

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

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Abstract

College students differ considerably in their personality characteristics, behavioural patterns, learning experiences, and ability to regulate cognitive processes. Students experiencing learning challenges may encounter additional difficulties in attention, working memory, information processing, planning, and self-regulation, which can influence academic and social experiences. This study presents a new perspective on the relationship among personality, behaviour, and cognitive control in college students with and without learning challenges. Personality characteristics such as conscientiousness, openness, emotional stability, and extraversion may influence learning strategies, motivation, interpersonal relationships, and responses to academic demands. Behavioural factors, including study habits, classroom participation, persistence, time management, and help-seeking behaviour, may further contribute to educational outcomes. Cognitive control refers to the ability to regulate attention, inhibit inappropriate responses, shift between tasks, and maintain goal-directed behaviour. Understanding the interaction between these dimensions may provide a broader perspective than examining academic performance alone. The study proposes that individual differences should be considered when designing educational and psychological support for college students. Appropriate assessment, inclusive teaching practices, academic accommodations, cognitive training, and supportive learning environments may help students manage learning-related difficulties and strengthen their educational participation. Rather than viewing learning challenges solely as limitations, a multidimensional approach can recognize students' individual strengths and adaptive capacities. This perspective may contribute to more inclusive higher education by integrating psychological, behavioural, and cognitive factors into student support and academic development.

Keywords: College Students, Learning Challenges, Personality, Behaviour, Cognitive Control, Attention, Self-Regulation, Executive Functions, Learning Strategies, Inclusive Education.

