



ORIGINAL RESEARCH

Relationship between Cognitive Styles and Emotional Status of Primary four Pupils with Aphasia in Sokoto State, Nigeria

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Abstract

This paper examined relationship between cognitive styles and emotional status of primary four pupils with aphasia in Sokoto State. The population targeted for this study consists of all primary four pupils in Sokoto state which is 9,369. Multi-stage sampling techniques was used to arrive at the sample. Four stages of sampling techniques were employed to arrive at the sample of 69 pupils using purposive sampling and screening using Language Screening Test. The instruments used for data collection were adopted version of Language Screening Test (LAST), adopted version of Group Embedded Figure Test and adopted version of Junior Eysenck Personality Questionnaire (short version). The reliabilities of the standardized were re-established using test re-test method of establishing reliabilities in two schools in Sokoto metropolis and the reliabilities index realized were Language Screening Test (0.71), Group Embedded Figure Test (0.80) and Junior Eysenck Personality Questionnaire (0.89). The data was analyzed using Pearson Product Moment Correlation. The result revealed that: there was weak, positive and no significant relationship between field dependent cognitive styles and emotional stability among others. Finally, it was recommended among others that; Pupils with aphasia should be encouraged to have holistic and global perception towards problems and develop their extrinsic motivation to enable them stabilized their emotion and catch up with their peers.

Keywords: Cognitive styles; Emotional status; Aphasia

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1. Introduction

Aphasia is a disorder that results from damage to portions of the brain that is responsible for language and it usually occurred suddenly following stroke, head injury, brain tumor or neurological disease (National Institute on Deafness and other Communication Disorder, 2015). Aphasia mostly affects people in relation to auditory perception, expression, comprehension, reading, speaking, and verbal expression. Aphasic children have problem with connecting sounds with words, recalling the right word, understanding and producing speech and language, using sign language, jokes and substituting wrong words with the right words Ahleen (2006) stated that, symptoms of aphasia could be deficit at all linguistic level; it includes deficits in phonological, morphological and syntactical, lexical, pragmatic, literal paraphasia, neologism, preservation, agrammatism, omission, or substitution of syntax and

grammatical morphemes. Cognitive styles are the habitual individual defense in ways of experiencing situations, developing perceptions, organizing, retrieving and processing information (Messick, in Farooq, 2014). Cognitive style of leaner influences and affects his ability to reason, memorize and analyze information and when it is matched with teaching approach and styles; it improves academic performance of the learner. Different cognitive styles have been identified by psychologist based on their own perception and understanding of the concept, for the purpose of this paper, field dependent and field independent cognitive styles were used to explain how learners perceive, process, analyze, and retrieve information effectively and efficiently.

Mehrabian (1980) defined emotional state as transition condition of the organism – condition that can vary substantially, and even rapidly,