

Personality, Behaviour, and Cognitive Control in College Students with and without Learning Challenges: A New Vision

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Abstract

College students differ considerably in their learning experiences, personality characteristics, behavioural patterns, and cognitive abilities. Students experiencing learning challenges may encounter additional difficulties in attention, information processing, planning, self-regulation, and academic adjustment. The present study examines the relationship between personality, behaviour, and cognitive control among college students with and without learning challenges. The study aims to explore whether differences in personality characteristics and behavioural patterns are associated with variations in cognitive control and academic functioning. Cognitive control refers to the ability to regulate attention, inhibit inappropriate responses, manage competing information, and adapt behaviour according to changing demands. A comparative research design may be employed by selecting college students from both groups and assessing them through standardized measures of personality, behavioural characteristics, and executive or cognitive control. Appropriate statistical techniques may be used to examine group differences and relationships among the selected variables. The study may provide insights into how individual psychological characteristics interact with cognitive processes in the context of higher education. Understanding these factors can assist educators, counsellors, and academic institutions in developing supportive learning environments and appropriate intervention strategies. Individualized academic support, cognitive training, self-regulation techniques, counselling, and inclusive teaching practices may help students manage learning-related difficulties more effectively. The study emphasizes that learning challenges should be examined through a multidimensional perspective that considers psychological, behavioural, cognitive, and educational factors. A better understanding of these dimensions can contribute to more inclusive higher education practices and support students in achieving their academic and personal potential.

Keywords: Personality, Behaviour, Cognitive Control, College Students, Learning Challenges, Executive Functions, Self-Regulation, Academic Adjustment, Higher Education, Inclusive Education