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COGNITIVE STYLE AMONG ART AND SCIENCE FACULTY IN COLLEGE STUDENTS

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ABSTRACT :

Objective : The present study investigation the cognitive style among Art and science Faculty college students.

Hypothesis : The cognitive style would be less Art Faculty students than Science Faculty students. **Sample:** The Present study will Be focus on cognitive style among Art and Science Faculty students are two groups (100 +100) . The selected sample in Aurangabad District . The present Research in these students who have completed 18 to 22 year age . **Research Tool :** cognitive style scale is originally developed by Indian version has been made Praveen Kumar jha 2001. **Result :** There would be a significant difference between Art Faculty students and Science Faculty students on cognitive style.



KEYWORDS : Cognitive style , Art & Science Faculty Students.

INTRODUCTION :

Today generation is modern and scientific now in this generation scientific progress going too fast, we need to develop scientific view in students .so we should try some activities and actions from their childhood to develop scientific attitude among students. For this development we use so many apparatus i.e. language syllabus , teaching aids , practical activities , expert teachers and lectures, students cognitive development is depend on pregnancy stage of mother and after birth stage situation, so in school , college we arrange program for development creativity and divergent production ability from this program we promote children's cognitive social, emotional , unity, attitude for cognitive divergent production ability .we create environment and syllabus in cognitive style involves thinking , arrange , memory ,information store, decision making and interaction, relation and trust. Five type of cognitive style.

Individuals on five different cognitive style namely systematic cognitive style, intuitive cognitive style , integrated cognitive style , undifferentiated cognitive , split cognitive style.

CONCEPT OF COGNITIVE STYLE

Cognitive style is a hypothetical construct that has been developed to explain the process of mediation between stimulus and response. The term cognitive style refers to the characteristic ways in an individual conceptually organizes the environment . It is viewed that cognitive style refers to the way

an individual filters and processes stimuli so that the environment takes on psychological meaning. If it were not for these cognitive representations; stimuli would have been irrelevant for the individual as the individual would respond to the stimulation in a robot like fashion.

Cognitive style is also understood in terms of consistent patterns of organizing and processing information. Coop and Sigel (1971) equated cognitive style with modes of behavior rather than a mediating processes. They used the term cognitive style to denote consistencies in individual modes of functioning in a variety of behavioral situations.

Psychological differentiation refer to differentiate mode of perceiving, judging and appraising things to which people are exposed to under different conditions. The notion of cognitive style has been defined as self-evident modes of functioning which the individual shows in his perceptual and intellectual activities (Witkin et al, 1962).

DIMENSIONS OF COGNITIVE STYLE

Theories of cognitive - style were developed as a result of early studies conducted by Witkin, et al; (1954, 1962). These studies resulted in theories that generally assured a single dimension of cognitive style with two extremes. The two extremes were described in general terms by Keen (1973), Mi Kenney & Keen (1974) and Botkin (1974) as; systematic style and intuitive style. The systematic style is associated with logical, rational behavior that uses a step-by-step.

Sequential advance to thoughts, knowledge, investigative and management. In difference the intuitive-style is related with a natural holistic and visual advance. These two styles however did not reflect the entire spectrum of people's behavior with regard to thinking, learning and especially problem solving and decision-making. Therefore, a multi-dimensional model intended to reflect the entire spectrum was postulated (Martin, 1983). This model consisted of two continuums; 1) High systematic to low systematic and 2) High intuitive to low intuitive. Ongoing observational studies, along with efforts to develop measurement devices for assessing cognitive behavior, have resulted in an expanded version of the original model, which led to the development of five styles:

Systematic style- A human being who usually operate by a systematic style use a well-defined step-by-step approach when solving a problem; looks for an overall method or pragmatic approach; and then makes an overall plan for solving the problem.

Intuitive style- The individual whose style is intuitive, uses a un-presence patterns characterized by universalized areas or hunches and explores and abandons alternatives quickly.

Integrated style- A person with an integrated style is able to change styles quickly and easily. Such changes seem to be unconscious and take place in a matter of seconds. The result of this "problem-seekers" because they consistently attempt to identify potential problem as well as opportunities in order to find better ways of doing things.

Undifferentiated style - A person through such a way appears not to decide or gap between the two style limits; systematic and intuitive, and then; appears not to advice or procedure from outside sources. Undifferentiated persons be likely to be reserved, inactive and thoughtful and a lot look to others for difficulty-solving strategies.

Split- style- An individual with split style shows fairly equal degrees of systematic and intuitive specialization. but, people through a split style do not take an included behavioral reaction; in its place, that exhibit each separate dimension in completely different setting; using only one style at a time based on nature of their tasks. In new terms, they intentionally reply to analytical by selecting the most proper way.

The model of Cognitive style

1. Multi-dimensional models
2. Bipolar, one-dimensional model
3. Kirton's model of cognitive style

The Type of Cognitive style

1. Field Dependence-Independence
2. Reflectivity-impulsivity
3. Scrutinizing
4. Extent of categorization
5. conceptualization
6. Complexity – Simplicity Cognitive Style
7. Leveling – Worsening
8. Restrictive control – Flexible Control
9. Tolerance – Intolerance

REVIEWS OF LITERATURE –

Rajat Kumar Jain, Manisha Verma, Hemant Kumar Jain (2017) Present learn was conducted to discover out the impact of damage on cognitive styles of adolescent students. Stress is the attentiveness of human being besieged by errands or force. As a psychological perception, strain was first introduced in the 1950's, through the period formerly in use as of physics, where it described the quantity of worry positioned ahead a thing. Cognition is achievement of information which involves a series of mental skills. Style of thoughts is worn in cognitive psychology to explain the approach a human being idea, recognize and retain information in order or their favored inveterate example of perceptual and logical humanity. too, society provides people among a variety of a cognitive style that are suitable for dissimilar cognitive task in diverse circumstance. The learn was conducted on 100 undergraduate students from studying in dissimilar colleges situated in Bhilai Chhattisgarh. It can be completed to, there was no important collision of pressure on cognitive style of college going Boy's student. But important bang of strain on cognitive styles was establish on of Girls undergraduate students.

Abuge, Iwani Dorcas (2021) The study specifically investigated cognitive styles, and gender, as learner related variables and their effect on students' academic achievement in mathematics in Bayelsa State. Two research questions were posed and two corresponding hypotheses were equally formulated. The study adopted an ex-post-facto research design. The population of the study consisted in the eight local government areas in Bayelsa State whereas the sample size of the study was 480 students obtained through cluster random sampling techniques. Two instruments were used to obtain data for the study which include Mathematics Achievement Test and Group Embedded Figures test. Frequency, mean, standard deviation and histogram were used to analyse the research questions. Findings of the study showed that students with field independent cognitive styles achieve higher than those with field dependent cognitive styles in mathematics. Also, study showed that gender does not have significant influence on students' academic achievement in mathematics.

AIM OF THE STUDY

To examine and compare cognitive style among Art and Science Faculty college students.

HYPOTHESIS :

Cognitive style would be less in Art Faculty students.

Variables :

1) Independent Variables

- a) Art Faculty students

b) Science Faculty students

2) Dependent Variables

A) Cognitive style

Methods :

A) Participants :

The present study aims examine a sample consisting 100 individual subjects those are art faculty and science faculty form Aurangabad city in Maharashtra . There are two group 200 from Art (B.A) and 100 from Science (B.sc) students taken for this research age between range 18 -22 years.

B) Tools :

Cognitive style inventory:

This test is originally developed by Indian version of this test has been made by Praveen Kumar Jha (2001). The CSI has been previously development by Martin (1983) and has been standardized on Indian population by Praveen Kumar Jha (2001). This test will be used in study in this inventory 40 contained.. It enables to classify the individuals on five different cognitive style, namely, systematic cognitive style, intuitive cognitive style, integrated cognitive style, undifferentiated cognitive style, and split cognitive style.). This test will be used in study in this inventory 40 contained. . The response of both the test and retest were scored and the correlation co-efficient of 0.79 was found between the test and retest.

Statistical Method

Descriptive statistical method used for (Mean, S.D, and T test) out for analysis of the data.

Result and Discussion :

Table no.1 showing the mean and 'T' Value of the analysis Art and Science Faculty students on cognitive style

Status of Faculty	N	Mean	S.D	'T' Value	Sign . Level
Art Faculty Students	100	133.89	23.20	7.55	P<0.01
Science Faculty Students	100	142.75	22.36		

Chart 1- Showing Mean, Standard Deviation and F Values of Science Faculty students & Art Faculty students on cognitive style.

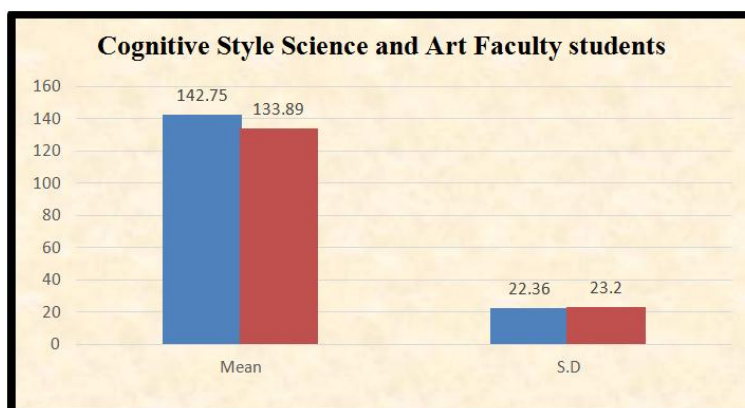


Table no.1 and Figure no. 1 exhibit Mean and SD of Cognitive Style among college going student’s English medium is 142.75 and 22.36 whereas in the Marathi medium it is133.89 and 23.20

respectively. The difference between the two means is highly significant ($F=7.55^{**}$; $P<0.01$) at both levels. It means that there is a significant difference found between English and Marathi medium students on Cognitive Style. Based on the acquired outcome, it can be reason that the English medium students were High Cognitive Style than Marathi medium students.

Therefore, the result supports the first hypotheses stating that *“There would be a significant difference between Science Faculty students and Art Faculty students on cognitive style.”*. Hence, the first hypothesis is accepted.

CONCLUSION

There was a significant difference regarding cognitive style between Science faculty and Art Faculty students.

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