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and External) at 0.01 level between male and female. The results showed that male used Conservative and Global styles, while female used Local, Liberal, and Oligarchic styles.

The third question: Are there differences in Thinking Styles at 0.01 level according to various specialization?

ANOVA showed that there are no differences of thinking styles between students who belong to various specializations.²

Overview:

The Thinking Styles profiles used by both groups (British and Syrian) indicate an almost absolute contradiction between them. Such a contradiction calls for astonishment and bewilderment. Since it is logically acceptable, for example, that there should be some convergence in some of these styles: At least, those styles which are the least affected by the civilization factor. For example, some communities promote values which are related to (executive or legislative - local or global - internal or external) Thinking Styles. However, it is unsatisfactory to find the same community promoting two contradicting styles at the same time.

So, it is unbelievable that the same group consistently gets high marks in all styles, while the second group always receives low marks. Furthermore, the global and local results are typically negatively-correlated at a fairly high level. So, the acceptance of these results requires some possible interpretations: one is that there was a response bias by one of the two samples. It seems that the Syrian students tended to give higher ratings in general regardless of what they were asked. Another interpretation is that subjects did not read the questions so carefully. Another interpretation is situational—people are not consistent across all situations, and it may be that British students are more cross-situationally consistent than the Syrian.³

² The researcher did not put the data tables because there are no any significant differences related to specializations.

³ The researcher thanks Prof. Sternberg for providing proper opinion in this context

- Level: The Syrians simultaneously use the two global and local levels more than the British.

The second question: Are there differences in Thinking Styles between male and female at 0.01 level?

Table 2 Group Statistics for male and female

Gender	N	Mean	S. D	Sig. (2-tailed)
Legislative m	131	24.3588	5.75135	.400
f	193	23.8187	5.59792	.402
Executive m	131	22.2519	5.23060	.361
f	193	22.8083	5.46957	.357
Judicial m	131	22.7939	5.12568	.356
f	193	22.2021	5.98223	.342
Global m	131	21.1374	4.85602	.006
f	193	19.6943	4.48084	.007
Local m	131	21.5648	5.22296	.005
f	193	22.8321	4.76502	.007
Liberal m	131	22.1762	5.91306	.000
f	193	23.6031	5.66330	.001
Conservative m	131	20.9896	6.24614	.004
f	193	19.3511	7.14434	.000
Hierarchical m	131	24.8702	7.64641	.444
f	193	25.5130	7.23426	.449
Monarchic m	131	22.5725	5.39235	.390
f	193	23.0674	4.85419	.400
Oligarchic m	131	20.4249	6.16691	.010
f	193	22.0000	5.82611	.002
Anarchic m	131	22.0153	4.81022	.929
f	193	21.9689	4.46970	.930
Internal m	131	22.2672	5.86361	.252
f	193	21.4922	6.04335	.250
External m	131	22.8244	6.39047	.127
f	193	23.8549	5.63746	.137

T-Test showed that there are differences of 5 Thinking Styles (Conservative, Liberal, Local, Global and Oligarchic) at 0.01 level between male and female. While there are no differences of 8 Thinking Styles (Executive, Legislative, Monarchic Judicial, Hierarchic, Anarchic, Internal

Based on the monarchic Thinking Styles defined by Sternberg, the owners of this thinking style are characterized by the fact that they are always motivated towards one goal; they believe that the end justifies the means. Further, they have relatively little awareness of priorities and alternatives. They are conclusive, tolerant and flexible at the same time.

Here we find that this result was largely consistent with the differences that emerged between members of the two samples in the conservative and liberal Thinking Styles.

The scores mean of the Syrian sample on the oligarchic thinking style was 22.93, while for the British sample it was 18.75. Thus, the size of the difference between the two means is 4.18. This difference is statistically significant at 0.01 in favor of the Syrians.

According to Sternberg, The owners of this style are characterized by the fact that their goals are inconsistent, and that they realize these goals as equal in importance. They are always strained and they search for complexity as a result of frustration. However, they are flexible, tolerant and conclusive.

It seems that this result completes the form of members of the studied samples, where we note a great deal of consistency between the characteristics of these Thinking Styles.

The differences between the means of the two groups (Syrian and British) did not reach the minimum limit of the adopted statistically significant level (0.01).

If the five main factors in the theory of mental self-government (forms, functions, scopes, leanings, and levels) are compared between the British and Syrian samples we find the following:

- Form: The Syrians use the two thinking forms (monarchic and oligarchic) more than the British. On the other hand, the other two thinking forms (anarchic and hierarchic) do not differ between the two samples (the Syrian and the British).
- Function: The Syrians use legislative function more than the British. Both samples show no difference with regard to the other two functions (executive and judicial).
- Scopes: The Syrians use the external scope more than the British. Both samples, however, show no difference with regard to the internal scope.
- Leanings: The Syrians Use the liberal thinking leaning more than the British, while the British uses the conservative leaning more than the Syrians.

Since it is not possible that the thinking of the same individuals is characterized as being global and local at the same time, because the global / local Thinking Styles represent two poles on the one connected line. So, the closer the individual to the global end, the further he gets to the local one, and vice versa.

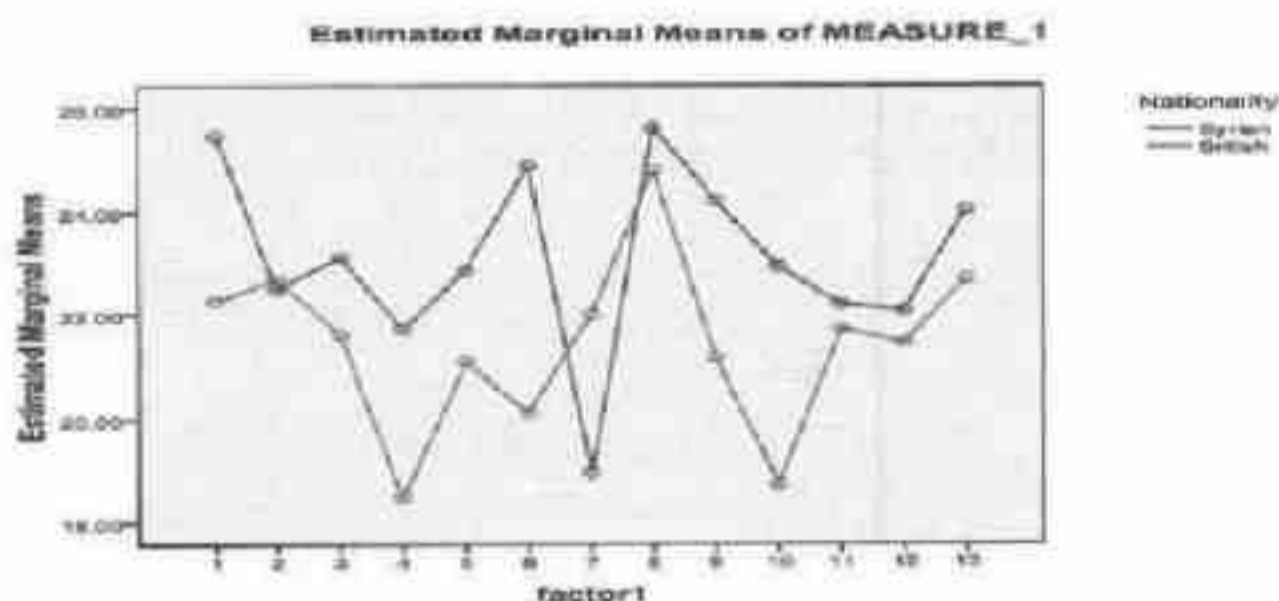
Scores mean of the Syrian respondents on liberal thinking style was 24.87, while the mean of scores for members of the British sample was 20.14. Thus, the size of the difference between the two means is 4.73. This difference is statistically significant at 0.01 level in favor of the Syrians. In contrast, the scores mean of Syrian respondents on the conservative thinking style was 18.97, while the mean of scores for members of the British sample was 22.00. Thus, the size of the difference between the two means is 3.03 in favor of the British. This difference is statistically significant at the level of 0.01.

According to the theory of mental self-government, we find that the specific characteristics of the liberal thinking style are that individuals do not abide to the existing laws and procedures. They like ambiguous situations, and prefer innovation in both life and work. They always seek to increase the area of change. On the other hand, people with the conservative style are characterized by abiding to the existing laws and procedures which avoid them ambiguous situations. They also prefer the familiar in life and work, and minimal change possible.

There is no doubt that a superficial view of this result seems surprising, considering people's expectation that the Syrians are more conservative than the British, and vice versa. However, our surprise may disappear if we recall the difference between the behavioral meaning and political activity on the one hand, and the intended meaning of the Thinking Styles on the other.

By return to the characteristics of each of the two Thinking Styles (conservative/ liberal) as Sternberg described, we find that this result is consistent with the status quo for each of the members of the two samples. There is no doubt that the political and economic factors play an important role in shaping the Thinking Styles above mentioned.

The score's mean of the Syrian sample on the monarchic thinking style was 24.23, while the mean of scores for the members of the British sample was 21.19. Thus, the size of the difference between the two means is 3.4. This difference is statistically significant at 0.01 in favor of the Syrians.



1- Legislative, 2- Executive, 3- Judicial, 4- Global, 5- Liberal, 6- Liberal, 7- Conservative, 8- Hierarchic, 9- Monarchic, 10- Oligarchic, 11- Anarchic, 12- Internal, 13- External.

The mean of scores of the Syrian sample of legislative thinking style was 25.47, while the one for members of the British sample was 22.27. Thus, the size of the difference between the two means is 3.2 and this difference is a statistically significant at the level of 0.01.

According to the above-mentioned theoretical frameworks and previous studies, this result can be interpreted in the light of the experience which each of the two samples received from the local environment through all its institutions (home, school, university, and the community in general). Therefore, it seems that the institutions of the community in Syria affirms the values of planning and innovation which characterize the legislative thinking style, while the local British culture gives more priority to others values.

The scores mean of the Syrian sample of the global thinking style was 21.72 while for the British sample it was 18.5. Thus, the size of the difference between the two means is 3.22. This difference is statistically significant at the level of 0.01. At the same time, the Syrians use the local thinking style with a higher degree and with a more statistically significance compared with the British. The Syrian score mean is 22.87, while the British is 21.09; the size of the difference between the two means is 1.78. This difference is statistically at the level of 0.01. This means that the Syrians simultaneously use the two contradictory styles (local / global) in a higher degree than the British.

This result seems contradictory and inconsistent with the sound mental logic and with the psychological theories related to this subject.

Table 1: Group Statistics for the Syrian and the British samples

Styles	Nationality	N	M	Std. D	Sig. (2-tailed)
Legislative	Syrian	179	25.4693	5.92490	.000
	British	145	22.2690	4.76570	.000
Executive	Syrian	179	22.4972	5.52967	.749
	British	145	22.6897	5.19016	.747
Judicial	Syrian	179	23.1173	5.99276	.017
	British	145	21.6069	5.09534	.015
Global	Syrian	179	21.7207	4.91160	.000
	British	145	18.4966	3.68579	.000
Local	Syrian	179	22.8715	5.55769	.001
	British	145	21.0966	3.97968	.001
Liberal	Syrian	179	24.8715	5.59396	.000
	British	145	20.1379	4.92812	.000
Conservative	Syrian	179	18.9665	7.86394	.000
	British	145	22.0069	4.81101	.000
Hierarchie	Syrian	179	25.6201	7.22284	.322
	British	145	24.8000	7.61085	.325
Monarchie	Syrian	179	24.2291	5.51281	.000
	British	145	21.1862	3.88370	.000
Oligarchie	Syrian	179	22.9330	5.96488	.000
	British	145	18.7517	5.21820	.000
Anarchie	Syrian	179	22.2011	4.68847	.354
	British	145	21.7241	4.49766	.352
Internal	Syrian	179	22.0838	6.26105	.352
	British	145	21.4621	5.60260	.347
External	Syrian	179	24.0391	6.26150	.044
	British	145	22.6966	5.50924	.041

This result clearly indicates the importance of the cultural factor in thinking style's formalization: 7 Thinking Styles differ according to culture's contrast. In the meantime, 6 Thinking Styles cannot be influenced by culture. This result seems clearer if we look at the profile related to each sample as appeared in the following diagram:

Eternal - local V. global). He gives a set of principles for the distinct Thinking Styles, the most significant of these styles are preferences in capabilities using. These styles are not of the same capabilities, and styles which are variables across the tasks and positions.

People do not have only single style but, profile of Thinking Styles. For example, a person who tends to be innovative (Legislative thinking style) may be orderly (Hierarchic thinking style) or may be not orderly (Anarchic thinking style), and may be tempted to work with others (external thinking style) or to work by himself/herself (internal thinking style). Generally, there is no measure of one dimension of the styles. That is to say, people vary in all styles.

Thus, styles can vary during the life. Thinking Styles which an individual prefers at the beginning of his occupational life can be different when he amounts to a higher position. For instance, a person who is at the low practical level usually pays to small details (local thinking style). However, when he amounts to the highest functional level, he would be responsible for a good number of workers who should pay attention to details, while he does not have enough time to pay attention to it, and he usually pays more attention to matters of concern to the organization (Global thinking style). Thus, we can conclude that the better styles in a place may not be suitable elsewhere.

Generally, Styles in general, cannot be totally good or bad. A right style may be bad in a different position. This means that the styles are better or worse only within specific circumstances. For instance, the profiles of the styles that a lawyer requires in the courts are different from the profile styles to a lawyer working in an organization.

Findings:

Main question: Are there differences in Thinking Styles between the two cultures (Syrian and British) at 0.01 level?

T-Test showed that there are significant differences of 7 Thinking Styles (Legislative, Monarchic, Conservative, Liberal, Local, Global and Oligarchic) at 0.01 level between British and Syrian samples. While there are no significant differences of 6 Thinking Styles (Executive, Judicial, Hierarchic, Anarchic, Internal and External) at 0.01 level between British and Syrian. In addition, the Syrian participant's means were higher than the British's ones for all of the styles which have significant differences except in the conservative style which showed a precedence of the British sample.

time. On the other hand, an individual with a hierarchic style prefers to distribute attention to several tasks that are given priority according to their importance to the person in achieving his or her aims. A person with an oligarchic style similarly likes to work on numerous activities in the service of multiple objectives. However, he or she may not enjoy priority settings. Lastly, a person whose style is anarchic enjoys working on tasks that permit flexibility as to what, where, when, and how one works, yet he or she eschews systems of almost any type.

Functions:

There are three functions in human beings' mental self-government, namely legislative, executive, and judicial. A person who has a legislative style likes being engaged in tasks that need inventive strategies. These persons like to choose their own activities, or at least to do the activities chosen for them in their own way. On the other hand, a person with an executive style is more interested with implementation of tasks with set guidelines. Such a person prefers more guidance in structuring tasks. And a person with a judicial style concentrates on evaluating the products of others' activities.

Leanings:

There are two leanings: conservative and liberal. A person with a conservative style prefers adhering to the existing rules and procedures in performing tasks, whereas a person with a liberal style likes engaging in tasks that involve ambiguity and novelty.

Scope:

Mental self-government theory can deal with both internal and external subjects. For example a person with an external style likes being engaged in tasks that permit for collaborative ventures with other people. On the other hand, a person with an internal style likes being engaged in tasks that permit that person to work independently.

Levels:

Human beings' mental self-government functions at two levels: global and local. A person with a global style likes to pay more attention to the general picture of a subject and to abstract ideas. In contrast, a person with a local style likes being engaged in tasks that need working with concrete details.

Sternberg (1994) showed that some of the Thinking Styles correlate positively each other: (liberal with legislative, Conservative with Executive). While some of the styles associated with each other closely negative: (Legislative \vee Executive - liberal \vee conservative - Internal

Grigorenko, 1997). Nevertheless, this change should be slow and/or not easy to happen, so that the thinking style construct is a style and not a strategy. Further, an individual's thinking style simply implies the domination of this style in a certain dimension and not the absence of the others.

Additionally, Thinking Styles are not abilities and, therefore, the extent to which these can help an individual to deal with a state of affairs is very dependent of the state of affairs itself (Sternberg, 1997). That is to say, individuals with diverse Thinking Styles might find different levels of difficulty when dealing with a task and they may follow a qualitatively different way for coping with this task. The Thinking Styles theory suggests that the performance of students with similar abilities will be influenced by their Thinking Styles (Sternberg, 1997). It can be interesting to identify the role of Thinking Styles in choice of strategies, skills, math students' cognitive development, etc. However, first a valid and consistent implementation, which will help in identifying clusters within the examined population, need to be established.

Sternberg's (1988, 1997) theory of mental self-government tackles people's Thinking Styles, which may be used in various settings, including university, home, and society. The notion that people need somehow to govern or manage their everyday activities is at the heart of this theory. This can be performed in different ways; whenever possible, people select styles of managing themselves with which they are feel comfortable. Yet, people are at least somewhat flexible in their style use; they and try with different degrees of success to become accustomed to the stylistic demands of a certain situation. That is, a person with one preference in one situation may have a different preference in another situation. Further, styles can change with time and life demands. Thinking Styles are at least partially socialized (Sternberg, 1997), a notion that suggests that, to some extent, they can be modified by the environment in which people live., the theory of mental self-government, as applied to individuals, posits thirteen Thinking Styles that fall along 5 dimensions of mental self-government: these are (a) forms, (b) functions (c) leanings, (d) scope, and (e) levels.

Forms:

A human being's mental self-government has 4 forms: monarchic, hierarchic, oligarchic, and anarchic. A person with a monarchic style enjoys being engaged in tasks that permit complete focus on one thing at a

justifies a question whether theories speak about unrelated concepts, or they are theories of the same construct, but have different names. What is a style exactly? How does a style differ from an ability?

Kagan (1976) divided people into two styles: impulsive and reflective persons, while Witkin (1978) used different bilateral classification in order to make them field-independent and field-dependent individuals. Another classification was provided by Gregorc (1985) who proposed two dimensions: (a) concrete vs. abstract and (b) sequential vs. random. The combinations between them can produce four major types of styles.

According to Myers & Mc Caulley (1988), there are 16 types, ensuing from all achievable interaction of (a) two ways of perceiving (sensing vs. intuiting), (b) two ways of judging (thinking vs. feeling), (c) two ways of dealing with self and others (being introvert vs. being extravert), and (d) two ways of dealing with the outer world (judging vs. perceiving) (Maria Kozhevnikov, 2007).

Actually, Sternberg's Thinking Styles theory is considered one of the most important theories which is interested in Thinking Styles. They are widely circulated and have been accepted in a lot of educational and psychological domains. Additionally, many researchers had demonstrated that Sternberg's questionnaire is a valid and reliable one, (for example, Zhang & Sachs, 1997; Zhang & Sternberg, 1998; Zhang, 1999; Bernardo & et al, 2002; Zhang, 2006; Aditomo, 2005; and Albaili, 2007). Thus, according to Sternberg's Thinking Styles theory, a style is a preferred way of thinking or of doing things. A style is not an ability, rather a preference in the use of the abilities people have. It is an interface between ability and personality (Sternberg, 1994, 1997).

Mental self-government Theory:

The Mental self-government theory is focused on one manifestation of cognitive styles, specifically Thinking Styles, which can be defined as the "preferred ways of using the ability one has" (Sternberg and Grigorenko, 1997). Sternberg (1997) draws parallels between the means that the individual organises his/her thinking and the way that society is governed. 13 Thinking Styles are proposed and grouped in five dimensions: these are function, forms, levels, leanings and scope of mental self-government.

A person's Thinking Styles, according to this approach, are considered to be mostly shaped by the individual's interaction with the environment and, thus, they are subject to change (Sternberg and

Methodology:

Sample: 324 first-year university students "of both genders and various specializations in the Syrian governmental Universities and Essex University in United Kingdom" have been tested.

Tools of the study:

Sternberg's Thinking Styles questionnaire had been used. This questionnaire consists of 65 items to measure 13 Thinking Styles which are contained in 5 dimensions. It had been used in both samples. Cronbach's alphas ranged from 0.74 to 0.79 for the British sample. The same ranges (0.74 to 0.79) were found in Syrian sample.¹ Internal correlations between 65 items and 13 styles which belong to them ranged from 0.75 to 0.94. These are some Sample items from the Sternberg questionnaire:

1. I like problems where I can try my own way of solving them. (Legislative)
2. I tend to pay little attention to details. (Global)
3. I like to challenge old ideas or ways of doing things and to seek better ones. (Liberal)
4. When talking or writing about ideas, I stick to one main idea. (Monarchic)
5. I like to work alone on a task or a problem. (Internal)

A Short History Background about Thinking Styles Theories:

There was some contrast of thinking style's formalization; sometimes, it was considered as an ability, and sometimes as a personality. Thus, it was used to describe different things. Based on this, Sternberg and Grigorenko (1997) presented a categorization of Thinking Styles as follows:

- a) The cognition-centered approach (closer to abilities)
- b) The personality-centered approach (closer to personality traits)
- c) The activity-centered approach (focused on activity)

Furthermore, after a sequence of studies, Sternberg (1997) concluded that Thinking Styles are in an intermediary area between personality and intelligence. On the other hand, based on the Thinking Styles' value in all the individual's activities, the theories interested in them are various; a great deal with regard to the number and content of proposed styles. So, exploring the differences among Thinking Styles theories

¹ Arabic Version of Sternberg's Thinking Styles Inventory, which was translated by Al-Jaridi, A. & Al-Haybi, B. (2004), * has been used in Syrian Sample.

subscales of Thinking Styles could be significant predictors of scientific giftedness.

4. Exploring the Correlations between Thinking Styles and many Different Educational variables.

In (1997) Grigorenko & Sternberg's study showed that Thinking Styles are capable of significantly foreshadowing academic performance more than ability tests scores can do. Moreover, this study clarified that students who have particular Thinking Styles were better on some forms of evaluation than on others. Albaili's (2007) research aim was to examine the differences in Thinking Styles among low, average, and high-achieving United Arab Emirates college students. Results indicated that low-achieving students scored significantly lower on Executive, Hierarchic, Anarchic, Local, Conservative, and Internal styles. Low-achieving students scored significantly higher on Legislative, Oligarchic, and Liberal styles. A discriminate analysis revealed that Executive and Conservative styles were the most discriminating factors that separated low-achieving students from their high-achieving peers. The purpose of Evans et al (2008) was to identify the teaching styles of public school teachers and to explore the relationship between teaching styles and cognitive ones. Participants in this study were 122 school teachers enrolled in a variety of graduate education courses in a university in Eastern Canada. They completed the Teaching Styles Questionnaire (TSQ), the Cognitive Style Index (CSI) and a demographic survey. Teachers did not differ in their teaching styles and the results suggest a relationship between teaching styles and cognitive ones. Implications of these findings for the teaching profession are discussed in their study. One of the goals of Zhang & Sternberg's (2002) study was to investigate the relationship between Thinking Styles and teachers' characteristics. Results from stepwise multiple-regression procedures indicated that six characteristics of teachers were significantly correlated with the Thinking Styles specified by the theory of mental self-government. These teacher characteristics are gender, professional work experience outside school settings, the degree of enjoying adopting new teaching materials, a tendency for using group projects in assessing student achievement, perceived autonomy for determining their teaching contents, and their rating of the quality of their students.

3. Exploring the Correlations between Thinking Styles and a Variety of Personality's Characteristics.

Zhang (2000) examined the relationship between Sternberg's Thinking Styles and Holland's personality types theory. Results showed that Thinking Styles and personality types corresponded to a certain degree as predicated by the theory. A negative relationship is found between the artistic type and the executive, local and conservative thinking style. The social and enterprising scales are positively related to the external style, whereas they are negatively correlated with the internal thinking style. Moreover, the social and enterprising scales are also positively related to the judicial thinking style. In a more recent study, Zhang (2006) explored the utility of measuring intellectual styles (a general term encompassing such style constructs as cognitive, learning, and Thinking Styles) besides measuring personality. The findings suggested that it is meaningful to investigate intellectual styles in addition to examining personality. In a subsequent study, Zhang (2008) also aimed to explore the relationship between Thinking Styles and emotions among university students in Hong Kong. Results indicated that Thinking Styles not only were associated with emotions but they also had predictive power for emotions to the highest level.

Kim & Michael (1995) identified a significant relationship between creativity measures and thinking style preferences. They found that students who were classified as using a thinking style preference are believed to be associated with right-brain dominance; those students were likely to achieve significantly higher scores on creativity measures than those who were classified as showing a thinking style preference hypothesized to be connected with either a left-brain dominance or an integrated-brain dominance. While Zhang (1999) studied the relationships between Thinking Styles assessed by the TSI and a number of student characteristics. She pointed out that legislative and liberal styles are creativity-relevant styles. Park & Choe (2005) examined whether the Thinking Styles based on the theory of mental self-government are able to forecast students' scientific giftedness. Findings showed that non-gifted students had got lower scores than gifted ones in all giftedness's factors. Additionally, the gifted students preferred the judicial, legislative, anarchic, global, external, and liberal styles, while non-gifted ones preferred the executive, oligarchic, and conservative styles. Results from the stepwise multiple regression analysis procedures indicated that the

government. Zhang (2006) investigated the efficiency of the theory of mental self-government in a non-academic setting. Results supported Sternberg's claim that the theory of mental self-government is a general theory of styles that applies to both academic and non-academic settings. Zhang & Sternberg's study (2002) had two goals. The first was to validate further Sternberg's theory of mental self-government in a cross-cultural setting. The results of the study showed that the TSQT is a reliable and valid inventory for assessing the Thinking Styles of primary and secondary school in-service teachers in Hong Kong. Cronbach's alphas ranged from .58 to .75, with a mean of .68 and a median of .66. A principal-axis factor analysis followed by an oblique rotation resulted in two factors that accounted for 73.8% of the variance in the data. Consequently, using Sternberg's questionnaire, in the present research, seems more suitable.

2. Investigation of the Differences in Thinking Styles According to the Demographic Data.

Demographic data include students' socioeconomic status, birth order, participant's age, gender, and so on; most studies, which have been done to investigate Thinking Styles, took into consideration one or more of these demographic data. Sternberg & Grigorenko's research work (1995) studied the difference between Thinking Styles among students who belong to various socioeconomic status in addition to birth order. Results showed that participants of higher socioeconomic status tended to score higher on the legislative style. Likewise, participants who were later-born in their family scored higher on the legislative style than did the participants who were earlier-born. While Zhang (2000) found diverse gender differences in Thinking Styles in the local style level. Male principals are higher than female ones when it comes to local style. However, Ratnasingam (2005) found gender differences where his study showed that male students use liberal style of thinking more than female students do. Other researchers such as Cilliers & Sternberg (2001) investigated Thinking Styles of university students, faculty, gender, and language group where their combinations served as categorical variables. The range of the mean rating scores for the Thinking Styles located this group within the scales "somewhat well" and "well". The group's favored Thinking Styles are executive, legislative, conservative, internal and hierarchic. Significant differences were found for 16% of the comparisons. Language and faculty were distinguished factors in the Thinking Styles priorities whereas gender was not. Conversely, gender was a distinct factor within faculties and the Afrikaans-speaking group.

requirements. Additionally, some theories and empirical studies have suggested that culture is a very basic factor forming cognition and Thinking Styles. For example, Ratnasingham (2005) used Sternberg's Thinking Styles questionnaire to look at the differences of Thinking Styles between British and Malaysian university students. Findings confirmed that British students use internal legislative and liberal styles, while Malaysian students use executive hierarchic, local, external and conservative styles. In the meantime, Zhang's study (1999) also clarified the importance of culture in individual's Thinking Styles.

Objectives of the Research:

The main objective of this research is to investigate differences in Thinking Styles between the two cultures (Syrian and British).

Subsidiary objectives include:

1. Comparing the differences in Thinking Styles between students of various specializations.
2. Testing differences in Thinking Styles between female and male students.

Literature Review:

Reviews of the previous literatures related to the current study indicate that these studies were often interested in:

1. To make sure that Sternberg's questionnaire is applicable to samples from different cultures and backgrounds.

Four studies concerning the theory of mental self-government have been carried out in Hong Kong (Zhang, 1999; Zhang & Sachs, 1997; Zhang & Sternberg, 1998, and Zhang, 2006). These studies indicate that the Thinking Styles defined by Sternberg's theory can also be identified among university students in Hong Kong. The internal consistency, reliability and validity are generally satisfactory. These studies suggested that the questionnaire is suitable to all samples used. In addition, Aditomo's (2005) article which aimed to explore the results of a literature review and experiential study to estimate the cross-cultural interior validity of the Thinking Styles Inventory and the mental self-government showed that interior validity is significant, but is also disapproved of as based on a fragile construct. While the study of Bernardo & his colleagues (2002) aimed to determine whether the approach of mental self-government apply to a non-Western culture. The results are explained with respect to the concepts and practices of Philippine culture and schools, and discussed in relation to the developmental assumptions of the theory of mental self-

Introduction:

Thinking attracts most contemporary psychologists' interest, as it is the main subject of the various human activities. Where we always think in an on-going way even when we do the simplest matters. In addition, thinking is the primary process of both teaching and learning practices.

What increases the importance of thinking investigation is the expanding information at the age of speed and the progress in media and communication which made the self-learning more necessary than ever. Learners should know how to deal with constantly growing amount of information. They also, should use proper Thinking Styles in order to understand with high adequacy what they receive from both school and their general life. So, the recent educational attitudes focus not on the quantity that students learn, rather on the development of a self-learning mechanism. An important part of the learning mechanism is Thinking Styles which learners use due to the fact that these styles have a big central role in information reception. Here, we find the reason of the relationship between the thinking and learning styles in many of research works (Ibrahim, 2007). Furthermore, Thinking Styles and learning styles are used as equivalent terms in no little number of studies (See for example Vengopal & Mridula, 2007). Individuals use different approaches to solve simple cognitive tasks; in addition, their preferences for these approaches are quite stable all the time and they are related to both intelligence and personality (Maria Kozhevnikov, 2007). On the other hand, Thinking Styles may change with time and life demands. If not so, they originate as a result of social factors. That is to say they can be modified in accordance with the environment which people reside in. (Sternberg, 1997)

The present research has a great significance through the integration between two vital areas of psychological concerns. These are the cognitive and the cross- cultural psychology. In the present study, the researcher has compared Thinking Styles of a Syrian Arab sample "university students" and a British one "university students". Another importance of this study comes from the fact that the cross-cultural studies experience a wide interest of current psychological consideration.

Anyway, according to Sternberg (1997) thinking is an intermediary domain between personality and intelligence. Cognitive styles are not simply inborn structures, dependent only on an individual's internal characteristics. Rather, they are interactive constructs that develop in response to social, educational, professional, and other environmental