar, Tan Bee Hoon: (2011) does cognitive style affect Bloggers' attitude in an online learning environment?

The prevalence of using blogs among college students has great impact in online.

Communication it is therefore important to identify how learners with different characteristics use this technology. This study examines if bloggers' cognitive styles particularly field dependency affects students attitudes toward blogs. The subjects were a class of undergraduate students enrolled in an obligatory course. The group embedded figures test was administered which classified them as either field dependent or field independence. Then they were requested to respond to a questionnaire designed to assess their attitude toward blogs on three factors: blog anxiety blog desirability and blog self efficacy.

Although field-dependents had lower blog anxiety blog desirability and blog self-efficacy than field independents in using blogs, the difference was not.

### OBJECTIVES:

1. To find out the cognitive styles of primary schools teachers due to variation in Gender.
2. To find out the cognitive styles of primary schools teachers due to variation in Age
3. To find out the cognitive styles of primary schools teachers due to variation in Locality

### HYPOTHESES:

1. There will be no significant difference in the cognitive styles of primary school teachers due to variation in Gender.

- There will be no significant difference in the cognitive styles of primary school teachers due to variation in Age.
- There will be no significant difference in the cognitive styles of primary school teachers due to variation in Locality.

**METHODS OF INVESTIGATION:**

Success in any educational investigation depends up on the suitability of the method adopted and the techniques employed for collection data. Hence design of the study is an important part of any research. It indicates the procedure adopted for the investigator of the problem.

**METHOD :**

Survey method has been chosen for conduct of the present study.

**SAMPLE:**

Sample for the present study has been chosen by using simple Random sampling Technique. Total 150 samples are taken for the present study.

**TOOL:**

Different sources like catalogues, encyclopedia, research survey etc. have been referred and found that the cognitive style inventory CSI that has been developed by Praveen kumar jha ( 2001) as suitable and the same has been adopted as research tool for the present study

**RESULTS AND DISCUSSION :**

**GENDER**

Mean, SD's and t-value of cognitive styles of primary school teachers under the variable Gender

The sample is divided into two categories based on their gender i.e., Male and Female.

**Hypothesis: 1**

There will be no significant difference in the Cognitive Styles of Primary School Teachers due to variation in Gender.

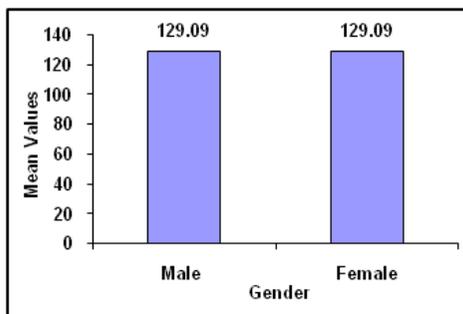
**Table-1 Mean scores of Male and Female on Cognitive Styles of Primary School Teachers**

GENDER	N	MEAN	SD	t- value
MALE	75	129.09	19.24	0.689@
FEMALE	75	129.09	17.02	

@ Not significant at 0.01 level

It is obvious from the table-1 that the values of the teachers with respect to their gender are distributed and calculated. The calculated 't' value 0.689 is less than the t-table value 1.98 at 0.05 level. It is clear from the above t-test value that there is no significant difference in the cognitive styles of primary school teachers variation in gender. Therefore it is observed that formulated hypothesis is accepted.

**Fig. 1 Bar graph showing Mean scores of Male and Female on Cognitive Styles of Primary School Teachers**



**AGE:**

Mean, SD's and t-value of cognitive styles of primary school

teachers under the variable Age. The sample is divided into two categories based on their age i.e., Below 35 years and above 35 years.

**Hypothesis: 2**

There will be no significant difference in the Cognitive Styles of Primary School Teachers due to variation in Age.

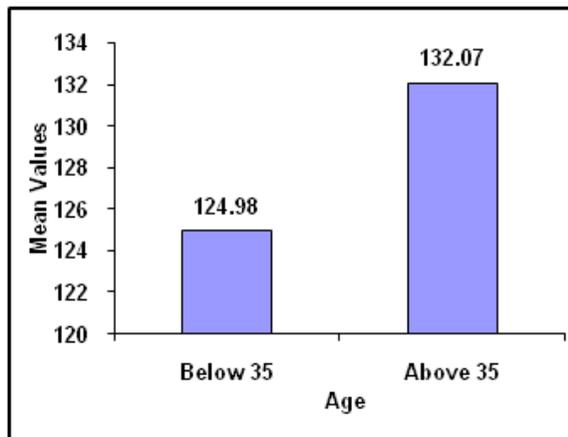
**Table -2 Mean scores of various Age groups of Cognitive Styles of Primary School Teachers**

Age	n	mean	sd	t- value
Below 35	85	124.98	17.91	2.378*
Above 35	65	132.07	18.22	

\* Significant at 0.05 level

It is obvious from the table-2 that the values of the teachers with respect to their age are distributed and calculated. The calculated 't' value 2.378\* at the table value, at 0.05 level. It is clear from the above t-test value that there is significant difference in the cognitive styles of primary school teacher's variation in age. Therefore it is observed that formulated hypothesis is rejected.

**Fig. 2 Bar graph showing Mean scores of various Age groups of Cognitive Styles of Primary School Teachers**



**LOCALITY:**

Mean, SD's and t-value of cognitive styles of primary school teachers under the variable locality.

The sample is divided into two categories based on their locality i.e., Rural and Urban

**Hypothesis: 3**

There will be no significant difference in the Cognitive Styles of Primary School Teachers due to variation in Locality.

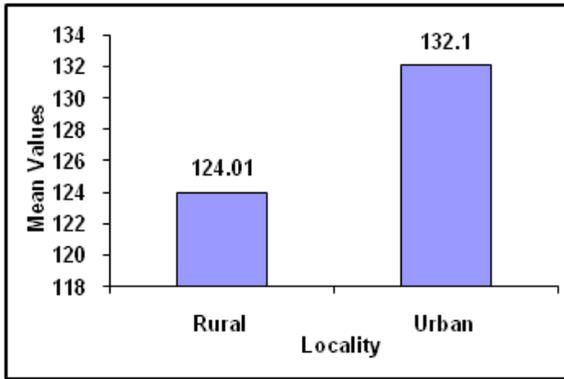
**Table-3: Mean scores of Rural and Urban on Cognitive Styles of Primary School Teachers**

Locality	n	mean	sd	t- value
Rural	75	124.01	16.44	2.763**
Urban	75	132.10	19.31	

\*\* Significant at 0.01 level

It is obvious from the table-3 that the values of the teachers with respect to their locality are distributed and calculated. The calculated 't' value 2.763\*\* it is significant the table value, at 0.05 level. It is clear from the above t-test value that there is significant difference in the cognitive styles of primary school teacher's variation in locality. Therefore it is observed that formulated hypothesis is rejected.

**Fig. 3 Bar graph showing Mean scores of Rural and Urban on Cognitive Styles of Primary School Teachers**



#### Major Findings Of The Study

1. There will be no significant difference in the cognitive styles of primary school teachers due to variation in Gender.
2. There will be significant difference in the cognitive styles of primary school teachers due to variation in Age.
3. There will be significant difference in the cognitive styles of primary school teachers due to variation in Locality.

#### EDUCATIONAL IMPLICATIONS OF THE STUDY:

Cognitive styles to develop scientific are developing good facilities cognition abilities like suitable perception, remembering methods effect suitable problem solving devices.

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