



Full Length Research Paper

Thinking styles built in accordance to the mental self-control theory and its relationship with academic self-concept among students in the Faculty of Education at Prince Sattam bin Abdul-Aziz University

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This study aimed at detecting the thinking styles prevailing among students in the Faculty of Education at Prince Sattam bin Abdul-Aziz University and the level of academic self-concept and the relationship between thinking styles and the academic self-concept, and to achieve the objectives of the study, the researcher used thinking styles scale built according to self-mental adjustment theory for Sternberg & Wagner (1992) and extraction of semantics of validity and reliability, and the researcher develop academic self-concept scale and he extracted its validity and reliability semantics. The study sample consisted of (289) female students from the Faculty of Education at Sattam bin Abdul-Aziz University. The results indicated that the most common ways of thinking styles prevailed among the study sample members were these (hierarchy, executive, judicial, and Royal, the external, minority, chaotic, and purses) with a high degree, while these thinking methods (local, internal, legislative, editorial, Global) came in a moderate degree. The results of the study refers to a medium degree of academic self-concept among the members of the study sample, and the results indicated that there is a correlation between all thinking styles and academic self-concept and all correlation coefficients were statistically significant. In light of the results of the study the current study recommends research into the causes of the differences between males and females and to develop appropriate psychosocial programs for each and work on the development of thinking styles among university students, by including thinking skills in courses.

Keywords: Thinking styles, mental self-control theory, academic self-concept

INTRODUCTION

Thinking is considered of topics that aroused the interest of scientists and educators, because of its importance in the refinement of the human mind and its growth, and in helping individuals to cope with the daily challenges in the development of the individual experiences and behaviors and in building his character, and Sternberg (2004) confirms that the individual has more than one thinking style which allows him to deal with various aspects of life, and thinking styles vary according to the

roles of the individual, and thinking styles refers to the preferred ways and methods for the individual to employ his abilities, acquire knowledge, organize his thoughts and express them in line with the tasks and situations he encountered (Sternberg,1992).

Otoum (2004) claimed that everyone has his own thinking style, and ALberhat (2000)refers that thinking style is about the ways in which the individual used in information processing and in gaining experience and

different knowledge, as well as self-expression, while Harrison & Bramson (1982) theory divided thinking to five methods vary among themselves in ways of addressing information and interpretation and storage, as well as in the construction of new ideas, and in its way in depending on the facts and on the others (Habib, 1995). Self mental control theory for Sternberg is considered of the most popular theories and widely accepted by psychologists, where Sternberg divided thinking styles to thirteen styles falls within five levels as follows (ALberhat 2000; Otoum, 2004; Sternberg, 2004).

There are some theoretical perceptions of thinking styles, which differ from each other in terms of the number and nature of these styles or ways that favored and followed by individuals in their thinking, including Paivio model which imagines the existence of two types of ways people think: Verbal Thinking Method and Imagery thinking Method and Harison & Bramson (1982) model which suggests the existence of five methods to think about dealing with individuals with the information available about the problems they face, this classification is built on the basis of mid-term control of the brain (the left pattern right style) each of them is different from the other pattern in the treatment and processing of information by type of performance (logical - illogical) and content (phonetic - conceptual) and five basic thinking styles resulted which are: Synthetic, Pragmatic, Realistic, Idealistic, and Analytical (Habib, 1996).

The most common theory is Sternberg's Theory of Mental Self - Government (1988). This theory is based on the existence of five dimensions with respect to the relationship of governments or authorities for the communities are as follows: Form, Function, Level, Leaning and Scope. Thus, the theory of thinking styles for Sternberg suggests thirteen thinking styles each of them characterized by a number of qualities or characteristics.

Academic self-concept

Researchers in psychology and counseling interested in studying self-concept and identify its dimensions and levels and functions, and its impact on the individual's behavior and these scientists, Allport, Adler, Kooley, Parice, Meed, Dewey and others, but the most attention to the self-concept was the scientist Rogers, who has made the concept the basis for his theory of psychotherapy and counseling and this theory was known as "the theory of self or theory centered about the individual, and that one's awareness of the self-concept in general and the academic ones in particular, rated for its ability to achieve the completion and the amount of effort that he pays, and the extent of his ability in the face of the obstacles he encountered, and this confrontation mortgaged to his thinking style and whether it makes his behavior easy of complex and the amount of effort required (Bandura, 2002).

The individual starts configuration specific academic self-concept starting of the compilation of information on

his performance and other's performance in the school environment around him, hence the individual begins to learn how to relieve the pain and cope with the difficulties faced him in the university, as well as recognizing the feeling of psychological comfort, and this is shown by increasing the daily experiences of the individual, and the individual in such a manner forms a clear concept about himself and others.

Self-concept is defined on the grounds it is "the idea of the person about himself as an individual as the self-concept is a learned cognitive emotional, organization uniform includes individual responses about himself as a whole" (Rogers, 1976). As Bandura, & Lock (2003) defines self-concept as a "virtual concept includes all the thoughts and feelings of the individual that expresses his physical, mental, and personal characteristics and include beliefs, values, expertise and ambitions.

It is worth pointing out, as various studies have shown, that the academic self-concept is closely linked to motivation to learn, Add to this that the way adopted by the teachers to judge their students and what it entails praise or condemn plays an important role in shaping the concept of their students and there a document exchanged between the academic self-concept and evaluations issued by teachers on students' relationship where the teacher a positive concept of the student himself (Sadaat, Ghasemzadeh can, & Soleimani, 2012). And the learner in general needs to find friendships can make him feel the importance and help him to discover his performance through the exercise of the new roles that must be learned through his dealings with others (Muhammad Syed &Khalid, 2015).

LITERATURE REVIEW

Studies Relating Thinking Styles

Dardeer (2004) conducted a study on 167 university students, he aimed to identify the preferred methods of thinking, and the study found that the most preferred thinking styles among the study sample were hierarchical, external, and minorities, to find out thinking styles and their relationship to the level of ambition among students at the Department of kindergarten, College of Basic Education.

Zhang (2002) conducted a study aimed to investigate the relationship between thinking and academic performance methods, its sample consisted of (212) university students. The results showed a statistically significant relationship between learning and thinking styles.

Ali and Saheb (2010) conducted a study aimed to reveal thinking styles among students. The study sample consisted (115) students. The results indicated a high degree of thinking styles among study study sample. As there are no statistically significant differences of the relationship between thinking styles and the level of

ambition among students at kindergarten according to the phase variable.

In order to study the thinking styles and decision-making ability Sobh (2015) conducted a study its sample consisted of (202) teachers from Adakkhli province of the Republic of Egypt, the study results suggest the existence of the statistically significant effect to the level of practical thinking style in the decision-making capacity, and there are statistically significant difference to the analytical method and the perfect reflection on the ability to make a decision.

In order to determine the thinking styles among Jouf University students , Baker and Hamidah (2016) conducted a study its sample consisted of (180) students from Al-Jouf University. The results showed a high degree of thinking styles represented in local thinking style and internal reflection. There are significant differences in thinking styles due to gender differences in favor of females. There are also significant differences in thinking styles attributable to specialize academic disciplines for the benefit of humanity specializations.

A study was conducted by Wang, Tien, Chang, Loeng, and Fang (2012) aimed to study the relationship between thinking styles and cooperative behavior at work among university students in Taiwan. The study sample consisted of (970) students. The results indicated that students with positive thinking style had more cooperative behavior and better able to solve problems than their peers who had negative thinking styles. The results also indicated that students with negative thinking style have moderate compatibility, and they feel no hope of achieving their goals in life compared with their peers with positive thinking style.

Jumaili (2013) conducted a study aimed to reveal thinking styles among Iraqi university students. The study sample consisted of (1180) students of three Iraqi universities (Baghdad, Mosul, Basra). The results indicated that the predominant learning styles of the Iraqi university students are motivated surface learning approach. There were significant statistical differences according due gender in favor of males in practical thinking style in favor of females in realistic thinking style.

Studies Relating Academic self-concept

To learn about the concept of self- concept among Al Najah National University students in Palestine, Hanoun (2001) conducted a study its sample consisted of (774) students. Results of the study showed that the degree of academic self-concept was low, in addition to the existence of differences in self-academic concept due to gender, place of residence, and the GPA, while the differences were not statistically significant at the total score of the self-concept due to the variables of college, and academic level.

With regard to the relationship of self-academic concept with the level of ambition at the Al Quds Open University students Barakat (2009) conducted a study its

sample consisted of (378) students. The results of the study showed that the level of self-concept among members of the study was at moderate level. The results indicated the presence of statistically significant differences in the students' grades in academic self-concept depending on the academic achievement variable for the benefit of students with high achievement category, and no differences depending on the variables of gender and specialization.

And in order to identify the impact of guidance program to modify the academic self- concept among the students of the Faculty of Education Albjara (2010) conducted a study its sample consisted of (40) university students, the results showed no statistically significant differences for the experimental group, in academic self-concept development.

To find out the thinking styles and its relationship with self-esteem Hanan (2016) conducted a study its sample consisted of (200) students from a university in Algeria in the city of Bashar. The results indicated a low level of self-esteem and also pointed to a correlation between the thinking style and self-esteem among study sample members.

In order to know the relationship between self-concept and Mental Health, Al Khadr and Fetam (2016) conducted a study its sample consisted of (110) students from the high school. The results indicated a high level of self-concept among members of the study, the presence of statistically significant relationship between the self-concept and the mental health, as it indicated no differences in self-concept due to gender and specialization.

And to determine the level of self-esteem in the elderly with their families and the elderly in elderly homes Abu Teia (2016) conducted a study where its sample consisted of (65) individuals with an average age (78) The results of the study indicated that the respondents enjoy self-esteem and there is a statistically significant difference in self-esteem due to gender in favor of females.

The Problem of the Study

Many studies have shown that it must be taken into account the students' thinking techniques as they learn and dealing with them, the university students in all disciplines and colleges exposed to a range of psychological pressures and influences that will impact negatively as lead to a reduced self-concept in general and academic self-concept in particular; and thus lower academic achievement, (Cook, & Brown, 2003), this points to the need for the detection of prevailing thinking methods among these students, using scientific standards, and to know the relationship of that with academic self-concept among them due to the differing opinions sometimes in the teacher himself and his style of education. On

sample from the College of Education in Sattam bin Abdul-Aziz University to determine the nature of prevailing thinking methods they have and get to know its relationship to self-academic concept among them. The problem of this study is determined by trying to detect ways of thinking and its relationship with the academic-self-concept, as this role is still uncertain and flawless ironic and controversy. In the limits of the researcher knowledge, studies on the aspect of the level of thinking methods and its relationship with the academic-self-concept.

From here the importance of studying self-concept among college students appears and it's an important stage for the rehabilitation of young people to take responsibility and to gain real knowledge regarding the pre-requisites of the era of science and technology, it is also the individual preparation and rehabilitation to cope with the problems of society, and then work to increase production, as the university stage is a unique stage in the rehabilitation of the individual scientifically.

In particular, this study will try to answer the following questions:

- What are the thinking methods prevailing among students in the Faculty of Education at Sattam bin Abdul-Aziz University?
- What is the level of academic self-concept among students in the Faculty of Education at Sattam bin Abdul-Aziz University?
- What is the relationship between the methods of thinking and academic self-concept among students of the Faculty of Education at Sattam bin Abdul-Aziz University?

The Significance of the Study

The study of individuals' thinking methods, especially the individual approach in dealing with different situations is considered one of the strongest trends that impose itself; the individual success and progress in life depends on the type of thinking methods he uses. And determining the style of thinking may help us in taking many important decisions, in terms of education, whether the decision relates to the possibility of a transition from one section to another or delete a course and in the other side it is possible to provide clear indications about the type of training the student needs. The growth of knowledge in ways of thinking, help educators improve the quality of learning for students, through the revision of the curriculum planning, it can contribute to the development of educational and psychological appropriate programs and here appears the importance of further studies, to get a result more clearly about the nature of this relationship. And considering the stage of university education a fertile fount and thickly supplement to provide modern societies with qualified staff in various areas of life and the amount

of care and attention to these young people determine the continuity of potential investment, their potential in useful business activities from which they gain a lot of information and expertise to help face many of the problems of everyday life. Although detection of prevailing thinking methods for the students of the Faculty of Education at Sattam bin Abdul-Aziz University helps their distribution on the appropriate academic disciplines in the light of these methods, and help the faculty members to choose methods and methods of learning appropriate for the students also helps them to predict the levels of achievement for students from their thinking methods.

The Population of the Study and its Sample

The population of the study included all undergraduate students in the Faculty of Education, Prince Sattam bin Abdul Aziz University and enrolled in the second semester of the academic year (2015 \ 2016), The study sample consisted of 289 students who were Chosen in ordinary way where were all of them students enrolled in a number of compulsory and elective courses in various departments of the college.

The Tools of the Study

First, the scale of mental thinking methods built according self-mental adjustment theory (Sternberg & Wagner, 1992) the scale consisted of (65) items distributed on (13) ways of thinking.

The Validity of the Scale

Badarin (2003) translated the study tool from English to Arabic and from Arabic to English and then presented it to the people of expertize to ensure the accuracy of the translation, and then verified connotations of reliability and validity of the tool. Regarding the connotations of validity of Sternberg and Wagnr scale for thinking methods , noting that the results of factor validity of the original scale resulted in two factors, namely: the tendency to deal with things and ideas in a collective framework, and a tendency to deal with the details and routine work, and lack of preference of working within the restrictions and instructions, as Al Badarin verified the content validity by presenting it into (10) arbitrators, he did the amendments, according to the opinion of the majority of the arbitrators, and has conducted linguistic amendments for ten paragraphs by replacing some of the words and language structures.

Reliability of the tool

The researcher has extracted the reliability coefficient by reapplying it on a sample of 50 female students from the Faculty of Education at Sattam bin Abdul-Aziz University

excluded from the study sample were questionnaires were distributed on the same sample again two weeks

after distributing the first time, and reliability coefficients ranged from (.80 to .84) for the purposes of verification of

Al-mehsin 337

approaching the inherent reliability of the tool, which ranges between (0.82 to 0.84) and this is a good indicator of the reliability of the tool. For purposes of the present study the reliability coefficient was calculated using Cronbach's alpha of the scale sub-dimensions as follows: Legislative (0.70), the Executive (0.73), and judicial (0.75), and the Royal (0.77), and hierarchical (0.80), and local (0.73) and internal (0.85), and external (0.85), and liberation (0.78) and conventional (0.86), and authoritarian (0.77) and minorities (0.75), and disorderly (0.72) measure as a whole (0.92), and it can be seen from the foregoing that the reliability coefficients were high and acceptable for the purposes of the study as all reliability coefficients greater than (0.70).

Correction thinking methods scale

The scale consisted of the (65) items distributed among thirteen dimensions, and this scale follows Likert Quintet gradation: never (one degree), rarely (two degrees), sometimes (3) degrees, and often (4) degrees, and always (5) degrees, where every one of respondents was asked to choose the degree to which the content of each paragraph of the scale is preferred. For purposes of analysis of the data was the adoption of the following classification of levels of thinking methods, averages (from 3.67 to 5) high, the averages (from 2.33 to less than 3.67) medium, the averages (from 1 to less than 2.33) low.

Second, academic self-concept scale

Academic self-concept scale was built after observing the tools used in previous studies and theoretical frameworks in this domain (Golightly, 2007); Abdalrauf , 2009; Lutfallah, 2006; Alawna and Hamad, 2010) to measure the understanding of the students in the Faculty of Education for their self-esteem from the academic point of view, and the scale in its initial image consisted of (40) items among which (29) are positive, while (11) are negative.

Content validity

The scale was presented to a number of arbitrators from the faculty members in the Department of Educational Psychology in the Faculty of Education, Prince Sattam bin Abdul Aziz University . They were asked to judge how the representation of academic self-concept and integrity of the language of the paragraphs, and any other comments they deem appropriate, and the proportion (89%) and above was adopted to keep the paragraph and considered appropriate, and it was clear from the arbitrators estimates that all paragraphs measures

academic self-concept, the wording language of some paragraphs was amended.

Construct validity

The scale was applied on a sample from outside the sample of the study consisted of (50 students), for the purpose of verifying the construct validity of the scale, correlation coefficient was calculated for each paragraph of the scale and the overall degree received by Screened on the scale, and was clear that all transactions correlation values of the paragraphs of the scale was high and statistically significant at the significance level (0.05), and this is one of the indicators that show that these paragraphs shared by all in the measurement of academic self-concept expressed by the total score.

Reliability of the Scale

The concept of reliability refers to the consistency and accuracy of the scale, so that leads to repeat its application to a particular individual to get the same result, as long as the individual has not changed, and the reliability of the scale was verified in two ways. Test-Retest, the scale was applied and re-applied to 50 female students from the university, and outside the study sample and the time interval of two weeks, were reliability coefficient of the scale was calculated by extraction of correlation coefficient Pearson between two times of application, where the value of the reliability coefficient of academic self-concept scale was (0.88). Internal Consistency: internal consistency refers to the extent to which the study sample responses to each paragraph of the scale were the internal consistency of the scale was calculated by calculating the reliability correlation coefficients applied on a sample consisting of (50) students of the study population and outside its sample, the reliability coefficient value of Cronbach's alpha of academic self-concept scale reached (0.90).

Correction of academic self-concept scale

As the scale consists of 40 items, the total score ranged from 40 degrees, the lowest degree the responder can obtain and (160) degrees, the highest degree the responder can obtain. And these responses have graded weights as follows: fully applicable (4), applicable (3), does not apply (2), absolutely does not apply (1), the degrees mentioned earlier in order when the paragraph trend is positive, and reflect the weights when the paragraph direction is negative, so the degree on every paragraph ranging between one and four degrees.

Statistical Methods

The researcher using the arithmetic means, and standard deviations to the answer to the first and the second question: What are the thinking methods prevailing Glob. J. Educ. Found. 338

among students in the Faculty of Education at Sattam bin Abdul-Aziz University?

What is the level of academic self-concept among students in the Faculty of Education at Sattam bin Abdulaziz University?

To answer the third question which is:
What is the relationship between the ways of thinking and academic self-concept among students of the Faculty of Education at Sattam bin Abdul-Aziz University?

The researcher used the Pearson correlation coefficient to see the relationship.

To answer the first question: "what are the prevailing ways of thinking among students in the Faculty of Education at Sattam bin Abdul-Aziz University?" Means and standard deviations were used, and Table 1 illustrates this.

Table 1: Means and standard deviations of the ways of thinking

n.	Ways of thinking	Mean	Standard deviation	Rank	Degree
1	Legislative domain	3.53	0.67	11	Moderate
2	Executive domain	4.23	0.49	2	High
3	The judicial domain	4.14	0.60	3	High
4	Royal domain	4.10	0.61	4	High
5	hierarchical domain	4.33	0.40	1	High
6	Minority domain	3.76	0.63	6	High
7	Chaotic domain	3.69	0.73	7	High
8	Global or totalitarian domain	3.07	0.85	13	Moderate
9	Local Domain	3.64	0.81	9	Moderate
10	Internal domain	3.63	0.73	10	Moderate
11	External domain	3.92	0.75	5	High
12	Emancipatory domain	3.46	0.81	12	Moderate
13	Conservative domain (traditional)	3.69	0.73	8	High

Table 1 indicates that the levels of the different domains of the methods of thinking has ranged between medium and high, the hierarchical method came in the first place with a mean (4.33) at a high level, and the executive method came in the second place with a mean (4.23) at a high level, while the liberation style came before the last

with a mean (3.46) moderate level, and finally came the global method with a mean (3.07) moderate level. Results relating the thinking methods prevailing among students of the Faculty of Education pointed out that the method of hierarchical thinking came in first rank among the study sample members, and during the review of the characteristics of the most common methods among the

study sample shows that these methods do not rely on pre-defined rules by others (Sternberg,1988). They are fairly consistent with the Undergraduate characteristics experienced by female; the students in this stage

characterized by looking for new ways to solve their problems and thus highlight their creations, and these methods increase the ability of women to excellence, and

this is consistent with the findings of the study of (Ali and Saheb, 2010; Baker and Hamideh, 2016) which referred to the superiority of the students in the method of hierarchical thinking. The researcher believes that this is due to the hierarchical method that tends by individuals to organize in accomplishing the tasks. This was due to the transition to the university environment, which impose on an individual to carry a special responsibilities to build his life and the formation of a special world for himself far away from any pressures might be exposed to, that enhance him to research, planning and organization in all what he faces using mental and creative capabilities in various ways in order to achieve himself. The diversity of knowledge and sources of information due to the rapid growth in the media and technology as well as the different means and methods of teaching which the student receives, which requires him to form composition of his own intellectual system distinguish him from other individuals and enhance him to achieve the new life style and all of this is consistent with the principles of the hierarchy method has the results of this study agreed with the study conducted by (Cilliers & Sternberg, 2001; Dardeer, 2004).

And the results of the study revealed a high degree in the hierarchical thinking style, it may be due to the

disciplines of the College of Education at the Prince Sattam University (kindergarten, special education, Arabic language) requires specialists in sentencing, and evaluate the rules, procedures, while local thinking methods, internal, came moderately, this can be attributed to the fact that these methods focused on the details as high in some courses; this is consistent with what indicated by Sternberg that the environment plays an important role in determining the thinking methods, and the method of hierarchical thinking it has a high degree, it may be due to the fact that these disciplines require that the individual be organized to solve problems and make decisions. This result is consistent with studies (Zhang & Richard, 1997; Cilliers & Sternberg, 2001; Sternberg & Zhang,1998) which pointed out that differences in thinking styles dating back to different academic specialization.

To answer the second question: "what is the level of academic self-concept among the students in the Faculty of Education at Sattam bin Abdul- Aziz University?" Means and standard deviations were used, and Table 2 illustrates this

Table 2: Means and standard deviations of the responses of study members on the academic compatibility scale

Scale	Mean	Standard deviation	Level
Academic self-concept	2.60	0.32	Moderate

Table 2 indicates a medium degree of academic self-concept among members of the study and the current result can be explained by the level of academic self-concept in this result to a paradigm shift that may work on the output of students from the reliability on the family circle to the reliability on self, where students rely on their own effort to face problems and the urgent need to logical strategies help them in the confrontation, if the students have a place in the family and they live in an atmosphere full of love and care and attention, this is reflected in their external responses and behaviors, we find them more flexibility in dealing with their colleagues, and they have confidence in themselves, accept and adapt to new situations, relationships with parents and the nature of education style adopted in the family and the extent of acceptance and communication in the family are the basic indicators of academic consensus, Add to this the absence of female diseases may make them more

inclined to participate in life in all their potential activities. (Shaka,1999; Hanoon, 2001; Barakat, 2009). And self-concept affect also the social life of the students in relation to others and their quest to get the social status and acceptance by the community and achieve their goals, and this is of great importance in the academic environment because the student is always seeking to build relationships and invest them in a positive way in order to reach social representation in a great social setting where different heterogeneous groups socially and economically, but it is the university, in addition to the self-concept emphasizes the need for a family and health compatibility for an individual to achieve access to the understanding of himself from all sides. And the researcher explains the current result which include the presence of an average level of academic self-concept among the female students in the Education College, the availability of factors is expected that they helped the students, such as the kind of services offered

by the university such as scholarships offered to students, and to create the appropriate environment for the study of classrooms equipped with appropriate aids tuition and library processed and other aids which let them feel important, and raises their spirit, and enable

Glob. J. Educ. Found. 340

self-concept, they represent a kind of moral support and assistance, which works to stimulate the student's ability to cope with difficulties that may affect the their harmony, the current result agreed with the results of Barakat (2009) study, which pointed to a medium degree of academic self-concept, while the results of the study disagreed with Al Khadr (2015), which indicated a high degree of academic self-concept. As well as the results of (Hanoun, 2001; and Hanan, 2016) study, which pointed to a low academic self-concept level.

them to cope with situations that entail difficulties they may face during college.

It could be argued that it is possible that these factors contribute to the improvement of the level of academic

The answer to the third question: "What is the relationship between the ways of thinking and academic compatibility among students of the Faculty of Education in Sattam bin Abdul- Aziz University due to academic specialization and academic level?" the researcher used Pearson correlation coefficient to determine the relationship between ways of thinking and academic compatibility and Table 3 shows that.

Table 3: Correlation coefficients between ways of thinking and academic compatibility

Ways of thinking	correlation coefficients between ways of thinking and academic compatibility	Sig.
Legislative domain	0.630	0.01
Executive domain	0.720	0.01
The judicial domain	0.640	0.01
Royal domain	0.534	0.01
hierarchical domain	0.671	0.01
Minority domain	0.760	0.01
Chaotic domain	0.545	0.01
Global or totalitarian domain	0.700	0.01
Local Domain	0.685	0.01
Internal domain	0.692	0.01
External domain	0.537	0.01
Emancipatory domain	0.578	0.01
Conservative domain (traditional)	6.22	0.01
Total degree	6.63	0.01

Table 3 indicates a statistically significant correlation between the different thinking styles and the total score of the thinking styles and academic self-concept and all are significant at the level (0.01). It appears from the results of the study the presence of connectivity statistically significant relationship between the different thinking

styles and academic self-concept, and all statistically significant and this may be due to that the Faculty of Education is characterized by the interaction of the students with each other regardless of their academic level due to the small area of the college, and the watch system supported applicable in college there may be more

Al-mehsin 341

interaction between students of the same specialization Apart from the academic level of the student.

As the correlation coefficient between these two variables can be interpreted in light of Rogers (1976) confirmation that achieving academic self-concept is when the experiences that an individual faces in everyday real situations agree with the concept of self-efficacy he has, and he believes that the personal characteristics that they are doing their job to the fullest are: openness to experience, confidence in self-feelings, and a sense of freedom, and the integration of choice and innovation. This is confirmation of what came in Bandora theory (Bandora, 2002) which includes the initiative and perseverance of the individual's behavior depends on the provisions of the individual and his expectations regarding behavioral skills and its efficacy to deal successfully with the environmental challenges and surrounding circumstances, and these factors in the opinion of Bandora play an important role in academic self-concept.

CONCLUSION

The results can be interpreted in the light of that students in the Faculty of Education face pressures and simple difficulties which are negligible, especially academic difficulties, curricula is not a big difficulty, or economic difficulties, where the college costs very little, and all these factors make the students free of restrictions on their thinking and thus they the time and willingness to raise sufficient academic self-concept. And the current result agreed with the results of (Zhang & Richard, 1997; Cilliers, Sternberg, 2001; Zhang, 2001) studies, which pointed to a link between thinking styles and academic performance, which necessarily promotes individual self-concept in the university environment.

Relating the presence of a positive correlation relationship between thinking styles and self-academic concept, it was agreeing to the expectations of the researcher, the researcher believes that the study sample specificity (undergraduate) and limiting the study on girls without boys played a big role in this result, as the Undergraduate is a sensitive and important stage in student life, and any decision which could have an impact on the future of the student, so due to this sensitivity, students may resort to await the completion of academic tasks in order to ensure good performance, regardless of the time, or the thinking style that they are characterized with, add to that the genus of the sample of females, females are socializing and have language capacity and the ability to communicate faster than males. Which leads

to the formation of social relation contribute to raising the level of academic self- understanding.

The current study recommends research into the causes of the differences between males and females and set up appropriate psychological programs for each, and works on the development of thinking styles among university students by including in thinking skills in courses.

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