The relationship between Thinking Styles and Learning styles Among Arab students in Junior Schools in Israel

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**Abstract**

The current study aims at investigating the relationship between thinking styles and learning styles among Arab high school students in Israel according to the following variables: gender, class, father culture, family economic status. The sample consisted of 201 students from Haifa District. Two questionnaires were used which are: the thinking styles questionnaire by Sternberg and Wagner (1991), which was translated by Abu Hashim (2007), and the learning techniques questionnaire by Waqad (2007). The results of this research showed that there is a relationship between the thinking methods in the three different groups and the four learning techniques. There are differences in the thinking methods among female students and the students of the ninth grade. There are also statistically significant differences in the first group of thinking methods among students according to the economic situation of the family, while there are no statistically significant differences among students according to the culture of parents. The results are also demonstrated that the females students use the four methods of learning which are: Converger , Diverger, Assimilator, and Accommodator more than male students. Ninth grade students used different learning styles more than the seventh and eighth grades. There are statistically significant differences in using the Converger learning style due to the culture of parents. There are no statistically significant differences in using different learning styles among students due to the family's economic situation. Finally, the researcher recommends the following:

* To take into consideration the learning methods in teaching male and female students.
* To vary the teaching strategies, and the evaluation techniques in order to be in harmony with the different methods of thinking and learning used by students.
* To develop training programs to develop these methods.
* To held training sessions for teachers in different educational stages in order to learn more about learning and thinking methods and how to use them in teaching and