

SUMMARY

Introduction :

Results alote of studies threw the light on the role of the person's cognitive style on the achievement of the verbal and imagery tasks. Yet, most of these studies were interested in finding out the quantitative differences in a chievement measured by the quantity of retrival or recognition depending on the kind of the cognitive style. These studies did not examine the operations or strategies associated with the cognitive styles and the quantitative differences between persons on the achievement of memory tasks. Thus, the present study finds out the quantitative and qualitative differences between university students of different cognitive styles (reflection) impulsivity - narrow / width category).

Problem of the study :

The problem is defined in these two questions :

- 1- Do memory strategies in the verbal and imagery tasks differ a according to the cognitive style (reflection) impulsive - narrow of category - width of category) ?
- 2- Does the precision of response (used as measurement of remembering the verbal and imagery tasks) differ according to the cognitive style (reffection / impulsivity - narrow category / wide category ?

Purpose of the study :

The present study aims at ;

- 1- Finding out the memory strategies in the verbal and imagery tasks.
- 2- Finding out the memory strategies distinguishing these of the reflection / impulsivity cognitive style.
- 3- Finding out the memory strategies distinguishing these of the wide / narrow category cognitive style.
- 4- Finding out the quantitative differences of the precision of response in the verbal and imagery tasks for those of different cognitive style.
- 5- Finding out the differences between the reflective, impulsive, wide and narrow category in the memory strategies of the verbal and imagery tasks.

Previous studies and research papers :

These studies and research papers were divided into three categories :

- 1- Studies that deal with the relation between the cognitive styles and the memory.
- 2- Studies that deal with the relation between the cognitive styles and the memory strategies.
- 3- Studies that deal with memory strategies.

Sample of the study :

- 1- The sample consists of (83) students of the fourth year of Benha Faculty of education they were divided into four groups :

- A) 22 Reflective narrow category students.
- B) 23 reflective - wide category students.
- C) 18 impulsive - narrow category students.
- D) 20 impulsive - wide category students.

This sample was chosen out of (332) students who constituted the primary sample of the study.

Tools of the study :

1- Two tests for measuring the cognitive style :

- a) Test of matching common figures prepared by Abd-Elil Agwa.
- b) Bitgro test for width capacity of categorization. Translated into Arabic by Abd-Elal Agwa.

2- The tasks used in the experimental study :

- a) Tasks of the verbal memory encoding - storage capacity - retrieval) preposed by the researcher.
- b) Tasks of the imagery memory (encoding storage - retrieval) prepared by the researcher.

Statistical style :

- The reseacher used the following :

- a) Test of differences between ratios / percentages.
- b) 2 x 2 Analysis of variance.
- c) T-test.

Results of the study :

I. Results of the qualitative analysis :

- 1- For the verbal and imagery encoding of task, the students use these strategies : rehearsal - organization - imagining places).
- 2- For the retrieval of the verbal and imagery memory tasks, the students use strategies of chain scanning - scanning - selective organization and guessing. .

II. Results of the quantitative analysis :

- 1- There are statistically significant differences in the performance of the verbal memory tasks (encoding-storage - retrieval) among the reflective and impulsive students in favor of the reflective.
- 2- There are statistically significant differences in the performance of the verbal memory tasks (encoding - storage - retrieval) among the narrow - wide category students in favor of the narrow category students.
- 3- There are statistically significant differences, in the performance of the imagery memory tasks (encoding - storage - retrieval) among the reflective - impulsive students in favor of the reflective students.
- 4- There are statistically significant differences in the performance of the verbal memory tasks (encoding - storage - retrieval) among the narrow - wide category students in favor of the narrow category students.
- 5- The encoding strategies differ in the verbal tasks according to the cognitive style reflection / impulsivity.

- 6- The strategies of memory scanning in the verbal tasks differ according to the cognitive style reflection / impulsivity.
- 7- The strategies of encoding in the verbal tasks differ according to the cognitive style narrow / wide category.
- 8- The strategies of memory scanning in the verbal tasks differ according to the cognitive style narrow - wide category.
- 9- The strategies of encoding in the verbal tasks differ according to the cognitive style reflection / impulsivity.
- 10- The strategies of memory scanning the imagery tasks differ according to the cognitive style reflection / impulsivity.
- 11- The strategies of encoding the imagery tasks differ according to the cognitive style narrow / wide category.
- 12- The strategies of memory scanning in the imagery tasks differ according to the cognitive style narrow / wide category.

Interpretation of results :

The results were interpreted in the light of the theoretical analysis of the basic concepts and the results of the previous studies and research papers.