

54
(TSI)

48)

102

2

1

:

.1
.2

(1992

(



21
1385

[1]



« » [11 10]

[4 3·2]

[5]

[12 9 10]

[6]

,1960

[13]

(Styles)

[8 7]

[9]

(0/20)

(cognitive styles)

(learning Styles)

.(thinking styles)

(function)

(levels)

,(Scope)

,(form)

13 [9]

(leanings)

(legislative)

.(judicial)

(executive)

[9]

[10]

(mental self-government)

(monarchic)

(oligarchic)

(hierarchic)

.(anarchic)



()
(

)
(

(1 : 3
(2 (local) (global) :

« » « »
(3

[10]

: 4
(external) (internal) :

[1]

[8]

[16]

[15]

[14]

(1 : 5
() (liberal) :

(2 (conservative)

(3

[12]

[14]

[13 10]



z

[15]

[17]

[18]

7

49

7

)

[(15]

[13]

7

[(11 10]

)

1=

)

(7=

)

:

(

)

(

)

(

)

(

)

[6]

)

(

(

(

)

)

(

)

(

,2

.(

12

[19]

10

[20]

1

48

10

102

54

0/96 0/76



:1

0/92	0/86	4/59	1,11,18,20,41,43, 47
0/76	0/83	4/28	9,17,21,23,24,26, 46
0/96	0/83	4/39	2,3,5,10,29,34,35 13,19,25,27,31,36
0/89	0/71	4/41	48,
0/95	0/78	4/54	6,14,15,30,40,42, 45
0/88	0/84	4/51	8,12,15,38,39,44, 49
0/77	0/85	4/29	4,7,22,28,32,33,3 7

[6]

2

0/61

9

9

1) 9 1

7

(

«

» [21]

7

1

(2

(1 :

(5

(4

(3

(7

(6

2

[21]

(p<./05) ./05

«

»

,./87)

,./65)

,./65)



(.56)

(.51)

.2

				1	
			1	<i>.55**</i>	
		1	<i>.62**</i>	<i>.29*</i>	
	1	<i>.40*</i>	<i>.41*</i>	<i>.49**</i>	
1	<i>.93**</i>	<i>.35*</i>	<i>.29*</i>	<i>.34*</i>	
<i>.65**</i>	<i>.76**</i>	<i>.51**</i>	<i>.56**</i>	<i>.58**</i>	

* p<.05 ** p<.01

69

3

3

P	T	BETA	
0/01	2/48	.18	
0/115	1/58	.13	
0/05	1/98	.15	
0/0001	4/07	.66	
0/428	.76	.12	
		.83	R
		.69	R2
		.67	R2
		.56	

[12]

[13]

[15] [17]

[10]

,3

.66

.15 .18



[9]

« » « »

[12]

[15]

[13]

[9]

[1]

[14]

)

(...

)

(

[9]

- _____
10. Grigorenko, E. L., & Sternberg, R. J. (1997) Styles of thinking, abilities, and academic performance. *Exceptional Children*, (63(3), 295-312.
 11. Sternberg, R. J. (1988) Mental self-government: a theory of intellectual styles and their development. *Human Development*, 31, 197-224.
 12. Sternberg, R.j.& Grigorenko, E.L. (1993) Thinking Styles and the gifted. *Roeper Review* , 15, 122-129. In R. J. Sternberg, & Ruzgis. *Intelligence and personality* (pp. 159-187). New York: Cambridge University press.
 13. Grigorenko, E. L., & Sternberg, R. J. (1995) Thinking styles. In D. Saklofske, & M. Zeidner, *International handbook of personality and intelligence* (pp.205-229). New York: Plenum.
 14. Zhang, L. F. (1999) Further cross-cultural validation of the theory of mental self-government. *The Journal of Psychology*, 133(2), 155-181.
 15. Zhang, L. F. (2000) Relationship between Thinking Styles Inventory and Study Process Questionnaire. *Personality and Individual differences*, 29, 841-856.
 16. Zhang, L. F., & Sternberg, R. J. (1998) Thinking styles, abilities, and academic achievement among Hong Kong university students. *Educational Research Journal*, 13(1), 41-62.
 17. Tso, S.M. (1998) Correlational study of thinking styles and academic achievement. A term paper submitted for a Master's in Education degree course. The University of Hong Kong.
 18. Sternberg, R. J. & Wagner, R. K. (1992) Thinking Styles Inventory. (Unpublished test) Yale University.
 19. Zhang, L. F., Sternberg, R. J. (2000) Are learning approaches and thinking styles related? A study in two Chinese populations. *The Journal of Psychology* (in press).
 20. Biggs, J.B. L. (1992) Why and how do Hong Kong students learn? Using the Learning and Study Process Questionnaire Education. Paper No. 14, Faculty of Education, The University of Hong Kong.
 21. Bernardo , A.B.I., Zhang, L.F. and Callueng, C. (2002) Thinking styles and Academic Achievement Among Filipino students. *The journal of Genetic psychology*, 2002,153(2),149-153.
1. Zhang, L.F. (2001) Thinking style, self-esteem extracurricular experiences. *International journal of psychology*, 36,100-107.
 2. Marsh, H.W., & Yeung, A.S. (1997) Causal effects of academic self- concept on academic achievement: structural equation models of longitudinal data. *Journal of Educational Psychology*, 89,41-54. 3.
 3. Helmke, A., & Van Aken, M.A.G. (1995) The causal ordering of academic achievement and self concept of ability during elementary school: A longitudinal study. *Journal of Educational Psychology*, 87,624-637.
 4. Pintrich, P. R., & De Groot, V. (1990) Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33-40.
 5. McClelland, D. (1989). *Human Motivation*. Cambridge University Press.
- » (1376) .6
- .77 114 ,1376
7. Kolb, D.A. (1984) *Experiential learning: Experience as source of learning and development*, Prentice-Hall. Inc. Engle wood cliffs, NJ.
 8. Sternberg, R. J., & Grigorenko, E. L. (1995) Styles of thinking in the school. *European Journal for High Ability*. 6, 201-219.
 9. Sternberg, R. J. (1997) *Thinking styles*. New York: Cambridge University Press.