

# لأسلوب المعرفي (الشمولية – المحدودية) لذوي قدرات الإدراك فوق الحسي من طلبة الجامعة

رسالة تقدم بها إلى  
مجلس كلية الآداب في الجامعة المستنصرية  
كجزء من متطلبات درجة ماجستير آداب في  
علم النفس ( الباراسيكولوجي )

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## *Abstract*

Due to the increasing growth in psychology and its varied subfields, many concepts have risen; the most salient of which is the cognitive styles where the cognitive processes are held responsible for delimiting human behavior.

This is true because a psychological phenomenon is the same as a cognitive one. The cognitive school is featured by its comprehensive view where the cognitive and aspects are viewed together. By the same token, the cognitive styles are systematic techniques organized by the ego so that they become an intervening factor between the individual's internal needs on the one hand and his external reality on the other. They, the cognitive styles, can be regarded as strategies employed by individuals to get understanding of what they face. Rash states that the cognitive styles are regarded as important concepts in psychology due to their association with individual's feelings and behavior.

Moreover, the cognitive styles reflect the intellectual abilities and influence the achievement of thinking. They are bi-polar with inter-connected distribution.

The cognitive styles are used to distinguish between individuals when invalidated in life situations. In addition, they handle how the individual practices the cognitive activity where individuals are distinguished according to their response to the environment stimuli. It has become possible to specify certain features characterizing these cognitive styles.

Recognizing the individual's cognitive style is as important as his IQ to arrive at his understanding and how he learns.

The effort spent by a group of scientists and researchers during the first half of the previous century is of a vital role in specifying the cognitive styles which distinguish between figures as far as individual differences are concerned. Given that specifying and recognizing these styles would contribute to improve learning conditions for the individual and society, dealing with such data depends on many varied formula where such data are classified, analyzed, stored and retrieved where necessary.

Studies referred to the Exclusiveness-Inclusiveness style where it is regarded as being the basic of all styles. The style concerned is capable of distinguishing between individuals when they deal with life situations in a comprehensive manner in comparison with those facing these situations in a limited perspective. By it self, the Inclusiveness style is inadequate to face life situations unless that style is associated with a reasonable amount of the whole picture so as to avoid loss at details. This seem more successful in dealing with problems.

Previous studies proved that the cognitive styles are a cognitive process and the Extrasensory perception abilities are super cognition. Some researchers investigated the relationship holding between the cognitive styles and the Extrasensory perception: Fisher's study has a pioneering role. This is true of Salem's study in Iraqi. However the limited- comprehensive cognitive style has not been studied before or connected with extrasensory perception. The present study is concerned with investigating the relationship between these two variables as it aims at:

1. Measuring the Exclusiveness – Inclusiveness cognitive style as practiced by university students,
2. Identifying the differences for those with Extrasensory perception abilities according to the variable of Sex and of specialization.

To fulfill the aims of the study, the measurements of the limited- comprehensive cognitive style as designed by the researcher and al- Asadi's 1995 test have been administered to three hundred university students who were equally divided according to the variable of sex and of specialization.

After analyzing the data and processing them statistically, the following conclusions have been drawn:

1. University students are generally distinguished by the Exclusiveness- Inclusiveness cognitive style.
2. There are no differences of statistical significance between males or females as far as the Exclusiveness – Inclusiveness is concerned.
3. There are differences of statistical significance between scientific or human specialization to the scientific.

In light of the above- mentioned findings, some suggestions and recommendations have been offered:

1. Specialists in the education sector should make use of these cognitive styles by incorporating them with in syllabi.
2. Teachers and students of departments of psychology and other related departments should crystallize positive attitudes towards parapsychology.
3. It is possible to study the Exclusiveness – Inclusiveness cognitive style of non- university students.
4. Studies are to be carried out to design Exclusiveness programs so as to develop extrasensory perception abilities of students in particular and other sectors of society in general.