



Comparative Study of Personality Development and Cognitive Style of Adolescents

Dr. Meena Sharma

Lala Hans Raj Memorial, College of Education, Moga.

ABSTRACT

Personality is the integrative organisation of all the cognitive, affective, conative and physical characteristics of an individual as it manifests itself in focal distinction from others

Personality development in the real sense refers to deeper level of a person. Personality development means a healthy mind and healthy body. In this study it is found that there exist no significant mean difference in the personality development of adolescents and cognitive style of adolescents is also known to exist significantly of boys and girls. At the end, correlation between these two variables is calculated which shows a positive relationship between these two variables. There exist no significant relationship between personality development and cognitive style of adolescents.

KEYWORDS**Introduction**

Adolescence is a period of revolutionary changes in the individuals on physical, mental, moral, spiritual, sex and social outlook. This is a period to learn new things on the intellectual basis means cognition develops in this period. The objective of education is to develop a perfect and balanced personality. Personality is a mirror of behaviour patterns. It's not a single trade and quality of a person. The development of personality traits in infants take place due to their response to the person in the environment and their culture demands. The personality of parents directly affects the personality development of child. Heredity and environment also affects the development of personality. Education can change personality but is difficult to change strong traits of personality by education. There are some important determinants of factors which affects the development of personality like Biological Determinants, Psychological Determinants, Social and Cultural Determinants. Achievement of an individual is influenced by style of learning the style of learning. The style of learning has been described under the concept of cognitive style cognition is a conscious intellectual activities such as thinking, reasoning, remembering, imaging or learning words it is a mental process of your information. Findings of this study suggest that cognitive styles cannot be labeled good and bad because each style has unique features. Knowing individual differences can help teachers understand the needs of different students.

Objective

- To study the personality development of adolescents with respect to their gender.
- To study the cognitive style of adolescents with respect to their gender.
- To study interrelationship of personality development and cognitive style of adolescents.

Hypothesis

- There is no significant difference in personality development of adolescents with respect to their gender.
- There is no significant difference in cognitive style of adolescents with respect to their gender.
- There is no significant relationship between personality development and cognitive style of adolescents.

Sample

The present study was conducted on a sample of 100 adolescents from two colleges of Moga district, 100 adolescents are male and female both.

Design of the study

It is a descriptive study. Survey method was adopted by the investigator for the study purpose. 100 students of first year graduation will be selected of Moga District.

Tools employed

- M.P.I. (Multidimensional personality inventory) Test of personality by Km. Manju Aggarwal.
- C.S.I. (Cognitive Style Inventory) by Praveen Kumar Jha (1985)

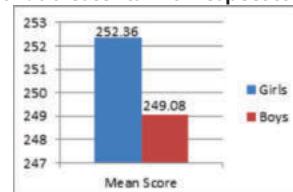
Results and discussion**Section A****1. The study of the personality development with respect to their gender**

The first objective of study is to find out the personality development of adolescents with respect to their gender. In order to achieve the first objective of study, the investigator applied the Multidimensional Personality Inventory to 100 adolescents in which 50 boys and 50 girls and the results are as under:-

Table 1 shows the means score of boys and girls of personality. The mean score is 252.36 and S.D. is 8.8 of girls and the mean score is 249.08 and S.D. is 6.08 of boys.

Table 1**Table showing the personality development of adolescents with respect to their gender**

Group	N	Mean	S.D.
Girls	50	252.36	8.8
Boys	50	249.08	6.08

Fig. 1**Bar diagram showing the mean score of personality development of adolescents with respect to their gender****2. To study the cognitive style of adolescents with respect to their gender**

The second objective of our study is to compare the cognitive style of adolescents with respect to their gender. In order to achieve the second objective of the study investigator applied the Cognitive Style Inventory on 100 adolescents and the results are as follow:

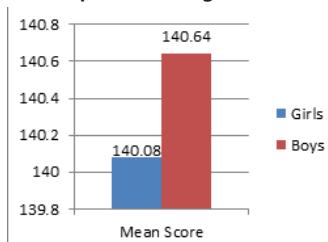
Table 2**Table showing the personality development of adolescents with respect to their gender**

Group	N	Mean	S.D.
Girls	50	140.08	3.16
Boys	50	140.64	2.39

Table 2 shows the means score of cognitive style of 100 (boys and girls) students of adolescents. The mean score of girls cognitive style is 140.08 and S.D. is 3.16, the score of boys of cognitive style is 140.64 and S.D. is 2.39.

Fig. 2

Bar diagram showing the mean score of cognitive style of adolescents with respect to their gender



3. To study the interrelationship of personality development and cognitive style of adolescents

The third objective of the study is to find the relationship between personality development and cognitive style of adolescents. In order to achieve the third objective of the study the investigator applied the correlation between the personality development and cognitive style. (N=100)

The correlation is non significant between personality development and cognitive style at both levels at 0.05 level and 0.01 level, when $r = 0.012$.

We can infer that there is positive relationship between personality development and cognitive style of adolescents.

Section - B

Hypothesis - I

"There is no significant difference in personality development of adolescents with respect to their gender." To verify the Hypothesis-I, t-ratio was found between boys and girls.

Table 3 shows that the mean scores of girls and boys of Moga district in personality development are 252.36 and 249.08 respectively, the t-ratio comes out to be 2.17, which is significant at 0.05 level and no significant at 0.01 level.

Hence the Hypothesis number I, that there is no significant difference between personality development of adolescents, stand rejected at 0.05 level and accepted at 0.01 level. The t-ratio come out 2.17 which less than tabulated value 2.58 at 0.01 level, there is no significant difference in the personality development of boys and girls of Moga district.

Hypothesis - II

"There is no significant difference in the cognitive style of adolescents with the respect to their gender." To verify the Hypothesis-II, the t-ratio was found between boys and girls.

Table 3

Showing mean, S.D., S.E.D. and t-ratio to locate difference in personality development of boys and girls of Moga district (N=100)

S. No	Variables	N	Mean	S.D.	Difference of mean	S.E.D.	t-ratio	Level of significant
1.	Girls	50	252.36	8.8		1.5	2.17	Significant at 0.05 level and no significant at 0.01 level
2.	Boys	50	249.08	6.08	3.28	1.1		

Table 4

Showing mean, S.D., S.E.D. and t-ratio to locate differences in cognitive style of boys and girls of Moga District (N=100)

S. No	Variables	N	Mean	S.D.	Difference of mean	S.E.D.	t-ratio	Level of significant
1.	Girls	50	140.08	3.16	0.77	0.75	1.02	Not Significant at both level 0.01 and 0.05
2.	Boys	50	140.64	2.39				

Table 4 Showing mean, S.D., S.E.D.

Table 4 shows that the mean score of girls and boys of Moga district in cognitive style level 140.08 and 140.64 respectively. The t-ratio come out to be 1.02 which is less than tabulated value (2.58) at 0.01 level and (1.96) at 0.05 level. 50% ratio is non significant at both level.

The significant difference between the mean scores of adolescents of Moga district not differ in their level of cognitive style. Therefore the Hypothesis number II, that "There exists no significant difference between cognitive style of adolescents" of Moga district stands accepted. It means that there is no significant difference in the cognitive style of adolescents.

Hypothesis - III

"There is no significant relationship between personality development and cognitive style of adolescents."

To verify the Hypothesis - III product moment correlation was found between personality development and cognitive style of adolescents.

From Table 5, it is evident that there is no significant correlation between personality development and cognitive style of adolescents. Value of r is less than the value of specified level of significance at 0.05 and 0.01 level of significance respectively.

So, Hypothesis III, there is no significant relationship between personality development and cognitive style of adolescents stand accepted.

Table 5
Coefficient of correlation between personality development and cognitive style of adolescents

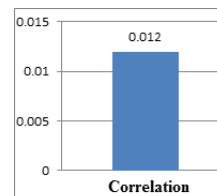
S.No	Variables	N	r	Result	Level of significant
1.	Personality Development	50	0.012	Positive Correlation	Not Significant at both level 0.05 and 0.01
2.	Cognitive Style	50			

So, Hypothesis III, there is no significant relationship between personality development and cognitive style of adolescents stand accepted.

We can infer that there is positive relationship between personality development and cognitive style of adolescents. So it can be said that one variable affects the another variables.

Fig. 3

Bar diagram showing the coefficient of correlation between personality development and cognitive style of adolescents



Relationship between personality development and cognitive style of adolescents.

Findings of the study

In research every study has some findings when investigated reaches at results defines some finding. Those are dependent upon the collection of data and techniques which were used in the related study. This study is based on the personality development and cognitive style of adolescents. Investigator attempts to find out the correlation between personality development and cognitive style of adolescents and also compare this on the basis of result obtained during the course of present investigation, the following findings have been drawn:-

1. There exist no significant difference between personality development of adolescents.
2. There exist no significant differences between cognitive style of adolescents.
3. There exist no significant relationship between personality development and cognitive style of adolescents.

Educational implications

In the present study the investigator found that Personality development and Cognitive style are with each other. Their result will give immense help to teachers, guidance worker, college and school counselors and parents. They come to know the reason why their students and children are not expressed their ideas, feelings, emotions, secret information openly. This present study will also help the teachers and parents to evaluate the reason of introversion, shyness and behaviour of the students. These all things effects and individuals personality and cognitive style.

The teachers, parents and guidance workers can play the important role in nourishment of all round development of adolescents. The teachers should adopt new methods and techniques to develop the instinct of personality development and cognitive style which helpful for the all round development and also helpful in reducing anxiety of the students. The students should be encouraged to participate in co-curricular activities. The present study is also helpful for the teacher to know the reason that effects individual personality 'n' cognition and they should adopt new methods and techniques such as play way method, problem solving method to maintain their sound health and sound healthy mind

The present study is also helpful for parents to perform their duties towards their children properly. The dealing of parents with their children should be cooperative and friendly, so that the children share their feelings, secrets, ideas with parents without any hesitation or fear. In such an environment, the children will maintain their good and sound health and personality and cognitive style of students also increases in such environment. The present study is also useful for policy framework and for curriculum preparation. So that lot of opportunity should be provided in the curriculum to the students, so that they can develop themselves fully.

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