

Abstract

Cognitive Learning Preferences of the Palestinian University Students and their Relations to Some Variables

Prepared By : Muyasser Milhim
Supervised By: Prof. Ahmad Fahim Jaber

The aim of this study was to identify cognitive learning preferences among students in the Palestinian universities in the West Bank (Bir-Zeit, Al-Quds, Bethlehem, Al-Quds Open University-Bethlehem Educational District and Hebron). This study also aimed to show the relationship of the variables of sex, specialization, academic level, accumulative average, place of residence, and standard of family income in the cognitive learning preferences among the students.

Starting from these objectives, the study attempted to answer the following questions:

- 1- What are the common cognitive preferences among students of Palestinian universities?
- 2- Do cognitive learning preferences differ among students of Palestinian universities due to sex?
- 3- Do cognitive learning preferences differ among second year and fourth year university students due to specialization?
- 4- Do cognitive learning preferences differ among second year and fourth year university students due to the academic level?
- 5- Do cognitive learning preferences differ among second year and fourth year university students due to the accumulative average?

specialization, academic level, accumulative average, place of residence, and the standard of family income.

The results related to the sex variable were in favor of female students. They indicated preference for the dimensions of application, persistence, remembering, motivation and responsibility, whereas male students indicated preference for the dimensions of scientific inquiry and principles.

As for the specialization variable, the students of the science faculties indicated preference for the dimensions of persistence, scientific inquiry, remembering, motivation, principles and responsibility, whereas students of the humanities faculties showed preference for the dimension of application.

As for the academic level variable, the second year students indicated preference for the dimensions of persistence, scientific inquiry, remembering, motivation, principles, and responsibility, whereas the fourth year students indicated preference for the dimension of application.

As for the accumulative average variable, students with the first level showed preference for the dimensions of persistence, remembering, motivation, responsibility and principles, whereas students with the fourth level indicated preference for the dimensions of application and scientific inquiry.

Regarding the place of residence variable, students who dwell in camps indicated preference for the dimensions of application, scientific inquiry, remembering, motivation, and principles, whereas students who

dwelt in cities showed preference for the dimension of persistence and responsibility.

Concerning the standard of family income variable, students with the first level indicated preference for the dimensions of principles and remembering, students with the second level students showed preference for the dimensions of persistence, motivation and responsibility, students with the fourth level students indicated preference for the dimensions of scientific inquiry; and students with the third level students showed preference for the dimension of application.