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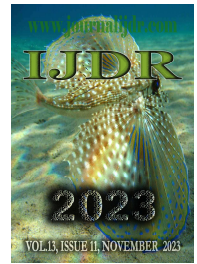
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RESEARCH ARTICLE

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NEED FOR COGNITION AND PSYCHOLOGICAL WELL-BEING AMONG LATE ADOLESCENTS

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ABSTRACT

Adolescents' psychological well-being means being content with life, understanding an abundance of positive emotions, and acting as a buffer against negative results. Adolescents should build strong relationships, adapt to change, and face life's challenges. Need for Cognition focuses on how adolescents process, store, and apply information about themselves and social situations. Late adolescence is a period in the human lifespan that encompasses less physical development and more cognitive development. This study highlights the importance of considering the non-linear influence of the need for cognition dimension in understanding adolescents' psychological well-being from a eudaimonic perspective. The current study investigated the correlation between the need for cognition and the psychological well-being of 120 late adolescents. The correlation analysis shows a significant solid relationship ($r = .435, p > .05$) between the need for cognition and psychological well-being among late adolescents. The results have substantial implications for youth positive mental health promotion, including for school-collage-based policies and practices in the social life of late adolescents. It has enormous implications in neuro-psychological interventions in late adolescents in the field of cognitive neuroscience as well as in counseling and psychotherapy.

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INTRODUCTION

"Wellbeing is the total incorporation of body, psyche, and soul - the acknowledgment that all that we do, think, feel, and accept affects our condition of prosperity." Greg Anderson (2005). India is the second most populous country in the world, and every third person is aged between 10 and 24 years (Indian Census Bureau, 2018). According to a report by WHO, it is clear that nearly 50 million Indian adolescents suffer from mental disorders (Shastri, 2009). Psychological well-being (PWB) contributes a lot to adolescents' mental health in developing a healthy personality in their later life. PWB among adolescents is a method for portraying social and ardent prosperity, particularly in adolescents. In order to address the mental health issues among adolescents, they must build solid social relationships, become accustomed to change, and face life's challenges. Well-being and the need for cognition are essential to healthy development (Der et al., 2009; Feinstein & Bynner, 2004). The research concentrated on the late adolescent (17-19 years) population because it is the final

phase of adolescence that usually encompasses less physical development and more cognitive development (Spano, 2004). The frontal lobes, homes to critical components of the neural circuitry underlying "executive function" such as planning, working memory, and impulse control, are among the last areas of the brain to mature: they may not be fully developed until the period of adolescence and young adulthood (Sowell, 1999, 12-20). For this reason, the cognitive development of adolescents becomes more crucial, and the Need for Cognition (NFC) is a psychological construct that concerns an individual's tendency and enjoyment in seeking, evaluating, and integrating multiple relevant sources of information toward making sense of their surroundings (Bauer, 2020). Cognition strengthens systems that observe adolescents' mental and emotional wellness in their social development (Cacioppo, 1982). This study modeled the theory of authentic happiness of Seligman (Seligman, 2011) and the social cognitive theory of Albert Bandura (Bandura, 1975). According to their concept, the positive feeling is what we feel: pleasure, rapture, comfort, ecstasy, warmth, and the like. One can live his/her entire life led successfully with this element; this is known as a "pleasant life." It is crucial to understand how cognitive development is essential for

the psychological well-being of late adolescents because the development of prefrontal lobe of the brain, which is responsible for executive functions, is solely developed fully even after late adolescence (Carson, 2018). This study aims to promote psychological well-being by analyzing the need for social cognition and related variables among late adolescents among Indian adolescents. Such efforts will encourage healthy adolescence and lay the foundation for solid adulthood. This study helps the students become aware of their capacities, thresholds, and discomforts related to their cognitive and social affairs.

MATERIALS AND METHODS

Sampling and Procedure: This study is constructed as a quantitative correlational research study. Correlational research endeavors to decide the degree of a relationship between at least two factors utilizing measurable information. The hypothesis was set to find a significant correlation between the need for cognition and psychological well-being in late adolescents. This study intends to address India's significant average late adolescent population. The data collection is characterized by a purposive sampling method. The sample size includes 120 late adolescents from different states of India.

Measures used in the study

Need for cognition scale (NFC)-18 Items: The need for social cognition scale (Cacioppo & Petty, 2000) is used to assess the need for cognition among late adolescents, NFC. NFC is an 18-item appraisal instrument that quantitatively measures "the inclination for a person to take part in and appreciate thinking" (Cacioppo & Petty, 1982, p. 116). Reliability of the Need for Cognition Scale uncovers, thinks about utilizing the 18-thing short frame have affirmed the high interior textures of the scale (i.e., Cronbach alphas commonly > .85).

Ryff's Psychological Well-being Scale (PWB)- 42 Items : To assess the eudaimonic well-being of late adolescents PWB scale is used. This scale was produced by Carol (Ryff & Singer, 2005) to quantify measurements of mental prosperity, in particular, self-acknowledgment, constructive relations with others, self-sufficiency, ecological authority, reason in life, and self-improvement.

The three instruments, the ascent form, and two questionnaires (Need for cognition scale & PWB scale) with proper instruction sheets were given. Socio-demographic data was also collected from the participants. It includes their name, age, and gender on the form, which is given along with the questionnaires. Each person participating in this study is well-informed on the purposes of the research.

Statistical analysis: The data were analyzed using Statistical Package for the Social Sciences (SPSS) for Windows, version 20.0. Pearson correlation coefficients were calculated between the main variables. The present study used two main variables: the need for cognition and psychological well-being.

RESULTS AND DISCUSSION

Descriptive Statistics: Table 2 describes the characteristics of the study population for late adolescents, both male (n=60) and females (n=60). The results show almost equal differences in the mean age of male and female falls in 18.83 and 18.85, respectively. This indicates that the sample distribution accounted for 100% of females and 50% of males (in terms of gender). The participants belonged to the age group 17-19 years. Table 3 demonstrates the descriptive statistics for the need for cognition and psychological well-being across the sample distribution. It is implied that psychological well-being has the highest mean score (M=184.96), and the need for cognition has the lowest mean score (M=60.833). Psychological well-being has the highest SD score (SD=18.77), and needs for social cognition have the lowest SD score (SD=7.22).

Correlations Between Need for Cognition and Psychological Well-being: Table 4 presents the Pearson correlation for the variables used in the study. From the analysis, it is clear that there is a positive correlation between the need for cognition and psychological well-being among late adolescents.

DISCUSSION

The study's main aim was to test the correlation between the need for social cognition and psychological well-being among late adolescents.

Table 1. Psychometric properties of PWB

Scales:	Internal consistency of 42-item parent scale	Test-retest reliability of 42-item parent scale
Self-acceptance	.93	.85
Positive Relations with others	.91	.83
Autonomy	.86	.88
Environmental Mastery	.90	.81
Purpose in Life	.90	.82
Personal Growth	.87	.81

Notes: Psychological well-being scale; Information collected from <https://sparqtools.org/mobility>).

Table 2. Sample Description

Gender	Age range	Mean Age	Frequency	Percent	Cumulative percent
Male	17-19	18.83	60	50	50
Female	17-19	18.85	60	50	100
Total			120	100	

Notes: Table 2 Characteristics of the study population according to their demographic data which is available among male and female categories (N=120).

Table 3. Mean value and standard deviation of Need for Cognition and Psychological Well-being among late adolescents

Variable	Sex	Mean	S. D	df
Need for Cognition	Male	61.5167	6.970	117.5
	Female	60.1500	7.464	
Well-being	Male	183.1333	19.647	116.9
	Female	186.7833	17.822	

Notes: Table 3 Means and standard deviations of primary variables. Variables are needed for cognition and psychological well-being among late adolescents (n = 120).

Table 4. Pearson Correlation Between Need for Social Cognition and Well-Being

Variables	Sex	W	1
Need for social cognition (1)	Male	.985	.432
	Female	.982	
Well-being (2)	Male	.985	
	Female	.976	

** $p < 0.01$ * $p < 0.05$

Notes: As Shown in Table 4, there is a strong, significant relationship between the Need for cognition and psychological well-being among adolescents ($r = .432$, $p = .606$). Hence, the hypothesis is accepted.

The correlation analysis proved a positive relationship between their need for cognition and psychological well-being. As expected and consistent with the previous research (Roothman *et al.*, 2003), there is a connection among these variables, which was not transparent and explainable. Another study also gives some implications of brain development for executive functions and social cognition during puberty and adolescence (Blakemore & Choudhury, 2006). Vetter (2013) aimed to study the theory of mind development in adolescence and its (neuro) cognitive mechanisms, and the study was mainly focused on ToM and its role in the adequate adjustment of behavior in social situations. This study proved that late adolescents are influenced by the need for social cognition, which significantly contributes to their well-being. Previous reviews throw light on the implications of this current study. The need for cognition and psychological well-being are inextricably intertwined during cognitive development and may be malleable to social and biological factors. These variables are essential to healthy psychosocial development (Der *et al.*, 2009; Feinstein & Bynner, 2004). Requiring cognition allows late adolescents to engage with the world around them: to reason, learn, and remember (Flavell, 1999). High performance of need for cognition may increase the psychological well-being among adolescents (Chaku & Hoyt, 2019; Kail *et al.*, 2015.) Promotion of psychological well-being is interconnected with the need for cognition among adolescents. This may help predict various valued life outcomes, including education and job success, physical health, and mortality (Batty *et al.*, 2007; Murtza *et al.*, 2020). The positive correlation between the need for cognition and psychological well-being among late adolescents reflects a global assessment of life satisfaction and feelings ranging from depression to happiness.

Adolescence is a period of change in psychological well-being. They can experience high levels of psychological issues during this time (Office for National Statistics, 2018), and mental health issues often first emerge in this period of late adolescence (Jones, 2013). This study has vast implications for life-span health and cognitive development in late adolescents in their social life (Steptoe *et al.*, 2015; Trudel-Fitzgerald *et al.*, 2019). Since the study is on the Indian adolescent population who need to care for more, as per the information reported by WHO (WHO, 2019), These findings suggest that an intervention must address social cognitive impairments and foster psychological well-being. Past research has shown that interventions, including parent training, family support, and school-based programs, can target behavioral problems. However, long-term effectiveness has been studied little so far (Smedler *et al.*, 2015), and little is known about possible effects on cognitive development. There is comparatively good evidence that loneliness is malleable to interventions. Most loneliness interventions have targeted older adults (Cattan *et al.*, 2005) and used strategies such as improving social skills, enhancing social support, increasing opportunities for social contact, and addressing maladaptive social cognition (Masi *et al.*, 2011). Studies show that any intervention program on the need for cognition and psychological well-being effectively reduces psychological issues, mainly when targeting social cognition (Masi *et al.*, 2011). Fewer interventions exist for late adolescents, and those available are unable to meet the expected out in the promotion of mental health and psychological well-being. The results show that the proposed study is expected to be the first step of practical adjunct training and help adolescents with decreased cognitive abilities.

CONCLUSION

Undoubtedly, psychological well-being and the need for cognition are linked in late adolescence. Young people in the age group of 10-24 years constitute one of the precious resources of today featured by growth and development. It is a difficult stage often underlined by various inherent and extrinsic factors influencing their well-being. It is essential to know the present condition of adolescents in this modern era. Through this study, the researcher tried to discover adolescents' present condition by manipulating the two variables needed for the cognition and psychological well-being of late adolescents. This study highlights the complex dynamics of the need for cognition and psychological well-being among late adolescents. It underlines their need and support as a psychologist and counselor to foster social and cognitive development.

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