Summary

Title:

Socialization Variables as Predictors of Teachers' Thinking Styles
 In the Light of Sternberg Theory

The Aims of the research:

The current research aims at exploring:-

1. The predictive ability of covert socialization variables for teachers' thinking styles.
2. The variation of thinking styles as a function of overt socialization variables.

Hypotheses of the research:

In light of the previous studies and research aims, the following hypotheses were tested:

1. Thinking styles of the whole sample vary according to gender.

2. Thinking styles of the whole sample vary according to specialization (scientific/ literary).

3. Thinking styles of the whole sample vary according to years of experience.

4. Covert socialization variables (autonomy - teacher's perception of administrative practices – teacher's enjoyment of teaching new subjects) significantly predict teachers' thinking styles (Legislative- Executive- Judicial - Global- Local – Conservative – Liberal) of the whole sample.

Method:

A. *Sample:-*

The current sample included (168) teachers, (90) male teacher, (78) female teacher. The sample was recruited from Fayoum governorate schools. Additionally, (150) teachers were selected for pilot study to validate study materials.

B. *Materials*

The researcher used the following materials:

1. Thinking Styles Questionnaire for Teacher**(TSQT**) :
   Prepared by: Sternberg& Grigorenko (1993)
   Translated by: Mohamed El sayed (2006).
   Modified by :The researcher

2. Teachers' perception of covert socialization variables Questionnaire:
   Prepared by: the researcher

C. *Statistical techniques*:

- T-test
- One-way-ANOVA
- Hierarchical Multiple regression
- Revised regression
- (Logarithm-Square-Square Root-Inverse) Transformations

D. *Procedures*:

1. Conducting a pilot study to validate the materials of the study.
2. Administering the materials to study sample.
3. Data analysis using spss.

   - "T-Test" was used for calculating differences.
   - "One-Way ANOVA" to measure the differences in thinking styles as a function of experience years of teaching
   - After controlling overt socialization variables (gender – specialization- experience years), the researcher used the "Hierarchical regression" as it helps to separate the effect of socialization variables.
   - "Revised regression" to improve the determination coefficient values" R^2" for predictive variables in every model instead of the using the original scores ﺳﺎ.To achieve this goal, it required using different transformations.

Results:

1- No statistically significant differences were found in thinking styles between male and female teachers.

2- No statistically significant differences were observed in thinking styles of the whole sample as a function of the teacher's major specialization..

3- There are statistically significant differences in the executive and conservative thinking styles of the whole sample in favor of the more experienced male and female teachers. In addition, there are statistically significant differences between teachers of the scientific specialization in the thinking styles (Legislative- Judicial- Liberal) in favor of the less experienced teachers.

4-The Covert socialization variable is a significant predictor of teachers' thinking styles, as autonomy variable significantly predicts the thinking styles (Legislative- Executive- Judicial - Global- Local –Liberal) . Also, the teacher's enjoyment of teaching new subjects variable significantly predicts the thinking styles (Legislative- Executive- Judicial –Liberal). In addition, the teacher's perception of administrative practices variable significantly predicts the executive thinking style.