A Study of Patterns of Cognitive Styles, among B.Ed. Trainees in relation to their religion

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ABSTRACT: Religion is a range of social-cultural systems, including designated behaviours and practices, morals, beliefs, worldviews, texts, sanctified places, prophecies, ethics, or organizations, that generally relate humanity to supernatural, transcendental, and spiritual element although there is no scholarly consensus over what precisely constitutes a religion. To find out the **Cognitive Styles, among B.Ed. Trainees in relation to their religion.**. Survey method has been used for the conduct of the present study. A sample of 470 B.Ed. trainees have been selected by using simple random sampling method from the above said population of B.Ed. trainees of Guntur district.

Introduction:

Cognitive style is a person's habitual, prevalent, or preferred way of thinking. Thinking may involve perceiving information, processing information, and applying information. The term cognitive style is used to refer to a person's habitual way of learning or teaching. The term cognitive style is synonymous with thinking style as are the terms decision-making style, problem-solving style, learning style, mind style, perceptual style, and conceptual tempo. Cognitive style differs from intellectual ability. Cognitive style refers to one's manner of performing, whereas intellectual ability refers to one's level of performance. Researchers believe that an individual's cognitive style is consistent over time; however, it may vary across situational contexts. For example, an individual may use one cognitive style the majority of the time, but use a different cognitive style to solve a particular problem or to handle a social situation.

1. Statement of the problem

The present study is intended to find out cognitive styles, among B.Ed. trainees of Guntur district and it has been stated as follows: “A Study of Patterns of Cognitive Styles, among B.Ed. Trainees in relation to their religion.

2. Objectives of the study

1. To know the cognitive styles that exists in B.Ed. trainees.
2. To find out difference in the patterns of cognitive styles among the B.Ed. trainees due to variation in respect of their religion.

4. Hypotheses

For the verification of the empirical solidarity of the objectives set for the present research, a hypothesis was framed in null form for enabling to test their statistical significance and these are furnished hereunder.

1. There may not be any significant difference in the cognitive styles of the B.Ed. trainees due to variation in their religion.

5. Delimitations

Following are the boundaries of the present research.

1. The investigation is limited to the B.Ed. trainees only.
2. Patterns of cognitive styles, levels of aggression and academic achievement among B.Ed. trainee have been assessed confining to their gender, age group.
3. The study was limited only to Guntur district of Andhra Pradesh State.

5. Limitations of the study

1. The present research did not make any attempt to assess the Patterns of cognitive styles, among B.Ed. traineesbased on other variables like teaching experience, food habits etc.
2. The present research did not make any attempt to study the B.Ed. trainees from other districts in Andhra Pradesh state because it involves a large area for the study.
3. The researchers did not make attempt to study other dimensions of aggression life aggression factors etc.

7. Method: Survey method has been used for the conduct of the present study.

8. Locale of the Study and Population: The population of the study comprises B.Ed. trainees from 4 talukas of Guntur district, namely Guntur, Tenali, Narasaraopet, Gurazala. These trainees have been undergoing B.Ed. training in Government-Aided and Private Colleges of Education that are affiliated to Acharya Nagarjuna University, Guntur. There have been 3000 trainees studying in these colleges.

9. Sample:

A sample of 470 B.Ed. trainees have been selected by using simple random sampling method from the above said population of B.Ed. trainees of Guntur district.

10. Tools

The following tool used in the present study:

1. Cognitive style inventory (Praveen Kumar Jha)

11. Data collection

The above tools have been put together in the form of a booklet along with preliminary data sheet. The researcher met all the B.Ed. trainees personally in connection with data collection. At the time of handing over the booklets to the teachers the investigator explained the purpose of the study. Clear instructions were given to respond on each variable. However, the collection of data took 2 months. Out of 520 booklets 30 booklets were half filled, 20 were not filled. Finally researcher was able to collect 470 booklets from the teachers of 25 Colleges of 4 talukas. The sample of the study constituted the whole pool of 470 B.Ed. trainees of college of educations in Guntur District. The entries made by the B.Ed. trainees were transferred on the scoring sheet of each item and it was analysed.

12. Statistical techniques used in the study

The following statistical approaches were used for the analysis of the data

1. Mean,
2. Standard deviation,
3. Chi square test**6. Data Analysis and findings**

Table 1 showing the sample distribution details based on Religion

Religion	Number	Percentage
Hindu	320	68.08
Christian	95	20.21
Muslim	50	10.63
Others	05	1.06
Total	470	100%

The table shows the sample distribution details based on Religion. It reveals that, out of 470 B.Ed. trainees 320 (68.08%) Hindus, 95 (20.21%) Christians, 50 (10.63%) Muslims, 05 (1.06) others of B.Ed. trainees were selected as sample for the study.

Graph -1: Showing the sample distribution details based on Religion

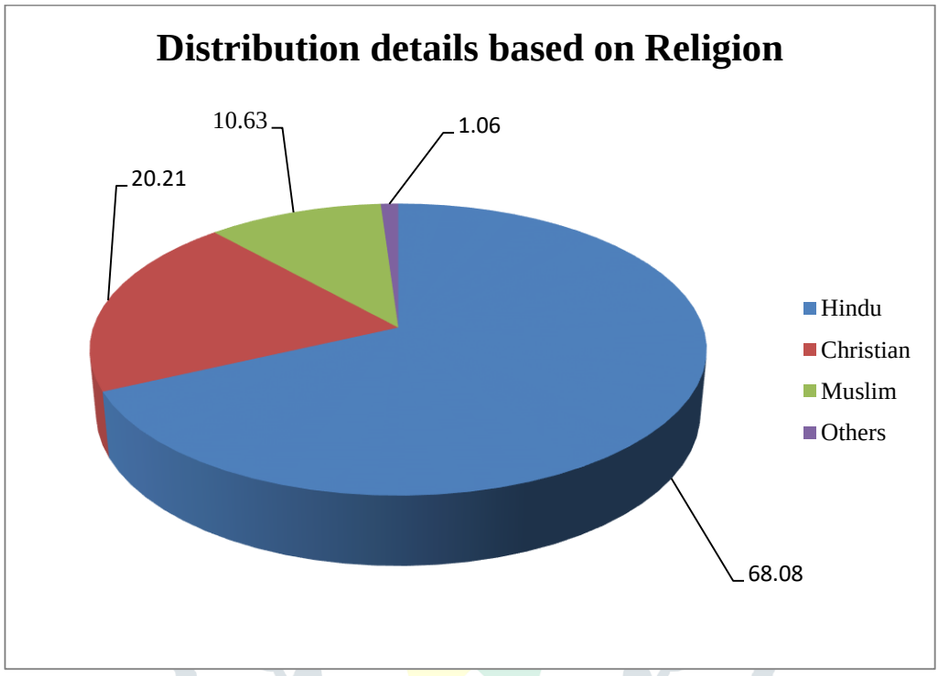

Table No: 2 showing the cross tabulation based on Religion and cognitive styles of B.Ed. trainees

Table religion * Cognitive styles Cross tabulation								
			Cognitive styles					Total
			Systematic	Intuitive	Integrated	Undifferentiated	Spilt	
Religion	Hindu	Observed Count	41	1	64	93	121	320
		Expected Count	37.4	.7	64.7	96.7	120.5	320.0
		% within religion	12.8%	.3%	20.0%	29.1%	37.8%	100.0%
		% within cognitive styles	74.5%	100.0%	67.4%	65.5%	68.4%	68.1%
		% of Total	8.7%	.2%	13.6%	19.8%	25.7%	68.1%
	Christian	Observed Count	10	0	18	36	31	95
		Expected Count	11.1	.2	19.2	28.7	35.8	95.0
		% within religion	10.5%	.0%	18.9%	37.9%	32.6%	100.0%
		% within cognitive styles	18.2%	.0%	18.9%	25.4%	17.5%	20.2%
		% of Total	2.1%	.0%	3.8%	7.7%	6.6%	20.2%
	Muslim	Observed Count	4	0	11	12	23	50
		Expected Count	5.9	.1	10.1	15.1	18.8	50.0
		% within religion	8.0%	.0%	22.0%	24.0%	46.0%	100.0%
		% within cognitive styles	7.3%	.0%	11.6%	8.5%	13.0%	10.6%
		% of Total	.9%	.0%	2.3%	2.6%	4.9%	10.6%
	Others	Observed Count	0	0	2	1	2	5

		Expected Count	.6	.0	1.0	1.5	1.9	5.0
		% within religion	.0%	.0%	40.0%	20.0%	40.0%	100.0%
		% within cognitive styles	.0%	.0%	2.1%	.7%	1.1%	1.1%
		% of Total	.0%	.0%	.4%	.2%	.4%	1.1%
Total		Count	55	1	95	142	177	470
		Expected Count	55.0	1.0	95.0	142.0	177.0	470.0
		% within religion	11.7%	.2%	20.2%	30.2%	37.7%	100.0%
		% within cognitive styles	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	11.7%	.2%	20.2%	30.2%	37.7%	100.0%

(**Note:** Chi-square Test cannot be performed as there is an assumption that for performing Chi-square Test, no cell frequency should be less than 5. Therefore, when cell frequencies are less than 5, the 'Fisher Exact Test' contingency table is performed).

Table No: 3 showing the chi-square test value based on Religion and cognitive styles of B.Ed. trainees

Chi-Square Tests			
	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	7.596[a]	12	.816
Likelihood Ratio	8.235	12	.767
Linear-by-Linear Association	1.110	1	.292
N of Valid Cases	470		
a. 8 cells (40.0%) have expected count less than 5. The minimum expected count is .01.			

From the above table represents the Religion and Cognitive styles of cross tabulation. The respondents have the Religion of Hindus with systematic style are (74.5%), Intuitive styles are (100%), Integrated styles are (67.4%), Undifferentiated styles are (65.5%), spilt style are (68.4%). Christian respondents with systematic style are (10.5%), Intuitive styles are (0%), Integrated styles are (18.9%), Undifferentiated styles are (37.9%), spilt style are (32.6%), Muslim respondents with systematic style are (8%), Intuitive styles are (0%), Integrated styles are (22%), Undifferentiated styles are (24%), spilt style are (46%). Other respondents with systematic style are (0%), Intuitive styles are (0%), Integrated styles are (40%), Undifferentiated styles are (20%), spilt style are (40%).

The chi-square values test represents the Religion and Cognitive styles. The calculated value is (7.596) and significant value is (0.816) the hypothesis is accepted so there is no significant difference in the cognitive styles of B.Ed. trainees due to variation in the Religion.

Findings and conclusion:

The chi-square values test represents the Religion and Cognitive styles. The calculated value is (7.596) and significant value is (0.816) the hypothesis is accepted so there is no significant difference in the cognitive styles of B.Ed. trainees due to variation in the Religion.

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