

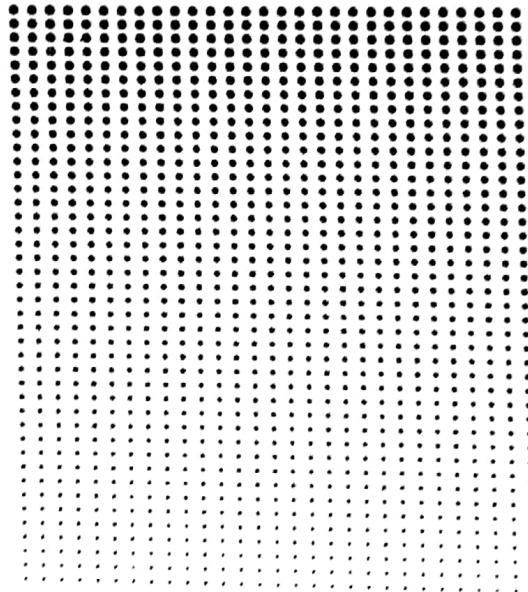
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A Study of Cognitive Styles and Personality Needs in Relation to Central School Students

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Abstract: Children vary not only in their ability to learn and their level of achievement, but also in how they learn. Every child evolves a personal way of processing information acquiring knowledge and learning concepts. That is, each child perceives, thinks & remembers according to his or her own unique style. Cognitive style affects how pupils learn and how they interact in the classroom with peers and teachers. It also influences personality and behavior; it relates to cognitive processes modes of problem solving, attitudes, values and social interaction.

The present study has covered 500 samples with Belgaum and Bidar districts of the Karnataka in central school students in relation to academic achievements in the central schools. Achievements are similarly changes in the two central schools. The present study reveals that there is significance difference between high achievers with respect to cognitive styles, personality needs and its dimensions as compared with academic achievements. It can be concluded that high achievers are possessed with high level cognitive styles and personality needs along with its dimensions as compared with academic achievements..

Keywords: Cognitive Styles, Personality Needs, Relation, Academic Achievements

I. INTRODUCTION

Concept of Cognitive Style

Cognitive styles represent dimensions of individual differences in cognitive sphere which includes the process of perception, thinking, reasoning, and understanding, problem solving and remembering. It describes habitual processes of perceiving and thinking which are qualitatively distinct. Bolles (1937) describes a 'basic of pertinence' exhibited by children within a Goldstein frame work that defines the children's performances on a continuum from a functional concrete attitude to an abstract attitude. Hester and Tagata (1971) in an experiment classified their subjects into two cognitive styles, viz. global and analytic. They found that in a series of conceptual tasks, analytic subjects were initially more efficient than the other groups.

Terms of the study

- **Cognitive style-** The control process or style which is self-generated, transient, situational determined conscious activity that a learner uses to organize and to regulate, receive and transmit information and ultimate behaviour. Cognitive style or "thinking style" is a term used in cognitive psychology to describe the way individuals think, perceive and remember information.
- **Personality needs-** "Personality is the sum of activities that can be discovered by actual observation over a long enough period of time" -watson.
- **Academic-** It pertains to school subjects or to fields of liberal arts or to the sphere of ideas and abstraction (Chaudary, 2004).
- **Achievement-** It is denoted by knowledge attained or skills developed by pupils usually in the schools, measured by test scores or by marks assigned by teachers (Chaudhary, 2004).
- **Academic achievement-** The acquired knowledge and skills as a result of interaction between the learner and the learning environment.

Different Cognitive Styles

- Problem statement: the most essential ones for the organization of differentiated learning process in STEM fields were defined in the previous works
- Field dependence/field independence: - This cognitive style characterizes the ability of the subject to tune out the periphery of the field of perception. The field dependent people are guided by the external visible field of perception, and experience difficulties overcoming its influence.
- Impulsivity/reflectivity:- Impulsivity/reflexivity characterizes individual differences in the tendency to make decisions quickly or slowly. Most evidently it can be seen in the multiple-choice situations.