



ORIGINAL RESEARCH PAPER

Education

STUDY OF RELATIONSHIP BETWEEN COGNITIVE FLEXIBILITY AND WELL-BEING OF SCHOOL STUDENTS

KEY WORDS: Cognitive flexibility and well-being

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ABSTRACT *The study was conducted to explore the relationship between cognitive flexibility and well-being of school students. The study was conducted on 100 school students. Cognitive Flexibility Inventory (Dennis and Vander Wal, 2009) and Well-Being Scale (Singh and Gupta 2001) adapted by the investigator was used for data collection. Results indicated that the female school students have higher level of cognitive flexibility than male school students. The rural school students are more cognitive flexibility as compared to urban school students. There was significant relationship between cognitive flexibility and well-being of school students.*

Education has certain goals that include intellectual usually referred as academic goals, practical goals concerned with meaningful living in complex society along with a set of emotional, moral and ethical goals. Naderi et al. (2010) viewed success in education is not only essential for furthering one's own education but also ensure a more educated and productive society, therefore formal education. As Garikai (2010) described, remain the vehicle for socio-economic development and social mobilization of any society. Hart (2004) explained cognitively flexible individuals as naturally more assertive, responsive, attentive and perceptive. Self-observation and reflection helps to representation and analyse positions on multiple perspectives. Cognitive flexibility is the awareness of various probable options for dealing with a situation, willingness for adaptation and flexibility in new situations, and an individual sense of self-efficacy. An individual must be aware of the choices and available options before adapting to a new situation. Thompson (2007) conceptualised the well-being as objective well-being, subjective well-being and psychological well-being. Objective well-being is achieved if a large number of lists are available to the individual. Subjective well-being is an area of life satisfaction of scientific interest then a symbol of specific construct and psychological well-being includes individual development and self-actualization.

Reviews of related literature

Karabati et al. (2017) studies the job satisfaction, rumination and subjective well-being among of 383 workers of USA and Turkey. The results had shown that there was significant relationship between rumination and subjective well-being. The results had also shown that self-evolutions and self-efficacy were very essential factors in the job and life satisfaction.

Zarei et al. (2018) examined the mediating role of cognitive flexibility, shame, and emotion dysregulation between neuroticism and depression among 271 university students of university of Tehran, Allameh Tabtaba University and Iran University of science and technology. Findings of the study indicated that mediator of neuroticism and depression was emotional dysregulation but it was not accurate for shame and cognitive flexibility. It was also found that there is mild depression among students and furthermore shame and cognitive flexibility were significantly correlated with depression.

Uhlig et al. (2022) studied the effects of cognitive demands of flexible work on cognitive flexibility, work engagement and fatigue among 279 Adults from Australia. Results of the study had found that planning of working times and planning of working places were related to increases in cognitive

flexibility, and coordinating with others was related to increases in work engagement. No significant relations with fatigue were found. Thus, the results suggest that cognitive demands of flexible work helped employees.

Sfeatcu et al. (2022) studied well-being related to health and to the quality of life. This included the life experience of an individual, but also the comparison of life circumstances with the social norms and values. The well-being was in relation to health and vice versa, it was a determinant of health, but also a result of it.

Significance OfThe Study

Cognitive flexibility is the capability to revise your plan in the face of obstacles, setbacks new information. Essentially, it is your ability to adapt when a situation changes. Having cognitive flexibility allows you to analyse a situation and come up with alternative plans to achieve your goals .When one is able to recognize and control emotions or feelings it is called emotional regulation. It is the ability of an individual to modulate an emotion or set of emotions and develop socially. Well-being is the state of feeling healthy and happy.

When everything is going well in person's life he or she feels sense of well-being. Being happy and having good friends are all signs of well-being. With this study we want to study cognitive flexibility of school students and it's relationship with well-being. The findings of investigation may provide help to teachers to develop suitable environment so as to make students cognitive flexible and to improve level of well-being.

OBJECTIVES

- To study the cognitive flexibility of school students in relation to gender and locale.
- To study the relationship between cognitive flexibility and well-being of school students.

Hypotheses

- There will be no significant difference between cognitive flexibility of male and female school students.
- There will be no significant difference between cognitive flexibility of rural and urban school students.
- There will be no relationship between cognitive flexibility and well-being of school students.

Tools

1. Cognitive Flexibility Inventory (Dennis and Vander Wal, 2009)
2. Well-Being Scale (Singh and Gupta 2001)

Statistical treatment of data:

To compare the cognitive flexibility scores in relation to their

gender and locale Further data is tabulated to find the relationship between cognitive flexibility and well-being of school students

Comparison Of Cognitive Flexibility Among School Students In Relation To Their Gender And Locale

The comparison of mean scores of cognitive flexibility among school students in relation to their gender and locale.

Comparison of Cognitive flexibility among School Students in relation to their Gender

To compare the mean scores of cognitive flexibility among male and female school students along with standard deviation and t-value is computed is given in table 1.

Table 1 Cognitive flexibility among School Students in relation to their Gender

Variable	Gender	N	Mean	S.D.	t-value
Cognitive flexibility	Male	300	76.27	22.30	2.05*
	Female	300	79.46	19.35	

*Significant at 0.05 level

The table 1 shows that the mean scores of cognitive flexibility of 300 male school students came out to be 76.27 and SD is 22.27 as compared to 300 female school students whose mean score is 79.46 and SD is 19.35. It is also depicted in figure 1.

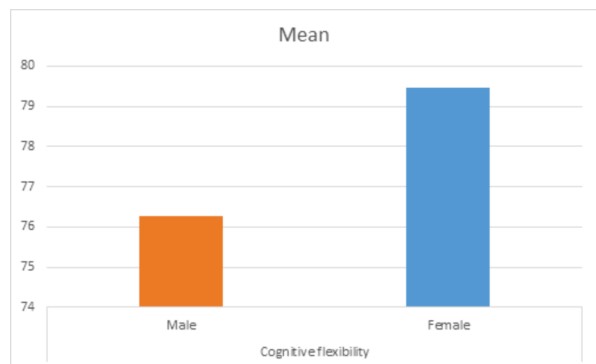


Fig. 1: Mean scores of cognitive flexibility among male and female school students

The t-value testing the significance of mean difference in scores of cognitive flexibility among male and female school students came out to be 2.05. This t-value is significant at 0.05 level which shows that there exists no significant gender wise difference in cognitive flexibility of school students.

2 Comparison of Cognitive flexibility among School Students in relation to their Locale

To compare the mean scores of cognitive flexibility among rural and urban school students along with standard deviation and t-value is computed is given in table 2

Table 2 Cognitive flexibility among School Students in relation to their Locale

Variable	Locale	N	Mean	S.D.	t-value
Cognitive flexibility	Urban	50	76.07	21.09	2.17*
	Rural	50	79.86	21.65	

*Significant at 0.05 level

The table 10 shows that the mean scores of cognitive flexibility of 300 urban school students came out be 76.07 and SD is 21.09 as compared to 300 rural school students whose mean score is 79.86 and SD is 21.65. It is also depicted in figure 2.

The t-value testing the significance of mean difference in scores of cognitive flexibility among urban and rural school students came out to be 2.17. This t-value is significant at 0.05 level which shows that there exists a significant locale wise difference in cognitive flexibility of school students. It is clear that rural students are more narcissistic as compared to urban

school students.

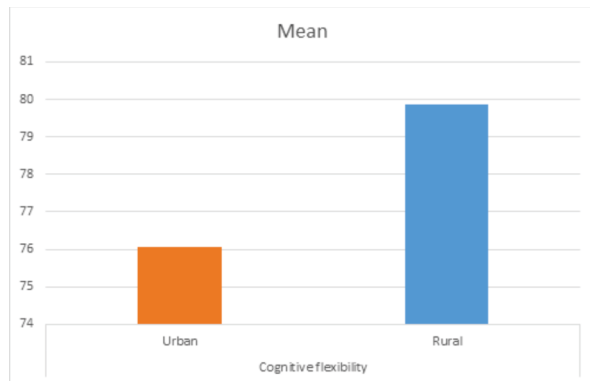


Fig. 2: Mean scores of cognitive flexibility among urban and rural school students

Relationship between cognitive flexibility and well-being of school students

The scores of school students on cognitive flexibility scale and well-being scale were correlated by Pearsons' coefficient of correlation.

Table 3 Relationship between cognitive flexibility and well-being of school students

Variable	N	Correlation
Cognitive flexibility	100	0.16**
Well-being	100	

**p<0.01

The results of correlation were presented in table 3 which shows that the coefficient of correlation (r) of cognitive flexibility and well-being is 0.16 which is significant at 0.01 level. It indicates that there is a significant relationship between cognitive flexibility and well-being of school students. It means that school students having more cognitive flexibility also have high well-being.

Testing Of Hypotheses

- The t-value testing the significance of mean difference in scores of cognitive flexibility among male and female school students came out to be 2.05. This t-value is significant at 0.05 level which shows that there exists significant gender wise difference in cognitive flexibility of school students. On the basis of these results the hypothesis "there will be no significant difference in cognitive flexibility of male and female school students" rejected.
- The t-value testing the significance of mean difference in scores of cognitive flexibility among urban and rural school students came out to be 2.17. This t-value is significant at 0.05 level which shows that there exists a significant locale wise difference in cognitive flexibility of school students. It is clear that rural students have more cognitive flexibility as compared to urban school students. On the basis of these results the hypothesis "there will be no significant difference in cognitive flexibility of rural and urban school students" is rejected.
- The coefficient of correlation (r) of cognitive flexibility and well-being is 0.16 which is significant at 0.01 level. It indicates that there is a significant relationship between cognitive flexibility and well-being of school students. It means that school students having more cognitive flexibility also have high well-being. On the basis of results, the hypothesis "there will be no significant relationship between cognitive flexibility and well-being of school students" is rejected.

CONCLUSION

- The female school students have higher level of cognitive flexibility than male school students.

- The rural school students are more cognitive flexibility as compared to urban school students.
- There is a significant and positive relationship between cognitive flexibility and well-being of school students.

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