the relationship between rationality and irrationality ideas and thinking styles to the final section of secondary students

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Abstract

This study aimed to investigate the relationship between rationality and irrationality ideas and thinking styles to the final section of the secondary students developed so has to answer the following questions:

We used descriptive approach linking, we applied the study sample was selected at random strong (181 students and student test was use drational thoughts and irrational Suleiman Rihani (1985) and the list of thinking to Sternberg and methods Wagner Sternberg & Wagner, 1991) translation AbuHashimadd to Results of the study are as follows:

1- There is no correlation between the rationalan dirrational ideas and ways of thinking to the final section of the students of the secondary phase.
2- There are statistically significant differences between the means cores of students on a scale irrational thoughts and average students with the same premise.
3. There were nostaistically significant differences in ideas of rationality and irrationality due to the variable sex differences(male / female) with the same students.
4. There are nostaistically significant differences in ideas of rationality and irrationality attributed to differences in specialization (scientific / literary) with the same students.
5. There are nostaistically significant differences in ways of thinking due to the variables sex (Male / female) with the same students.
6. There are nostaistically significant difference esin thinking styles due to the variable Specialization (Scientific /literary) the same students

Keywords: rational ideas, irrational ideas, thinking, thinking styles.

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