

"The Relative Contribution of Academic Identity Statuses and Learning Styles in Predicting Cognitive Miserliness and Perceived Academic Entitlement among Female Student Teachers"

The current study aimed to determine the relative contribution of academic identity statuses (Diffused, Foreclosed, Moratorium, and Achieved) and learning styles (surface and deep) in predicting both cognitive miserliness and perceived academic entitlement. The study sample consisted of (309) female students in the fourth year of the College of Education. The researcher applied four scales to them, which are the scales of cognitive miserliness and perceived academic entitlement (prepared by the researcher), The Academic Identity Status Measure (AIM) developed by (Wass & Isaacson, 2008) (translated by the researcher), and (The revised two-factor Study Process Questionnaire: R-SPQ-2F) to measure learning styles prepared by (Biggs, Kember & Leung, 2001) (translated by the researcher). The study depended on using multiple regression analysis (Stepwise).

the results of the study found that: Academic Identity Statuses (Diffused, Foreclosed, and Moratorium), and the learning styles (surface and deep) contributed statistically significantly in predicting cognitive miserliness among female student teachers, and together they explain of (53.3%) of cognitive miserliness variance. the learning styles (surface and deep) and Diffused Academic Identity Status also contribute statistically significantly in predicting perceived academic entitlement among female student teachers and together explain of (45.4%) of its variance

Key Words: Academic Identity Status, Learning Styles, Cognitive Miserliness, Perceived Academic Entitlement, and Female Student Teachers.