AUTHOR INDEX

Ackerman, P. L., 138–39
Alamolhodaei, H., 124–28
Alevriadou, A., 254–56, 258–61
Allinson, C. W., 6–7, 14–16, 25–26, 212–13, 220–27
Amador-Campos, J. A., 36, 39–42
Anderson, P. E., 67–69
Angeli, C., 125–28, 196–97
Antoniotti, A., 38
Armstrong, S. J., 6–7
Ash, T., 43
Ashford, S. J., 3–4
Bailey, W., 239–43
Ball, D. W., 251–53
Bandura, A., 119–42
Barker, R. G., 214–16
Bartsche, T. W., 102–04
Biggs, J. B.
ability/intelligence studies and, 32–33
deep approach to learning development,
266–67
intervention research and, 263–68
learning approach model and, 22–23
learning orientation and, 23
personality research by, 4–5
psychosocial development and learning
and, 136–42
Bluc, A., 141–42
Block, J. H., 42–43, 63–66
Bloomberg, M., 89, 97–98
Böning, J., 42, 64–66
Borys, S. V., 236–37, 253–56, 258–61
Bosacki, S., 58–59
Bradshaw, C. M., 42
Brannigan, G. G., 43
Britton, K., 108–09, 177–78
Broberg, G. C., 102–04
Brown, F. W., 216–19, 229–32
Bruch, Hilde, 256–58
Burns, J. M., 231–32
Campbell, S. B., 37–38, 59, 63–66, 247–51,
296–302
Carless, S. A., 47–48
Cascallar, E., 136–39
Cassidy, S., 139–42
Cattell, R. B., 10, 43–46
Chambers, S. M., 170–72, 178–79
Chamorro-Premuzic, T., 48–50, 67–69, 75–77
Chang, Y., 144–48
Cheema, L., 14–16
Chen, G. H., 180–83
Cheng, S. Y., 243–46
Chickering, A., 148–59
Choong, S., 108–09, 177–78
Chotlos, J. W., 239–43
Clark, B. R., 214–16
Coates, S., 17–18
Coffield, F. C., 10–11
Cools, E., 227–29
Cooperman, E. W., 38
Corroyer, D., 130–32
Costa, P. T., 69–75
Cox, B. D., 216–19
Cronbach, L. J., 119–21, 272–76
Crump, J., 44–46
Crystal, D. S., 124–28
Csikszentmihalyi, M., 200–01, 222–27
Cullinan, D., 251–53
Curtiss, G., 72–73
### Author Index

<table>
<thead>
<tr>
<th>Author</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dahlin, B.</td>
<td>75–77</td>
</tr>
<tr>
<td>Dash, B. B.</td>
<td>53–58</td>
</tr>
<tr>
<td>Davidson, W. B.</td>
<td>63–66</td>
</tr>
<tr>
<td>Davis, C. D.</td>
<td>110–12</td>
</tr>
<tr>
<td>De Bell, M.</td>
<td>124–28</td>
</tr>
<tr>
<td>De Fruyt, F.</td>
<td>72–73</td>
</tr>
<tr>
<td>De Ribaucq, A.</td>
<td>19–21</td>
</tr>
<tr>
<td>Dellana, S. A.</td>
<td>103–95</td>
</tr>
<tr>
<td>De Vellis, R.</td>
<td>49–50</td>
</tr>
<tr>
<td>Dikici, A.</td>
<td>112–13</td>
</tr>
<tr>
<td>Diseth, A.</td>
<td>48–50</td>
</tr>
<tr>
<td>Dochy, F.</td>
<td>136–39</td>
</tr>
<tr>
<td>Dollinger, S. J.</td>
<td>107–09</td>
</tr>
<tr>
<td>Domino, G.</td>
<td>105–06</td>
</tr>
<tr>
<td>Donlon, G.</td>
<td>351–53</td>
</tr>
<tr>
<td>Donovan, D. M.</td>
<td>57–58</td>
</tr>
<tr>
<td>Doyle, J. A.</td>
<td>54–56</td>
</tr>
<tr>
<td>Drake, J. M.</td>
<td>128–29</td>
</tr>
<tr>
<td>Draper, B. T.</td>
<td>104–06</td>
</tr>
<tr>
<td>Dudley, G. E.</td>
<td>36–58</td>
</tr>
<tr>
<td>Durnell, A.</td>
<td>60</td>
</tr>
<tr>
<td>Dye, D. A.</td>
<td>72–73</td>
</tr>
<tr>
<td>Eachus, P.</td>
<td>139–42</td>
</tr>
<tr>
<td>Eagle, C. J.</td>
<td>17–18</td>
</tr>
<tr>
<td>Epstein, M. H.</td>
<td>251–53</td>
</tr>
<tr>
<td>Erez, M.</td>
<td>229–32</td>
</tr>
<tr>
<td>Eriksen, C. W.</td>
<td>296–302</td>
</tr>
<tr>
<td>Erikson, Erik</td>
<td>148–59</td>
</tr>
<tr>
<td>Erwin, T. D.</td>
<td>150–51</td>
</tr>
<tr>
<td>Evans, C.</td>
<td>6–7</td>
</tr>
<tr>
<td>Eysehck, H. J.</td>
<td>54–56, 61–63</td>
</tr>
<tr>
<td>Fan, J. Q.</td>
<td>50–52, 153–55, 267–68</td>
</tr>
<tr>
<td>Farzad, V.</td>
<td>81</td>
</tr>
<tr>
<td>Fayttinger, S.</td>
<td>59–60</td>
</tr>
<tr>
<td>Fiebert, M.</td>
<td>236–37, 243–46, 258–61</td>
</tr>
<tr>
<td>Fiedler, F. E.</td>
<td>220–22</td>
</tr>
<tr>
<td>Fine, B. J.</td>
<td>54–56</td>
</tr>
<tr>
<td>Fiske, D. W.</td>
<td>296–302</td>
</tr>
<tr>
<td>Fjell, A. M.</td>
<td>81</td>
</tr>
<tr>
<td>Flavell, J. H.</td>
<td>130–32</td>
</tr>
<tr>
<td>Fraser, M. M.</td>
<td>104–06</td>
</tr>
<tr>
<td>Friedman, R. J.</td>
<td>130–32</td>
</tr>
<tr>
<td>Fuqua, D. R.</td>
<td>102, 203–06</td>
</tr>
<tr>
<td>Fuqua, R. W.</td>
<td>102–04</td>
</tr>
<tr>
<td>Gade, E.</td>
<td>102, 203–06</td>
</tr>
<tr>
<td>Gallagher, J. M.</td>
<td>95–96, 113–15</td>
</tr>
<tr>
<td>Gardner, W. L.</td>
<td>213–14, 222–27</td>
</tr>
<tr>
<td>Garkkink, P. E.</td>
<td>256–58</td>
</tr>
<tr>
<td>Garner, D. M.</td>
<td>256–58</td>
</tr>
<tr>
<td>Garner, W. R.</td>
<td>296–302</td>
</tr>
<tr>
<td>Gelades, G. A.</td>
<td>62–63</td>
</tr>
<tr>
<td>Gentry, W. A.</td>
<td>216–19</td>
</tr>
<tr>
<td>Gesell, G. A.</td>
<td>96–97</td>
</tr>
<tr>
<td>Ghana-ei, Z.</td>
<td>80</td>
</tr>
<tr>
<td>Gioletta, M. A.</td>
<td>38</td>
</tr>
<tr>
<td>Glaser, B. G.</td>
<td>125–28</td>
</tr>
<tr>
<td>Gledhill, R. F.</td>
<td>3–4</td>
</tr>
<tr>
<td>Glenn, David</td>
<td>12</td>
</tr>
<tr>
<td>Gleser, G. C.</td>
<td>56–58, 83–84</td>
</tr>
<tr>
<td>Goff, M.</td>
<td>138–39</td>
</tr>
<tr>
<td>Goldstein, G.</td>
<td>239–43</td>
</tr>
<tr>
<td>Golomer, E.</td>
<td>130–32</td>
</tr>
<tr>
<td>Goodenough, D. R.</td>
<td>7–8, 17–18, 36, 236–37, 239–43</td>
</tr>
<tr>
<td>Goodman, A.</td>
<td>239–43</td>
</tr>
<tr>
<td>Gottfredson, G. D.</td>
<td>69–75</td>
</tr>
<tr>
<td>Grable, L.</td>
<td>170–72</td>
</tr>
<tr>
<td>Grandgenett, D. J.</td>
<td>192–93</td>
</tr>
<tr>
<td>Grigorenko, E. L.</td>
<td>4–5, 11–12, 35–53</td>
</tr>
<tr>
<td>Groves, M.</td>
<td>136–39</td>
</tr>
<tr>
<td>Gruenfeld, L. W.</td>
<td>212–13</td>
</tr>
<tr>
<td>Guilford, J. P.</td>
<td>18, 93–94, 100, 306–08</td>
</tr>
<tr>
<td>Gundlach, R. H.</td>
<td>96–97</td>
</tr>
<tr>
<td>Hackett, P. W.</td>
<td>214–16</td>
</tr>
<tr>
<td>Hagen, P. T.</td>
<td>218–19</td>
</tr>
<tr>
<td>Hague, W. H.</td>
<td>57–58</td>
</tr>
<tr>
<td>Hake, H. W.</td>
<td>296–302</td>
</tr>
<tr>
<td>Hakstian, A. R.</td>
<td>100</td>
</tr>
<tr>
<td>Hallahan, D. P.</td>
<td>251–53</td>
</tr>
<tr>
<td>Harrington, D. M.</td>
<td>42–43, 63–66</td>
</tr>
<tr>
<td>Harrison, A.</td>
<td>256–58</td>
</tr>
<tr>
<td>Harrison, D. K.</td>
<td>253–56</td>
</tr>
<tr>
<td>Hautala, V. M.</td>
<td>231–32</td>
</tr>
<tr>
<td>Hayes, J.</td>
<td>6–7, 14–16, 25–26, 212–13, 220–27</td>
</tr>
<tr>
<td>He, Y. E.</td>
<td>50–52</td>
</tr>
<tr>
<td>Hechtman, L.</td>
<td>250–51</td>
</tr>
<tr>
<td>Hedlund, J.</td>
<td>3–4</td>
</tr>
<tr>
<td>Henson, R. K.</td>
<td>178–79</td>
</tr>
<tr>
<td>Hillison, J.</td>
<td>203–06</td>
</tr>
<tr>
<td>Holland, C. J.</td>
<td>67–69</td>
</tr>
<tr>
<td>Holland, J. L.</td>
<td>career personality assessment and, 133–36, 203–06</td>
</tr>
</tbody>
</table>
Author Index

Honey, P., 264–65
Hopkins, J., 250–51
Horn, J. L., 43–46, 272–76
Houlberg, K., 247–51
Houtz, J. C., 175–76
Hunt, H., 96
Hurlbert, G., 102, 203–06
Hustmyer, F., 239–43
Ihilevich, D., 56–58, 83
Innerd, W., 58–59
Isaksen, S. G., 247–51
Jackson, D., 96–97
Janeke, H. C., 156–59
Kadivar, P., 81
Kagan, J., 93–94
Karp, S. A., 36, 236–37, 239–43
Kaufman, J. M., 251–53
Kaufman, A. S., 43–46, 57–58
Kaufman, J. C., 110–12
Kaufman, N. L., 43–46
Keller, J., 110–32
Kelly, K. E., 109–10
Keogh, B. K., 251–53
Kerschner, J. R., 105–06
Kettering, R., 56–58
Khatena, J., 104–06
Kirchner-Netot, T., 36, 39–42
Kirschner, P., 196–97
Kirton, M. J., 18–19, 34–35, 93–94
leadership behaviors/practices and, 227–29
student and decision-making/
problem-solving, 128–29
work environment and intellectual styles
and, 212–13
Knapp, R. H., 66–67
Kneipp, L. B., 109–10
Kobasa, S. C., 82–83
Kogan, N., 8–9, 91–92
Kolb, D. A., 14–16, 264–65
Koppelman, K. L., 188–89
Kristofferson, A., 239–43
Kwong, N. A., 62–63
Kyndt, E., 136–39
Lawler, E. E., 220–22
Leary, M. M., 216–19, 229–32
Ledger, G., 105–06
Leventhal, G., 59–60
Levine, T., 32–33, 53–58
Lin, W. C., 106–09, 110–12, 144–48
Lindsay, P., 130–32
Lokan, J., 47–48
Long, G. L., 243–46
Lowman, R. L., 47–48
Lu, C. C., 101–02
Lubart, T. I., 90, 91–92
Luh, D. B., 101–02
Luria, A. R., 43–46
MacDonald, D. A., 67–69
MacKinnon, Donald, 106–09
Mackler, B., 96–97
Magno, C., 136–39
Mahllos, M., 186–90
Margolis, H., 43
Martinco, M. J., 213–14, 222–27
Marton, F., 23
Masten, W. G., 104–06
McCaulley, M., 20–21, 43–46
McClelland, D. C., 128–29
McClure, F. H., 110–12
McCrae, R. R., 69–75
McGregor, D., 227–32
McKenna, F. P., 10, 32–33, 53–38
McLeod, M. E., 193–95
McMorris, R. F., 98
Mehta, P., 128–29
Meneely, J., 105–06
Meng, X. H., 37
Mervielde, I., 72–73
Messer, S. B., 32–33, 39
Michalica, K., 96
Miller, A., 97–98
Mills, C. J., 183–85
Mondore, S. P., 216–19
Moos, R., 214–16
Moran, J. D. III, 102–04
Morgan, J., 183–85
Morgenstern, G., 247–51
Moutafi, J., 44–46, 222–27
Mukhopadhyay, P., 53–38
### Author Index

<table>
<thead>
<tr>
<th>Author</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mumford, A.</td>
<td>264–65</td>
</tr>
<tr>
<td>Munday, R.</td>
<td>170–72</td>
</tr>
<tr>
<td>Muñoz-Doyague, González-Alvarez, and Nieto</td>
<td>101–02</td>
</tr>
<tr>
<td>Munro, Nicholas</td>
<td>177–78</td>
</tr>
<tr>
<td>Murphy, A.</td>
<td>56–59</td>
</tr>
<tr>
<td>Myers, B.</td>
<td>20–21, 43–46</td>
</tr>
<tr>
<td>Narrol, H.</td>
<td>130–32</td>
</tr>
<tr>
<td>Nebel, K. R.</td>
<td>3–4</td>
</tr>
<tr>
<td>Nicolaou, A. A.</td>
<td>125–28</td>
</tr>
<tr>
<td>Niu, W. H.</td>
<td>110–12</td>
</tr>
<tr>
<td>O’Connor, S. J.</td>
<td>216–19</td>
</tr>
<tr>
<td>O’Leary, M. R.</td>
<td>57–58</td>
</tr>
<tr>
<td>Ohnmacht, F. W.</td>
<td>98</td>
</tr>
<tr>
<td>Overby, A.</td>
<td>170–72</td>
</tr>
<tr>
<td>Owen, C.</td>
<td>106–09</td>
</tr>
<tr>
<td>Palaskonis, D. G.</td>
<td>106–09</td>
</tr>
<tr>
<td>Palut, B.</td>
<td>77, 81–82</td>
</tr>
<tr>
<td>Parasnis, I.</td>
<td>243–46</td>
</tr>
<tr>
<td>Park, N.</td>
<td>177–78</td>
</tr>
<tr>
<td>Pascual-Leone, J.</td>
<td>119–21</td>
</tr>
<tr>
<td>Pask, G.</td>
<td>23</td>
</tr>
<tr>
<td>Patrick, A.</td>
<td>60</td>
</tr>
<tr>
<td>Patterson, A. S.</td>
<td>170–72</td>
</tr>
<tr>
<td>Pearson, J. L.</td>
<td>106–09</td>
</tr>
<tr>
<td>Perlmutter, M. D.</td>
<td>57–58</td>
</tr>
<tr>
<td>Perlmutter, T.</td>
<td>250–51</td>
</tr>
<tr>
<td>Perry, W. G.</td>
<td>142–48</td>
</tr>
<tr>
<td>Pervin, L. A.</td>
<td>214–16</td>
</tr>
<tr>
<td>Peterson, C.</td>
<td>108–09, 177–78</td>
</tr>
<tr>
<td>Philippou, G. N.</td>
<td>125–28</td>
</tr>
<tr>
<td>Phye, G. D.</td>
<td>102–04</td>
</tr>
<tr>
<td>Porter, L. W.</td>
<td>220–22</td>
</tr>
<tr>
<td>Portillo, M.</td>
<td>105–06</td>
</tr>
<tr>
<td>Poster, D. C.</td>
<td>239–43</td>
</tr>
<tr>
<td>Prosser, M.</td>
<td>23–24, 167–72, 278–82</td>
</tr>
<tr>
<td>Purcell, S. L.</td>
<td>170–72</td>
</tr>
<tr>
<td>Quenk, N. L.</td>
<td>66–67</td>
</tr>
<tr>
<td>Ramsden, P.</td>
<td>23, 299–302</td>
</tr>
<tr>
<td>Reber, A. S.</td>
<td>147–48</td>
</tr>
<tr>
<td>Reilly, M. D.</td>
<td>216–19, 229–32</td>
</tr>
<tr>
<td>Renninger, K. A.</td>
<td>167–72</td>
</tr>
<tr>
<td>Reuchlin, M.</td>
<td>119–21</td>
</tr>
<tr>
<td>Richard, M.</td>
<td>183–85</td>
</tr>
<tr>
<td>Richert, A. J.</td>
<td>56–58</td>
</tr>
<tr>
<td>Riding, R. J.</td>
<td>14–16</td>
</tr>
<tr>
<td>Robinson, R. E.</td>
<td>222–27</td>
</tr>
<tr>
<td>Rodrigues, D.</td>
<td>62–63</td>
</tr>
<tr>
<td>Rosey, F.</td>
<td>130–32</td>
</tr>
<tr>
<td>Ross, C. F. J.</td>
<td>176–77</td>
</tr>
<tr>
<td>Rozencwajg, P.</td>
<td>130–32</td>
</tr>
<tr>
<td>Rushton, S.</td>
<td>183–85</td>
</tr>
<tr>
<td>Säljö, R.</td>
<td>23</td>
</tr>
<tr>
<td>Sangari, A. A.</td>
<td>81</td>
</tr>
<tr>
<td>Saracho, O. N.</td>
<td>198–99</td>
</tr>
<tr>
<td>Satterly, D. J.</td>
<td>38</td>
</tr>
<tr>
<td>Sayles-Folks, S. L.</td>
<td>253–56</td>
</tr>
<tr>
<td>Schinka, J. A.</td>
<td>72–73</td>
</tr>
<tr>
<td>Schmidt, C. P.</td>
<td>102–04, 189–90</td>
</tr>
<tr>
<td>Schroeder, H. G.</td>
<td>239–43</td>
</tr>
<tr>
<td>Schwartz, M.</td>
<td>130–32</td>
</tr>
<tr>
<td>Scratchley, L. S.</td>
<td>100</td>
</tr>
<tr>
<td>Seligman, M. E. F.</td>
<td>108–09, 123–24, 177–78, 200–01</td>
</tr>
<tr>
<td>Serafino, P. A.</td>
<td>186–90</td>
</tr>
<tr>
<td>Shang Yang</td>
<td>299–302</td>
</tr>
<tr>
<td>Shevrin, H.</td>
<td>57–58</td>
</tr>
<tr>
<td>Shewchuk, R. M.</td>
<td>216–19</td>
</tr>
<tr>
<td>Shokri, O.</td>
<td>81</td>
</tr>
<tr>
<td>Sinor, J.</td>
<td>102–04</td>
</tr>
<tr>
<td>Sisco, H.</td>
<td>59–60</td>
</tr>
<tr>
<td>Skinner, N. E.</td>
<td>128–29</td>
</tr>
<tr>
<td>Smith, B.</td>
<td>170–72</td>
</tr>
<tr>
<td>Smith, K. E.</td>
<td>202–03</td>
</tr>
<tr>
<td>Smokler, I. A.</td>
<td>57–58</td>
</tr>
<tr>
<td>Snyder, S. S.</td>
<td>167–72</td>
</tr>
<tr>
<td>Sonuga-Barke, E.</td>
<td>247–51</td>
</tr>
<tr>
<td>Sperry, R. W.</td>
<td>220–22</td>
</tr>
<tr>
<td>Spitz, H. H.</td>
<td>236–37, 253–56, 258–61</td>
</tr>
<tr>
<td>Spotts, J. V.</td>
<td>96–97</td>
</tr>
<tr>
<td>Srivastava, S.</td>
<td>106–09</td>
</tr>
<tr>
<td>Sternberg, L. S.</td>
<td>251–53</td>
</tr>
<tr>
<td>Sternberg, R. J.</td>
<td>3–4, 77–84</td>
</tr>
</tbody>
</table>

- ability/intelligence and styles studies and, 32–33, 35–53
- on creative thinking and ability, 90, 299–302
- intellectual styles research and, 3–27
- intervention research and, 263–68
- mental self-government theory of, 35–53
- teachers’ personality traits and intellectual styles and, 176–77
- teachers’ work environment and intellectual styles and, 167–72
- teaching styles and research of, 164–65
<table>
<thead>
<tr>
<th>Author</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strauss, A. L.</td>
<td>125–28</td>
</tr>
<tr>
<td>Struyven, K.</td>
<td>136–39</td>
</tr>
<tr>
<td>Sun, C.</td>
<td>144–48</td>
</tr>
<tr>
<td>Suphi, N.</td>
<td>139–42</td>
</tr>
<tr>
<td>Sutherland, E. H.</td>
<td>239–43</td>
</tr>
<tr>
<td>Szabadi, E.</td>
<td>42</td>
</tr>
<tr>
<td>Tai, R.</td>
<td>267–68, 372–78</td>
</tr>
<tr>
<td>Taylor, P.</td>
<td>23–24</td>
</tr>
<tr>
<td>Tokar, D. M.</td>
<td>72</td>
</tr>
<tr>
<td>Toner, B. B.</td>
<td>256–58</td>
</tr>
<tr>
<td>Tordella, C. L.</td>
<td>239–43</td>
</tr>
<tr>
<td>Towson, S.</td>
<td>58–59</td>
</tr>
<tr>
<td>Trigwell, K.</td>
<td>23–24, 167–72, 278–82</td>
</tr>
<tr>
<td>Trow, M.</td>
<td>214–16</td>
</tr>
<tr>
<td>Tsagarakis, C. I.</td>
<td>67–69</td>
</tr>
<tr>
<td>Upmanyu, V. V.</td>
<td>201–02</td>
</tr>
<tr>
<td>Valanides, N.</td>
<td>196–97</td>
</tr>
<tr>
<td>Van den Broek, M. D.</td>
<td>42</td>
</tr>
<tr>
<td>van Der Merwe, C. A.</td>
<td>3–4</td>
</tr>
<tr>
<td>Vaughan, J. A.</td>
<td>66–67</td>
</tr>
<tr>
<td>Vermunt, J. D.</td>
<td>14–16</td>
</tr>
<tr>
<td>Walhovd, K. B.</td>
<td>81</td>
</tr>
<tr>
<td>Walla, L. A.</td>
<td>180–83</td>
</tr>
<tr>
<td>Wang, D.</td>
<td>144–48</td>
</tr>
<tr>
<td>Waring, M.</td>
<td>6–7</td>
</tr>
<tr>
<td>Watkins, D. A.</td>
<td>75–77</td>
</tr>
<tr>
<td>Watson, L. W.</td>
<td>203–06</td>
</tr>
<tr>
<td>Wegner, R. C.</td>
<td>227–32</td>
</tr>
<tr>
<td>Weijs, H.</td>
<td>42, 64–66</td>
</tr>
<tr>
<td>Weiss, G.</td>
<td>250–51</td>
</tr>
<tr>
<td>Weissenberg, P.</td>
<td>212–13, 220–22</td>
</tr>
<tr>
<td>Werner, H.</td>
<td>95–100</td>
</tr>
<tr>
<td>Wertheimer, M.</td>
<td>91–92</td>
</tr>
<tr>
<td>Wiesbeck, G. A.</td>
<td>42, 84–66</td>
</tr>
<tr>
<td>Wiggins, J. D.</td>
<td>203–06</td>
</tr>
<tr>
<td>Wilcox, Diane M.</td>
<td>170–72</td>
</tr>
<tr>
<td>Wilt, J. M.</td>
<td>3–4</td>
</tr>
<tr>
<td>Windham, R.</td>
<td>170–72</td>
</tr>
<tr>
<td>Witkin, H. A.</td>
<td></td>
</tr>
<tr>
<td>ability/intelligence studies and, 32–33, 53–38</td>
<td></td>
</tr>
<tr>
<td>alcoholism and intellectual styles, 239–43</td>
<td></td>
</tr>
<tr>
<td>on creativity and intellectual styles, 91–92, 93–94, 95–100</td>
<td></td>
</tr>
<tr>
<td>field dependence/independence concept and, 17–18, 236–37, 239–43</td>
<td></td>
</tr>
<tr>
<td>field independence development and, 264–65</td>
<td></td>
</tr>
<tr>
<td>intellectual styles research and, 4–5, 7–8</td>
<td></td>
</tr>
<tr>
<td>intervention research and, 263–68</td>
<td></td>
</tr>
<tr>
<td>personality and styles studies and, 34–35</td>
<td></td>
</tr>
<tr>
<td>teaching styles and research of, 164–65</td>
<td></td>
</tr>
<tr>
<td>work environment and intellectual styles and, 212–13</td>
<td></td>
</tr>
<tr>
<td>Woerner, M.</td>
<td>32–33, 53–38</td>
</tr>
<tr>
<td>Wolf, E.</td>
<td>57–58</td>
</tr>
<tr>
<td>Xie, Q. Z.</td>
<td>36, 44, 49–50, 147–48</td>
</tr>
<tr>
<td>Xistouri, X.</td>
<td>125–28</td>
</tr>
<tr>
<td>Yang, S. C.</td>
<td>106–09, 110–12, 144–48</td>
</tr>
<tr>
<td>Yaratan, H.</td>
<td>139–42</td>
</tr>
<tr>
<td>Yu, D. M.</td>
<td>267–68</td>
</tr>
</tbody>
</table>
ability/intelligence. See also intelligence
career personality type/style and, 47–48
field dependence/independence
and, 53–58
intellectual styles and, 32–33, 52
learning approach and, 48–50
personality-centered construct and, 43–46
reflectivity-impulsivity construct studies
and, 39–43
research findings on intellectual styles
and, 35–53
thinking styles and, 50–52
academic performance
intellectual styles and, 3–4
of students, teaching methods and styles
and, 198–99
Academic Self-efficacy Scale, psychosocial
development and, 139–42
achieved learning approach
personality traits and, 75–77
psychosocial development
and, 141–42
Achievement Motivation Inventory (AMI),
student learning and decision-making/
problem solving, 128–29
Achievement Motivations Measure - Revised,
student learning and career
personality, 133–36
achievement motivation style, student learning
and career personality, 133–36
Achievement-via-Independence (AI) scale,
reflectivity-impulsivity and personality
traits and, 64–66
Achieve Motives Scale, cognitive development
and learning and, 144–48
achieving orientation, 23
activity-centered intellectual style, 4–5
critiques of, 11–12
intelligence studies and, 35–53
adaptation-innovation typology
leadership behaviors and practices
and, 227–29
student and decision-making/
problem-solving, 128–29
Type I intellectual styles and, 299–302
work environment and, 212–13
Adjective Checklist-Cr (ACL-Cr), 105–06
Adjective Checklist Creative Personality
Scale, 105–06
“Adorno” concepts
Kirton’s development of, 61–63
teachers’ personality traits and, 176–77
Adult Nowicki-Strickland Internal-External
Locus of Control Scale, locus of control
and field dependence/independence
and, 59–60
Adult Sources of Self-Esteem Inventory, self-
esteem and learning approaches, 75–77
affective commitment
teachers’ intellectual style and, 172–74
teachers intellectual styles and, 206–08
aggressive defenses, 56–58
alcoholism
field independence development
and, 264–65
intellectual styles and, 239–43
Altruism Scale, student learning and field
dependence/independence and, 125
ambiguity, tolerance of, innovative-adaptive
decision-making/problem-solving style
and, 61–63
American Philosophical Association, 144
analysis, right-brain dominance and, 25–26
analytic-intuitive style
creativity and, 104–06
dimension and measurement, 25–26
interpersonal relations/social orientation in
work environment and, 220–22
occupational seniority and, 222–27
anarchic thinking style, 24–25
defense mechanisms and, 83–84
Eriksonian developmental stages and, 152–53
anorexia nervosa, intellectual styles
and, 256–58
Approaches and Study Skills Inventory for Students (ASSIST), 23
learning approach and intelligence/ability
and, 48–50
psychosocial development and, 139–42
Approaches to Studying Inventory (ASI), 23
Approaches to Teaching Inventory (ATTI), 23–24
explicit learning and, 278–82
organizational commitment and, 172–74
sample items, 313
self-rate abilities of teachers and, 178–79
work environment and intellectual styles
and, 167–72
Approaches to Teaching Inventory - Revised
occupational stress and, 202–03
teachers' emotions and, 201–02
Arousal-Sensing Tendency Instrument,
innovative-adaptive decision-making/
problem-solving style and, 61–63
artificial grammar learning exercise, 147–48
artistic individuals, learning style of, 21–22
ability/intelligence and career personality
and, 47–48, 69–75
creativity and career personality
types, 109–10
"A Threefold Model of Intellectual Styles"
(Zhang & Sternberg), 13–14
Augmented Baltimore Longitudinal Study
of Aging, 69–75
Baddeley Reasoning Test, learning approach
and intelligence/ability studies, 48–50
Barron-Welsh Art Scale (BWAS), 96
creativity testing and, 106–09
behavior
defense mechanisms and, 56–58
leadership behaviors/practices and, 227–29
teachers' classroom behavior, 185–93
behavior setting theory, work environment
and, 214–16
BENCHMARKS assessment, subjective
well-being in workplace and, 216–19
Bennett Mechanical Comprehension
test, 47–48
Big Five personality trait model, 52–53
career personality type/style and, 69–75
innovative-adaptive decision-making
and, 61–63
learning approaches and, 75–77
need for cognition and, 60
personality types and, 67–69
teachers' personality traits and, 176–77
thinking styles and, 78–79, 81
Big Three personality trait model, 52–53
"Adorno" concepts and, 61–63
career personality models and, 69–75
field dependence/independence
and, 54–56
binge eating, intellectual styles and, 256–58
bipolar disorder, creativity and, 106–09
Block Design test, field-dependence/
independence studies, 54–56
Body-Adjustment Test, 239–43, 314–16
brain dominance
creativity and, 104–06
defined, 19–20
student learning and development
and, 132–33
bulimia nervosa, intellectual styles
and, 256–58
California Child Q Set, 63–66
California Critical Thinking Disposition
Inventory (CCTDI)
cognitive development and learning
processes and, 142–48
teachers' creative and critical thinking
and, 175–76
California Psychological Inventory (CPI)
leadership behaviors/practices
and, 229–32
reflectivity-impulsivity and personality traits
and, 64–66
California Test of Mental Maturity
intuitive personality style and, 43–46
reflectivity-impulsivity and ability/
intelligence studies, 39–43
canonical correlation analysis
career personality traits and, 69–75
creativity and, 98–99
career development, student learning
and, 120–21
Subject Index

career personality type/style
ability/intelligence and, 47–48
creativity and, 109–10
job satisfaction of teachers and, 203–06
measurement of, 21–22
personality traits and, 69–75
student learning and, 133–36
studies of, 34–35
Center for Creative Leadership, 227–29
character strengths, teaching approaches and styles and, 177–78
children, reflectivity-impulsivity and ability/intelligence studies in, 42–43
Children's Depression Inventory, 130–32
Children's Embedded Figures Test (CEFT)
field dependence/independence studies and, 17–18, 53–38
hearing impairment and, 244–45
hyperactivity and intellectual styles and, 247–51
mental retardation and, 254–56
optimism/pessimism and field dependence/independence and, 59
student performance on academic skills tests, 198–99
Children's Form B, Style of Learning and Thinking (SOLAT) test, creativity and modes of thinking, 105–06
choice commitment, teachers' intellectual style and, 172–74
Chopsticks Creativity Test, 106–09
thinking styles and, 110–12
Chronicle of Higher Education, 12
Classroom Environment Index, 180–83
cognition-centered intellectual style, 4–5
defense mechanisms and, 56–58
occupational seniority and, 222–27
problem solving and intellectual function and, 10
studies on intelligence and, 35–53
cognitive development
creativity and, 98–99
field dependence/independence and, 125–28
learning processes and, 142–48
Cognitive Style and Cognitive Development
(Globerson & Zelniker), 119–21
cognitive styles, classification of, 6–7
commitment, cognitive development and, 142–48
communication technology, student learning and, 123–24
Comprehensive Tests of Basic Skills (CTBS)
mutual student-teacher evaluation, 199–200
student performance on, 198–99
computing and information technology (CIT)
changing teaching context and attitudes toward, 170–72
student thinking styles and teaching with, 151–52
work environment perceptions and, 214–16
Concentration-load Test, reflectivity-impulsivity and ability/intelligence studies, 42
counting-change/student-focused (CCSF)
teaching approach, 23–24
explicit learning and, 278–82
teachers' emotions and, 201–02
critical tempo construct, 19
creativity and, 102–04
intelligence test results and, 39–43
personality traits and, 63–66
reflectivity development intervention and, 265–66
research on, 32–33
consciousness personality trait, 67–69
learning approaches and, 75–77
thinking styles and, 80
Consequences test, creativity and personality types and, 108–09
conservative thinking style, 24–25
self-esteem and, 77–78
conservative thinking style, neuroticism and, 80
constant comparative analysis, student learning and field dependence/independence and, 135–28
conventional personality, 21–22, 69–75
job satisfaction of teachers and, 203–06
Coping Analysis Schedule for Educational Settings (CASES), 190–93
coping research, defense mechanisms and, 56–58
Creative Achievement Questionnaire, 101–02
Creative Domains Questionnaire (CDQ), thinking styles and, 110–12
Creative Personality Scale, personality styles and creativity and, 106–09
Creative Potential Tests, 96–97
Subject Index

creativity
  career personality type and, 109–10
  computing and information technology in
  education and, 151–52
  conceptual models of intellectual styles
  and, 91–92
  decision-making/problem-solving and, 101–02
  development of, 299–302
dogmatism and, 98
evaluation and, 97–98
field dependence/independence and, 95–100
intellectual styles and, 90–94
limitations and implications of intellectual
styles and, 113–15
literature on intellectual styles and, 93–94
mobility/fixedness and, 98–99
mode of thinking and, 104–06
personality types and, 106–09
reflectivity-impulsivity and, 102–04
research methodology on intellectual styles
and, 94–95
structure of intellect model and, 100
student learning process and, 136–39
teachers' intellectual styles and, 175–76
in thinking styles, 24–25
teachers' intellectual styles and, 175–76
thinking styles and, 110–12
Creativity Behavior Inventory, personality
styles and creativity and, 106–09
Creativity Fostering Teacher Index Scale, 112
critical thinking
cognitive development and learning
and, 142–48
student learning and, 119–21
teachers' intellectual styles and, 175–76
cross-national studies, career personality traits
and, 73–75
cultural context
field dependence/independence and, 53–58
leadership behaviors/practices and, 227–29
personality and, 20–21
personality/personality traits and, 52–53
studies on intelligence and intellectual styles
and, 35–53
work environment and, 212–13
Culture Fair Intelligence Test, 37
“Customized Teaching Fails a Test” (Glenn), 12
decentration, creativity and, 113–15
decision-making/problem-solving construct
creativity and, 101–02
leadership behaviors/practices and, 227–29
measurement of, 18–19
personality traits and, 61–63
student learning and development
and, 128–29
deep learning approach, 6–7, 22–23
intervention for development of, 266–67
personality traits and, 75–77
psychosocial development and, 139–42
student learning process and, 136–39
Defense Mechanism Inventory (DMI), 56–58
Defense Mechanism Inventory - Alternative
Form (DMI-AF), thinking styles and
defense mechanisms, 83–84
defense mechanisms
field dependence/independence and, 56–58
thinking styles and, 83–84
Delphi project, cognitive development and
learning processes and, 142–48
detoxified patients, reflectivity-impulsivity and
ability/intelligence studies, 42
Developing Purposes Inventory (DPI),
cognitive development and
learning approaches and, 136–39
Differential Aptitude Tests, field dependence/
independence studies and, 38
Digit Span Backwards Test, student learning
and field dependence/independence
and, 124–28
discriminant analysis
career personality traits and, 72
creativity and, 98–99
divergent-convergent thinking
construct, 306–08
measurement of, 18
dogmatism
creativity and, 98
innovative-adaptive decision-making/
problem-solving style and, 61–63
teachers' personality traits and, 176–77
Dogmatism Scale, creativity and, 98
dualism, cognitive development and, 142–48
Duncker's radiation problem, field
dependence/independence studies
and, 38
Early Childhood Embedded Figures Test,
hyperactivity and, 247–51
Early Childhood Matching Familiar Figures
Test, hyperactivity and, 247–51
eating disorders, intellectual styles and, 256–58

© in this web service Cambridge University Press
www.cambridge.org
economic commitment, teachers' intellectual style and, 172–74
educational research
limits of intellectual style theory in, 10–11
student learning styles and, 150–51, 159–62
students' ratings of teachers/academics and, 180–83
teachers' intellectual styles and, 161, 206–08
teachers' work environment and intellectual styles and, 167–72

efficiency scale, Kirton Adaptation-Innovation Inventory, 18–19
Embedded Figures Test, 10
alcoholism and intellectual styles, 239–43
creativity and field dependence/independence and, 96
defense mechanisms and FDI, 57–58
emotions and teachers' intellectual styles and, 201–02
field dependence/independence studies and, 17–18, 53–58
hearing impairment and, 243–46
hyperactivity and, 247–51
intelligence and creativity and, 96–97
intelligence and styles and, 32–33
interpersonal relations/social orientation in work environment and, 220–22
leadership behaviors/practices and, 229–32
mutual student-teacher evaluation, 199–200
perceptual styles and, 96
sample figures, 305–06
emotional development
student learning and, 120–21
teachers' intellectual styles and, 201–02
thinking styles and, 156–59
emotional intelligence
student learning and, 157–59
subjective well-being in workplace and, 216–19

Emotional Quotient Inventory, 216–19
Emotions in Teaching Inventory, 201–02
employee-centered leadership style, 229–32
Preferred Leadership Styles Inventory and, 281–85
environmental factors, creativity and, 113–15
Esteem for the Least Preferred Co-worker (LPC) assessment, 220–22
ethnicity, personality and, 20–21
evaluation
creativity and, 97–98
mutual student-teacher evaluation, 199–200
event-related potentials (ERP), field dependence/independence and, 125–28

executive thinking style, 24–25
neuroticism and, 80
experienced control, innovative-adaptive decision-making/problem-solving style and, 61–63
experimental research on intervention, 268–69
explicit intellectual style preferences, 269–85
Preferred Leadership Styles Inventory, 281–85
Preferred Teaching Approach Inventory, 278–82
Preferred Thinking Styles in Learning Inventory, 276–78
Preferred Thinking Styles in Teaching Inventory, 272–76
explicit learning, students' cognitive development and, 147–48
external thinking style, 24–25
Eriksonian developmental stages and, 152–53
psychosocial development and, 148–59
self-esteem and, 77–78
extraverted personality, 20–21
career personality type/style and, 69–75
field dependence/independence and, 54–56
leadership behaviors and, 231–32
subjective well-being in workplace and, 216–19
teaching methods and, 190–93
Eysenck Personality Inventory, field dependence/independence and personality traits, 54–56
Eysenck Personality Questionnaire - Revised, 64–66

fantasy, personality trait differences and, 66–67
feeling personality, 20–21
leadership behaviors and, 227–29
teachers' work environment and, 170–72
teaching methods and, 190–93
field dependence/independence (FDI)
construct
alcoholism and intellectual styles, 239–43
Big Three model of personality traits and, 54–56
cognitive processes and, 125–28
creativity and, 91–92, 93–94, 95–100
critique of, 9–12, 32–33
defense mechanisms and, 56–58
eating disorders and, 256–58
field independence development, 264–65
hearing impairment and reading ability, 444–45
hyperactivity and intellectual styles and, 247–51
intelligence/ability and, 53–38
interpersonal relations/social orientation in
work environment and, 220–22
intervention research and, 263–68
leadership behaviors/practices and, 227–32
learning disability and intellectual
styles, 251–53
locus of control and, 59–60
measurement field, 17–18
mentally and physically damaged and, 236–37
mental retardation and, 254–56
mutual student-teacher evaluation, 199–200
need for cognition and, 60
optimism/pessimism and, 59
personality/style studies and, 34–35
personality traits and, 53–61
self-esteem and, 58–59
student learning and development and, 124–28
student performance on academic skills
tests, 198–99
students’ ratings of teachers/academics,
180–83
style training programs and, 8–9
subjective well-being in work environment
and, 216–19
teachers/academics’ task performance
and, 196–97
teachers’ classroom behavior and, 185–93
teaching styles and, 164–65
work environment and intellectual styles
and, 212–13
Figural Intersection Test (FIT), 99
Figure-drawing Test, defense mechanisms and
FDI, 57–58
Five-Item Scale, student learning and career
personality traits and, 133–36
fixity-versus-mobility, field dependence/
independence and, 95–100
Flanders Interaction Analysis, 192–93
Florida Climate and Control System, 190–93
formal operations theory, 43–46
Form U - Biographical Inventory, 104–06
Foxall, G. R., 214–16
Full Scale IQ (FSIQ), field dependence/
independence and, 37–38
Gamma Form of the Otis Quick Scoring Test
of Mental Ability, 96–97
gender
field dependence/independence, optimism/
pessimism and, 59
field dependence/independence and
personality traits studies and, 53–61
field independence development
and, 264–65
global thinking style and, 77–78
interpersonal relations/social orientation in
work environment and, 220–22
learning outcomes and bias in, 7–4
openness personality trait and, 67–75
personality traits and optimism/
pessimism, 66–67
reading ability and, 244–45
reflectivity-impulsivity and ability/
intelligence studies, 39–43
self-esteem and field dependence/
independence and, 58–59
General Reasoning Test Battery (GRT2), 44–46
globalization, student learning and, 123–24
global thinking style, 24–25
defense mechanisms and, 83–84
gender and, 77–78
The Golden Cage: The Enigma of Anorexia
Nervosa, 256–58
Gough Adjective Check List, 105–06
Graduate and Managerial Assessment:
Abstract (GMAA), 44–46
creativity and personality types
and, 108–09
Group Embedded Figures Test (GEFT)
creativity and field dependence/
independence, 95–96, 97–98, 99
defense mechanisms and field-dependence/
independence studies, 57–58
eating disorders and, 256–58
field dependence/independence studies and,
17–18, 37, 38
hearing impairment and, 243–46
impulsivity and field-dependence/
independence studies, 54–56
locus of control and field dependence/
independence and, 59–60
mutual student-teacher evaluation, 199–200
need for cognition and field dependence/
independence and, 60
student learning and field dependence/
independence and, 124–28
student performance on academic skills
tests, 198–99
students’ ratings of teachers/
academics, 180–83
subjective well-being in workplace
and, 216–19
Group Embedded Figures Test (GEFT) (cont.)
teachers/academics' task performance and, 196–97
teachers' classroom behavior and, 186–90
teachers' work environment and intellectual styles and, 167–72
group rule conformity scale, Kirton Adaptation-Innovation Inventory, 18–19

hardiness, thinking styles and, 82–83
Hardiness Scale, thinking styles and hardiness and, 82–83

hearing impairment, intellectual styles, 243–46
hemispheric thinking style
interpersonal relations/social orientation in work environment and, 220–22
measurement of, 19–20

Hermann Brain Dominance Instrument (HBDI), creativity and mode of thinking, 105–06
hexagonal model, career personality type/style and, 69–75

Hidden Figures Test
creativity and intelligence and, 96–97
field dependence/independence and creativity and, 98
interpersonal relations/social orientation in work environment and, 220–22
student learning and field dependence/independence and, 125–28
teachers/academics' task performance and, 196–97

Hidden Figures Test V, creativity and field dependence/independence and, 98–99

hierarchical thinking style, 24–25
conscientiousness personality trait and, 80
psychosocial development and, 148–59
holistic thinking style, creativity and, 104–06

The Human Side of Enterprise (McGregor), 227–29

hyperactivity, intellectual styles and, 236–37, 247–51

ideal commitment, teachers' intellectual style and, 172–74
ideational fluency
creativity and, 102–04
teachers' emotions and, 201–02
identity development
student learning and, 141–42
thinking styles and, 150–51

implicit intellectual style preferences, intervention research, 263–69

implicit learning, students' cognitive development and, 147–48
impulsivity
field-dependence/independence and, 54–56
hyperactivity and intellectual styles and, 247–51
reflectivity development intervention and, 265–66
reflectivity-impulsivity and personality traits and, 63–66

Independence personality trait, intelligence and, 10
individualized instruction, critiques of, 10–11
information-transmission/teacher-focused (ITTF) approach, 23–24
explicit learning and, 278–82
occupational stress of teachers and, 202–03
inner-directed traits, interpersonal relations/social orientation in work environment and, 220–22

innovative-adaptive decision-making/problem-solving style, 18–19

“Adorno” concepts and, 61–63

studies based on, 34–35

Innovative and Divergent Elaboration
Aptitudes Battery, Form A, 100
Institute for Behavioral Research, 236–37
Institute for Personality Assessment and Research, 106–09

Institute for Personality Assessment and Research, 106–09

Innovative and Divergent Elaboration

Aptitudes Battery, Form A, 100
Institute for Behavioral Research, 236–37
Institute for Personality Assessment and Research, 106–09

intellectualizing defenses, 56–58

intellectual styles
ability/intelligence and, 32–33, 52
alcoholism and, 239–43
character strengths and, 177–78
classroom behavior of teachers and, 185–93
complexity levels in, ix–xi
conceptual models of, 91–92
converging theories of, 296–302
creativity and, 90–94, 113–15
critique and response to critiques of research on, 9–12
defined, ix

eating disorders and, 256–58
of effective teachers/academics, 180–85
of exemplary teachers, 183–85
explicit style preferences, 269–85
future research issues concerning, 295–96
hearing impairment, 243–46
hyperactivity and, 247–51
implicit style preferences, 263–69
intelligence and personality vs., 31–88
interpersonal relations/social orientation
and, 220–22
job satisfaction and, 203–06
leadership behaviors/practices/styles
and, 227–32
learning disability and, 251–53
learning outcomes and, 196–200
learning performance and, 3–4
limitations and implications of research on,
285–86, 289–91
literature on creativity and, 93–94
literature search procedures in analysis
of, 14–16
mental retardation and, 253–56
in mentally and physically
disadvantaged, 235–61
occupational seniority in work environment
and, 222–27
occupational stress and, 202–03
organizational commitment and, 172–74
perceptions of work environment and, 214–16
personality/personality traits and,
52–53, 85–87
philosophy of teaching and, 193–95
as psychological phenomenon, 298–99
research challenges concerning, 4–5, 13–14
research methodology on creativity and,
94–95
student learning and, 119–62
subjective well-being and, 200–06
of teachers and university academics, 163
teachers’ work environment and, 167–74
teaching methods and, 190–93, 206–08
Tiedemann's critique of, 10
as traits or states, 7–8
as value-free vs. value-laden, 8–9
work environment and, 211–12, 219–20
in workplace, 211–12
intelligence. See also ability/intelligence
creativity and field dependence/
independence and, 96–97
intellectual styles vs., 31–88
research findings on intellectual styles
and, 35–53
internal thinking style, 24–25
interpersonal relations, work environment
and, 220–22
intervention research
deep approach to learning
development, 266–67
explicit style preferences and, 269–85
field independence development and, 36
implicit intellectual style
preferences, 263–69
overview of experimental research,
268–69
reflectivity development and, 265–66
Type I thinking style development, 267–68
Intolerance of Ambiguity Scale, innovative-
adaptive decision-making/problem-solving style and, 61–63
intrapunitive defenses, 56–58
introverted personality, 20–21
field-dependence/independence
and, 54–56
subjective well-being in workplace
and, 216–19
teaching methods and, 190–93
intuition
creativity and, 106–09
right-brain dominance and, 25–26
intuitive personality style, 20–21, 43–46
leadership behaviors and, 227–29, 231–32
occupational seniority and, 222–27
openness personality trait scale and, 67–69
philosophy of teaching and, 193–95
subjective well-being in workplace
and, 216–19
teachers' work environment and, 170–72
teaching methods and, 190–93
Inventory of Learning Styles, 14–16
Inventory of Students’ Perceived Learning Environment (ISPLE), student learning
and, 153–55
investigative style, 21–22
ability/intelligence studies and, 47–48
openness personality trait and, 69–75
student learning and career personality
type, 133–36
Iowa Managing Emotions Inventory
(IMEI), 156–59
Iowa Vocational Purpose Inventory, 149–50
IQ tests, field dependence/independence
studies and, 38
job-centered style, leadership behaviors
and, 229–32
Job Descriptive Index, 218–19
Job Satisfaction Blank, 203–06
job satisfaction, teaching intellectual styles
and, 203–06
judging personality style, 20–21, 67–69
leadership behaviors and, 231–32
judicial thinking style, 24–25
Subject Index

Jung's personality styles construct on creativity, 92–93
job satisfaction and teachers' personality types and, 203–06
leadership behaviors/practices and, 227–29
occupational seniority and, 222–27
personality studies and, 4–5, 20–21, 32–33, 34–35
on personality types and creativity, 93–94
subjective well-being in workplace and, 216–19
teachers' creative and critical thinking and, 175–76
teaching styles and personality theory of, 164–65
work environment and intellectual styles and, 212–13
Jung Type Indicator (JTI), 44–46
Kansas Reflection Impulsivity Scale for Preschoolers, creativity and, 102–04
Kaufman Adolescent and Adult Intelligence Test (KAIT), 43–46
Kirton Adaptation-Innovation Inventory (KAI), 18–19
"Adorno" concepts and, 61–63
creativity and decision-making styles and, 101–02
field independence development and, 264–65
items in, 308
leadership behaviors/practices and, 227–29
student learning and decision-making/problem solving, 128–29
work environment perceptions and, 214–16
Kuhlmann-Anderson Intelligence Tests, reflectivity-impulsivity and ability/intelligence studies, 39–43
Leader Behavior Description Questionnaire (LBDQ), 229–32
leadership behaviors/practices/styles/intellectual styles and, 229–32
limitations and implications of research on, 232–34
Preferred Leadership Styles Inventory, 281–85
work environment and, 227–32
Leadership Practices Inventory, 227–29
intellectual styles and, 231–32
learning approaches ability/intelligence and, 48–50
deep learning approach, 6–7, 266–67
learning processes and, 136–39
measurement of, 22–23
personality traits and, 75–77
psychosocial development and, 139–42
in student learning, 136–42
studies of, 32–33
thinking styles and, 24–25
learning disability, intellectual styles and, 256–37, 351–53
learning environment
student perceptions of, 153–55
students' ratings of teachers/academics and, 180–83
teachers' classroom behavior and, 185–93
teaching methods and, 190–93
learning motivation
cognitive development and, 144–48
student learning and, 119–21, 136–39
learning orientation, measurement of, 23
learning outcomes
gender bias in, 3–4
mutual student-teacher evaluation, 199–200
students' performance on academic skills tests, 198–99
teachers/academics' task performance and, 196–97
teachers' intellectual styles and, 165–66, 186–200
learning processes
cognitive development and, 142–48
learning approaches and, 116–39
Learning Process Questionnaire (LPQ), 22–23
Learning Style Inventory, 14–16
field independence development and, 264–65
Learning Styles Questionnaire, 14–16, 264–65
left-brain dominance
analysis and, 25–26
creativity and, 104–06
interpersonal relations/social orientation in work environment and, 220–22
legislative thinking style, 24–25
conscientiousness personality trait and, 80
Letter Sets Test, 98–99
liberal thinking style, 24–25
defense mechanisms and, 83–84
psychosocial development and, 148–59
literature review
ability/intelligence and styles studies, 32–33
creativity and intellectual styles, 93–94
deep approach to learning development, 266–67
field independence development and, 264–65
general procedures, 32
intervention research, 263–69
mentally and physically damaged and, 236–37
ranking of results, 32
reflectivity development and, 265–66
student learning and intellectual styles, 121–23
teachers intellectual styles, 164–65
Threeful Model of Intellectual Style and, 14–16
work environment and intellectual styles, 212–13
local thinking style, 24–25
conscientiousness personality trait and, 80
creativity and, 110–12
neuroticism and, 80
location-based hierarchical navigation support (LHINS) system, student learning and, 125–28
locus of control
field dependence/independence and, 59–60
innovative-adaptive decision-making/problem-solving style and, 61–63
thinking styles and, 81–82
Looking Glass Experience (LGE), 227–29
Lorge-Thorndike Intelligence Test, reflectivity-impulsivity and ability/intelligence studies, 39–43
maladaptive personality traits
identity development and, 150–51
job satisfaction of teachers and, 203–06
Type II intellectual styles and, 85–87
The Malleability of Intellectual Styles (Zhang), ix–xi, 7–8, 21–22, 133–36, 263–68
future research issues and, 295–96
reflectivity development and, 265–66
managerial populations, type distributions table, 226:1
Maslach Burnout Inventory - Form Ed, 203–06
mastery-avoidance, student learning and career personality, 133–36
Matching Familiar Figures Test (MFFT)
eating disorders and, 256–58
hyperactivity and intellectual styles and, 247–51
learning disability and, 251–53
mental retardation and, 253–56
sample items, 209–10
Matching Familiar Figures Test (MFFT) - Adolescent Form, 243–46
Matching Familiar Figures Test (MFFT) - Children's Form, 19, 243–46
creativity and reflectivity-impulsivity and, 102–04
intelligence and reflectivity-impulsivity studies, 39–43
personality traits and reflectivity-impulsivity, 63–66
student learning and reflectivity-impulsivity and, 130–32
matching hypothesis style, 11–12
match problems V, 98–99
math anxiety, field dependence/independence and, 124–28
Maudsley Personality Inventory, field dependence/independence and personality traits, 54–56
meaning-orientation, 23
Measure of Creative Thinking in Music, 102–04
Measures of Psychosocial Development, Eriksonian developmental stages and, 152–53
mental illness
intellectual styles and, 236–37
research on intellectual styles and, 237–39
mental retardation, intellectual styles and, 236–37, 253–56
mental self-government theory, 4–5, 35–53
personality traits and, 77–84
Preferred Leadership Styles Inventory, 281–85
Preferred Thinking Styles in Learning Inventory and, 276–78
teachers/academics task performance and, 196–97
teachers’ personality traits and, 176–77
teachers’ work environment and intellectual styles and, 167–72
mentally disadvantaged
intellectual styles in, 235–61
research on intellectual styles and, 237–39
metacognition, student learning and, 119–21, 125–28
Metacognitive Awareness Inventory, student learning and, 144–48
Minnesota Paper Form Board, 48–50
Minnesota Satisfaction Questionnaire, 203–06
MMPI, field dependence/independence and personality traits, 54–56
mobility-fixity, creativity and, 98–99, 113–15
mode of thinking
creativity and, 104–06
measurement of, 19–20
student learning and development and, 132–33
monarchic thinking style, 24–25
conscientiousness personality trait and, 80
psychosocial development and, 148–59
Moyal-Miezitis Stimulus Appraisal Questionnaire, 130–32
Multi-dimensional Stimulus Fluency Measure, creativity and, 102–04
Multifactor Leadership Questionnaire, 231–32
multiplicity, cognitive development and, 142–48
Myers-Briggs Type Indicator (MBTI), 20–21, 43–46
classroom behavior of teachers and, 189–90
creative and critical thinking of teachers and, 175–76
creativity and intellectual styles, 93–94, 175–76
field independence development and, 264–65
leadership behaviors/practices and, 227–29
occupational seniority and, 222–27
occupational stress for teachers and, 202–03
optimism/pessimism and personality traits and, 66–67
personality styles and personality traits, 67–69, 170–72, 176–77
personality types and creativity, 106–09
philosophy of teaching and, 193–95
sample items, 310–11
students’ ratings of teachers/academics and, 180–83
subjective well-being in workplace and, 216–19
teachers’ personality styles and, 170–72
teachers’ personality traits and, 176–77
teaching methods and, 190–93
Myers-Briggs Type Indicator - Form F, 203–06
leadership behaviors and, 231–32
Myers-Briggs Type Indicator - Form G, 67–69
exemplary teachers’ intellectual styles and, 183–85
job satisfaction of teachers and, 203–06
subjective well-being in work environment and, 216–19
teachers’ personality styles and, 170–72
Myers-Briggs Type Indicator - Form G Self-Scorable, 177–78
Myers-Briggs Type Indicator- Form M Self-Scorable, 170–72

mystical experience, creativity and field dependence/independence and, 96
nationality, personality and, 20–21
The Nature of Intellectual Styles (Zhang & Sternberg), 6–7, 13–14
need for cognition (NFC), field dependence/independence (FDI) construct, 60
NEO Five-Factor Inventory, 64–66, 72
“Adorno” concepts and, 62–63
Big Five personality traits and thinking styles and, 78–79, 81
self-esteem and learning approaches, 75–77
students’ personality traits and, 176–77
NEO Personality Inventory (NEO-PI), 67–75
NEO Personality Inventory - Form S, 67–69
NEO Personality Inventory - Revised “Adorno” concepts and, 62–63, 72–73
Big Five personality traits and thinking styles and, 78–79, 81
career personality traits and, 72–73
neuroticism
career personality type/style and, 69–75
deep learning approach and, 75–77
field dependence/independence and, 54–56
thinking personality and, 67–69
thinking styles and, 80, 81
Neurotic Triad of MMPI field dependence/independence and personality traits, 54–56
non-academic orientation, 23
non-verbal intelligence tests
creativity and intelligence and, 96–97
field dependence/independence and, 37
normal keyword-base search (NKBS) system, student learning and, 125–28
normative commitment, teachers’ intellectual style and, 172–74
norm conformity, in thinking styles, 24–25
Nowicki-Strickland Locus of Control Scale for Children, 130–32
Object Assembly Task (OAT)
field dependence/independence (FDI) measurement, 37
field-dependence/independence studies, 54–56
object defense mechanism, thinking styles and, 83–84
occupational seniority, intellectual styles and, 222–27
occupational stress, teachers’ intellectual styles and, 202–03
Occupational Stress Inventory - Revised, 202–03
oligarchic thinking style, 24–25
defense mechanisms and, 83–84
Eriksonian developmental stages and, 152–53
openness personality trait
career personality types and, 69–75
deep learning approach and, 75–77
depth personality trait and, 67–69
thinking styles and, 78–79
optimism/ pessimism
field dependence/independence and, 59
personality traits and, 66–69
organizational commitment
perceptions of work environment and, 214–16
teachers’ intellectual styles and, 172–74
work environment and, 213–14
Organizational Commitment Inventory, 172–74
originality scale, Kirton Adaptation-Innovation Inventory, 18–19
Otis-Lennon Mental Ability Test, reflectivity-impulsivity and ability/ intelligence studies, 39–43
out-directed traits, interpersonal relations/ social orientation in work environment and, 220–22
parenting styles, student learning and, 153–55
Parenting Styles Index (PSI), learning environment and, 153–55
Paulhus Deception Scales, 83–84
Peabody Picture Vocabulary Test, reflectivity-impulsivity and ability/ intelligence studies, 39–43
perceiving personality, 20–21, 67–69
leadership behaviors and, 231–32
subjective well-being in workplace and, 216–19
perception, personality types and creativity and, 106–09
Perceptions of the Teaching Environment, 167–72
perceptual styles
creativity and field dependence/ independence and, 96, 98–99
hyperactivity and, 247–51
intelligence and, 53–58
performance-approach scale, student learning and career personality, 133–36
performance avoidance, student learning and career personality, 133–36
Personality Research Form, reflectivity-impulsivity and personality traits and, 64–66
personality styles
changing teaching context and, 170–72
intuition and, 20–21, 43–46
leadership behaviors/practices and, 227–29
occupational stress for teachers and, 202–03
personality traits and, 66–69
subjective well-being in workplace and, 216–19
teachers’ classroom behavior and, 185–93
teachers’ intellectual styles and, 175–79
teachers’ self-rated abilities and, 178–79
personality traits
ability/intelligence and, 43–46
alcoholism and intellectual styles, 239–43
career personality type/style and, 69–75
classification, 4–5
creativity and, 105–06
decision-making/problem-solving
construct, 61–63
defense mechanisms and, 56–58
field dependence/independence and, 53–61
intellectual styles vs., 52–53, 85–87
intelligence studies and, 35–53
learning approach and, 75–77
measurement of, 20–21
optimism/pessimism and, 66–67
personality styles and, 66–69
reflectivity-impulsivity construct and, 63–66
studies published on, 32–33, 34–35
teachers’ intellectual styles and, 176–77
thinking styles and, 77–84
personality types
alcoholism and intellectual styles, 239–43
creativity and, 106–09
do’s and don’ts of exemplary teachers, 183–85
job satisfaction of teachers and, 203–06
students’ ratings of teachers/ academics, 180–83
work environment and, 214–20
person-environment interactions, work environment and, 214–16
Perspectives on the Nature of Intellectual Styles
(Zhang & Sternberg), 7–8
philosophy of teaching, teachers’ intellectual styles and, 193–95
physically disadvantaged intellectual styles in, 235–61
research on intellectual styles and, 237–39
Picture Completion test
field-dependence/independence studies, 54–56
reflexivity-impulsivity and creativity and, 102–04
Piers-Harris Children’s Self-Concept Scale, 130–32
planning ability, Luria’s theory of, 43–46
Subject Index

PL-PQ test (Australian Council of Educational Research), 44, 47–48
Portable Rod and Frame Test, learning disability and, 251–53
Positive and Negative Affect Schedule (PANAS), 216–19
positive psychology
student learning and, 123–24
subjective well-being and teachers' intellectual styles and, 200–06
teachers' intellectual styles and, 165–66, 177–78
Preferred Leadership Styles Inventory, explicit learning and, 281–85
Preferred Teaching Approach Inventory (PTAI), 23–24, 278–82
Preferred Thinking Styles in Learning Inventory (PTSLI), 24–25
explicit learning and, 276–78
Preferred Thinking Styles in Teaching Inventory (PTSTI), 24–25
explicit learning and, 272–76
Preschool Embedded Figures Test (PEFT), field dependence/independence measurement and, 17–18
Preschool Inventory, reflectivity-impulsivity and ability/intelligence studies, 39–43
Primary Mental Abilities Test, reflectivity-impulsivity and ability/intelligence studies, 39–43
principalization defense mechanism, thinking styles and, 83–84
problem-posing competence, field dependence/independence and, 125–28
problem-solving tasks
creativity and, 91–92
mental retardation and, 253–56
teachers/academics' task performance and, 196–97
production factors, divergent thinking, 307–08
product-oriented creativity measures, thinking styles and, 110–12
Professional User's Guide of the SDS, 109–10
projective defences, 56–58
PsychInfo database, 14–16
mentally and physically damaged intellectual styles and, 236–37
student learning search on, 121–23
psychological differentiation theory, 32–33
creativity and, 95–100
Psychological Science in the Public Interest (Pashler, et al), 11–12
psychological type theory, 20–21
psychological well-being, thinking styles and, 156–59
psychosocial development
intellectual styles and, 288–99
learning approaches and, 139–42
thinking styles and, 148–59
psychoticism
defense mechanisms and FDI, 57–58
field dependence/independence and, 54–56
purpose, development of, thinking styles and, 148–59
Quality of University Life Measure (QULM), hearing impaired students and, 245–46
Questionnaire for Teacher Interaction, 193–95
Raven's Advanced Progressive Matrices (APM) ability/intelligence and thinking styles and, 50–52
learning approach and intelligence/ability studies, 48–50
personality type and ability/intelligence studies, 44–46
Raven's Colored Progressive Matrices (RCPM), 32–33
field dependence/independence and, 44, 53–38
mental retardation and, 254–56
reflectivity-impulsivity and ability/intelligence studies, 39–43
Raven's Standard Progressive Matrices ability/intelligence and career personality studies, 47–48
reflectivity-impulsivity and ability/intelligence studies, 39–42
reading ability, hearing impairment and, 244–45
realistic individuals, 21–22
job satisfaction of teachers and, 203–06
reflectivity-impulsivity construct
creativity and, 102–04
eating disorders and, 256–58
hearing impairment and, 243–46
hyperactivity and, 247–51
intelligence/ability studies and, 39–43
learning disability and, 251–53
measurement of, 19
mental retardation and, 253–56
in mentally and physically damaged, 236–37
personality and styles studies and, 34–35
personality traits and, 63–66
reflectivity development, 265–66
student learning and development
and, 130–32
relativism, cognitive development and, 142–48
Remote Associates Test (RAT), 95–96
creativity and dogmatism and, 98
repressive defenses, 56–58
reproduction-orientation, 23
research productivity, teachers/academics
task performance and, 196–97, 206–08
Resistance to Change Scale, 170–72
Revised Learning Process Questionnaire
(R-LPQ-2F), student learning process
and, 136–39
Revised Two-Factor Study Process
Questionnaire, 22–23
learning approach and intelligence/ability
studies, 48–50
Revised Two Factor Version of Study Process
Questionnaire (R-SPQ-2F)
psychosocial development and, 139–42
student learning approaches and, 136–39
right-brain dominance
creativity and, 104–06
interpersonal relations/social orientation in
work environment and, 220–22
intuition and, 25–26
Risk-taking Subscale of the Jackson Personality
Inventory, innovative-adaptive
decision-making/problem-solving style
and, 61–63
Rod-and Frame Test
alcoholism and intellectual styles, 239–43
defense mechanisms and FDI, 57–58
field dependence/independence (FDI)
measurement, 17–18
hearing impairment and, 244–45
learning disability and, 251–53
locus of control and field dependence/
independence and, 59–60
personality traits and FDI, 54–56
Room-Adjustment Test, 239–43, 314–16
Rosenberg scale, innovative-adaptive
decision-making/problem-solving
style and, 61–63
Rotter Internal-External Locus of
Control Scale
innovative-adaptive decision-making/
problem-solving style, 61–63
locus of control and field dependence/
independence and, 59–60
thinking styles and locus of control,
81–82
Rutter’s B2 and A2 scales, hyperactivity
and, 247–51
Sandeford/Rybakoff Spatial Test, 48–50
Scale of Creative Attributes and Behaviors
(SCAB), career personality and creativity
and, 109–10
schizotypality, creativity and field
dependence/independence and, 96
Scholastic Aptitude Tests, creativity and
intelligence and, 96–97
Scholastic Aptitude Test - Verbal, intuitive
personality style and, 43–46
Schools and College Abilities Tests
(SCAT), 96–97
Schutte Self-Report Inventory (SSRI), 157–59
scientific giftedness, thinking styles and, 156
Seashore Measures of Musical Talent (Pitch,
Rhythm, and Total Memory), 47–48
determinism theory, student learning
approaches and, 136–39
Self-Directed Search (SDS) measures, 21–22
ability/intelligence and career personality
studies, 47–48
career personality trait models and, 69–75
sample items, 311–12
student learning and career personality
type, 133–36
Self-Directed Search - Technical Manual, 47–48
self-esteem
field dependence/independence and, 58–59
learning approaches and, 75–77
tinking styles and, 77–78
Self-Esteem Inventory - Adult Form, self-
esteme and thinking styles, 77–78
Self-esteem Scale, student learning and
reflectivity-impulsivity, 130–32
self-rated abilities
psychosocial development and, 139–42
student learning assessment and limits
of, 159–62
teachers’ intellectual styles and, 178–79
tinking styles analysis and, 150–51
Self-Rated Ability Scale (SRAS)
cognitive development and learning
and, 144–48
career stress of teachers and, 202–03
teachers’ intellectual styles and, 178–79
Self-Regulation Questionnaire, student
learning approaches and, 136–39
Subject Index

Sensation Seeking Scale, 64–66
sensing personality
intellectual style of, 20–21, 43–46
leadership behaviors and, 227–29, 231–32
personality traits of, 67–69
teachers' work environment and, 170–72
teaching methods and, 190–93
Short Form Dogmatism Scale,
innovative-adaptive decision-making/
problem-solving style and, 61–63
Short-Version Self-Directed Search
career personality traits and, 73–75
student learning and career
personality, 133–36
Simple Reaction Time test, reflectivity-impulsivity
and ability/intelligence studies, 42
social behavior
student learning and field dependence/
independence and, 125
work environment and, 220–22
social ecological model, work environment
and, 214–16
social identity, student learning
and, 141–42
social individuals, 21–32
Social Intelligence Test, leadership behaviors/
practices and, 229–32
Sounds and Images test, creativity and mode
of thinking and, 104–06
Spearman's fluid "G" factor
PL-PQ test and, 44
studies of field dependence/independence
and, 53–38
Spielberger State-Trait Anxiety Inventory,
innovative-adaptive decision-making
and, 61–63
Standard Progressive Matrices, field
dependence/independence and, 36
Stanford Achievement, Paragraph Meaning
section, 244–45
Stanford-Binet Scales, reflectivity-impulsivity
and ability/intelligence studies, 39–43
states, intellectual styles as, 7–8
state-trait anxiety
innovative-adaptive decision-making/
problem-solving style and, 61–63
thinking styles and, 82
State-Trait Anxiety Inventory, thinking styles
and state-trait anxiety, 82
Sternberg Triarchic Abilities Test (STAT),
ability/intelligence and thinking styles
and, 50–52
Stern Classroom Environment Index
(SCEI), 182–83
Strong Interest Inventories, 21–22
career personality traits and, 72–73
Stroop Color-Word Test, creativity and field
dependence/independence and, 98–99
structure of intellect model, 18
creativity and, 100
student learning
career personality type and, 133–36
decision-making/problem-solving
and, 128–29
field dependence/independence and, 124–28
intellectual styles and, 119–62
learning approaches in, 136–42
learning processes and, 136–39
limitations and implications of research
on, 159–62
literature search on, 121–23
mode of thinking and, 132–33
mutual student-teacher evaluation, 199–200
parenting styles and learning environment
and, 153–55
performance on academic skills
tests, 198–99
psychological well-being and, 156–59
psychosocial development and, 139–42
reflectivity-impulsivity construct, 130–32
research findings on, 123–24
scientific giftedness and, 156
students' ratings of teachers/
academics, 180–83
teachers' preferred learning styles, 276–78
teaching methods and, 190–93
teaching style preferences and, 272–76
teaching styles and, 142–59
typical intellectual engagement and, 138
Student Personnel Point of View, 119–21
student quality, teachers' work environment
and, 167–72
Students' Ranking Form, 198–99
Study Process Questionnaire (SPQ), 22–23
deep approach to learning
development, 266–67
intelligence/ability studies and learning
approaches, 48–50
psychosocial development and, 139–42
sample items, 312–13
self-esteem and learning approaches, 75–77
student learning approaches and, 136–39
typical intellectual engagement and student
learning and, 138–39
style constructs
key constructs and measures, 15–26
table of, 15–16
style malleability, 7–8
Style of Learning and Thinking Inventory, student
learning and development and, 132–33
Style of Learning and Thinking (SOLAT)
test, 19–20
Children’s Form B, 105–06
sample items, 310
style value
intellectual styles and, ix–xi
research on, 13–14
subculture research, work environment
and, 214–16
subjective well-being
teachers’ intellectual styles and, 200–06
in work environment, 216–19
Successful intellectual styles, 89, 303
creativity and, 95–115
human attributes and, 300
implicit and explicit style preferences and,
262–86
student learning and development and,
124–61
teaching and assessing and, 301
teachers and academics and, 179
Suicide Ideation Scale, teachers’ emotions
and, 201–02
surface learning approach, 22–23
psychosocial development and, 139–42
social identity and, 141–42
student learning and, 136–39
Survey of Study Habits and Attitudes (SSHA),
student learning and career personality
type, 133–36
Symptom Checklist-90 (SCL-90), emotional
intelligence and, 157–59
Teacher-Child Dyadic Interaction, 186–90
Teacher Occupational Stress Factor
Questionnaire (TOSFQ), 202–03
teachers, emotions and intellectual styles
of, 201–02
Teacher Structure Checklist, 192–93
teaching approaches and styles
changing teaching context and attitudes
toward, 170–72
character strengths and, 177–78
classroom behavior and, 185–93
creative and critical thinking and, 175–76
educational research on, 163
of effective teachers/academics, 180–85
exemplary teachers, 183–85
job satisfaction and, 203–06
learning environment and teaching
methods, 190–93
learning inventory and related
research, 276–78
learning outcomes and, 196–200
limitations and implications of research
on, 206–08
literature on intellectual styles and, 164–65
measurement of, 23–24
mutual student-teacher evaluation, 199–200
occupational stress and, 202–03
organizational commitment and, 172–74
personal attributes and, 175–79
personality traits and, 176–77
philosophy of teaching and, 193–95
preferred thinking styles in, 272–76
research findings on intellectual styles
and, 165–66
self-relevant concepts and, 178–79
student learning styles and, 150–51, 159–62
student performance on academic skills
and, 158–62
students’ ratings of, 180–83
subjective well-being and, 200–06
teachers/academics’ task performance
and, 196–97
thinking styles in, 24–25
work environment and intellectual styles,
teachers’ perceptions and attitudes, 167–72
teaching-learning environment model, student
learning and, 153–55
Technical Manual of the Self-Directed
Search, 109–10
Temperament and Character Inventory, 64–66
Test for Creative Thinking - Drawing
Production, personality styles and
creativity and, 106–09
Thematic Apperception Test (TAT), student
learning and decision-making/problem
solving, 128–29
Theory X, leadership behaviors/practices
and, 227–32
Theory Y, leadership behaviors/practices
and, 227–32
Thinking Creatively with Sounds and
Words, creativity and mode of thinking
and, 104–06
thinking-judging (TJ) personality, subjective
well-being in workplace and, 216–19
Subject Index

thinking personality, 20–21
personality traits and, 67–69
teachers’ work environment and, 170–72
thinking styles
ability/intelligence and, 50–52
Big Five personality traits and, 78–79, 81
cognitive development and learning
processes and, 142–48
conscientiousness personality trait and, 80
creativity and, 110–12
defense mechanisms and, 83–84
Eriksonian developmental stages and, 152–53
hardiness and, 82–83
hearing impairment and, 244–45
intervention research on, 267–68
locus of control and, 81–82
measurement of, 24–25
parenting styles and learning environment
and, 153–55
perceptions of work environment and,
214–16
personality traits and, 77–84
philosophy of teaching and, 193–95
psychological well-being and, 156–59
psychosocial development and, 148–59
scientific giftedness and, 156
self-esteem and, 77–78
state-trait anxiety and, 82
student learning and, 142–59
students’ ratings of teachers/academics
and, 180–83
studies of, 32–33
teachers’ classroom behavior and, 185–93
teaching methods and, 190–93, 272–76
work environment and, 212–13
“Thinking Styles and Cognitive Development”
(Zhang), 269–85
Thinking Styles in Teaching Inventory
(TSTI), 24–25
occupational stress and, 202–03
organizational commitment and, 172–74
personality traits and, 176–77
sample items, 314
self-rated abilities of teachers and, 178–79
students’ ratings of teachers/academics
and, 180–83
teachers/academics task performance
and, 196–97
teachers’ work environment and, 167–72
Thinking Styles Inventory (TSI), 24–25
ability/intelligence and thinking styles
and, 50–52
Big Five personality traits and thinking
styles and, 78–79
cognitive development and learning
processes and, 142–48
computing and information technology in
education and, 151–52
creativity and, 110–12
defense mechanisms and, 157–59
locus of control and thinking styles, 81–82
psychosocial development and, 148–59
self-esteem and thinking styles, 77–78
teachers’ creative and critical thinking
and, 175–76
vocational purpose, 149–50
Thinking Styles Inventory in Teaching,
teachers’ work environment and, 167–72
Thinking Styles Inventory - Revised (TSI-R)
ability/intelligence and thinking styles
and, 50–52
emotional intelligence and, 157–59
identity development and, 151–52
perceptions of work environment and, 214–16
philosophy of teaching and, 193–95
psychological well-being and student
learning and, 156–59
sample items, 313–14
Thinking Styles Inventory - Revised II
cognitive development and learning
and, 144–48
defense mechanisms and, 83–84
Eriksonian developmental stages and, 152–53
hardiness and, 82–83
hearing impairment and, 243–46
learning environment and, 153–55
state-trait anxiety and, 82
thought complexity, outcomes linked to levels
of, ix–xi
threefold model of intellectual styles, 4–5
career personality and creativity
and, 109–10
construct difference/construct label debate
concerning, 6–7
creativity and, 91–92, 113–15
key constructs and measures in, 15–26
limitations and implications of research
on, 87–88
literature search procedures in development
of, 14–16
personality traits and, 69
student learning and, 121–23, 133–36
Tiffany Control Scales, innovative-adaptive
decision-making and, 61–63
Subject Index

Torrance Tests of Creative Thinking
- evaluation and creativity, 97–98
- Figural Form, 99, 110–12
- reflexivity-impulsivity and creativity and, 102–04
- teachers' creative and critical thinking and, 175–76
- Verbal and Figural, 105–06, 107–08
- total quality management, philosophy of teaching and, 193–95
- traits, intellectual styles as, 7–8
- transactional model, work environment and, 214–16
- transformational leadership theory
  - leadership behaviors/practices and, 231–32
  - work environment and, 213–14
- Troldahl-Powell Dogmatism Scale, 176–77
- Turkish Version of Academic Self-Efficacy Scale (TVASES), psychosocial development and, 139–42
- Type I intellectual styles
  - ability/intelligence studies and, 52
  - adaptive personality traits and, 85–87
  - adaptivity of, 299–302
  - artistic style, 47–48
  - career personality type and, 133–36
  - cognitive development and learning processes and, 142–48
  - computing and information technology in education and, 151–52
  - creativity and, 91–92, 100, 110–12, 113–15
  - deep learning approach and, 6–7
  - defense mechanisms and, 83–84
  - development of, 267–68
  - emotional intelligence and, 157–59
  - Eriksonian developmental stages and, 152–53
  - experimental research on, 268–69
- hardiness and, 82–83
- hearing impairment and, 243–46
- hyperactivity and, 247–51
- innovative decision-making style, 6–7
- intuitive personality style, 43–46
- investigative individuals and, 47–48
- job satisfaction of teachers and, 203–06
- leadership behaviors/practices and, 227–34
- learning environment and, 153–55
- limitations and implications of research on, 87–88
- locus of control and, 81–82
- mode of thinking and creativity and, 104–06
- occupational stress and, 202–03
- openness personality trait and, 78–79, 81
- perceptions of work environment and, 214–16
- personality types and creativity, 106–09
- Preferred Leadership Styles
  - Inventory, 281–85
- Preferred Thinking Styles in Learning
  - Inventory research, 276–78
  - properties of, 4–5
  - psychological well-being and, 156–59
  - psychosocial development and, 148–59
  - reflectivity-impulsivity and student learning, 130–32
  - research on, 13–14
  - scientific giftedness and, 156
  - self-esteem and, 77–78
  - self-rated abilities and, 150–51
  - state-trait anxiety and thinking styles and, 82
  - student learning and, 123–24, 136–39, 159–62
  - students' ratings of teachers/academics and, 180–83
  - studies on intelligence and, 35–53
  - subjective well-being in workplace and, 216–19
  - teachers/academics task performance and, 196–97
  - teachers' creative and critical thinking and, 175–76
  - teachers' work environment and, 167–72
  - teaching style preferences and, 272–76
  - thinking styles and, 24–25, 50–52, 77–84, 110–12
  - value of, 269–85
  - vocational purpose and, 149–50
  - work environment and, 213–14, 219–20
- Type II intellectual styles
  - ability/intelligence studies and, 52
  - cognitive development and learning processes and, 142–48
  - creativity and, 91–92, 108–09, 110–12, 113–15
  - discouraging use of, 265–68
  - eating disorders and, 256–58
  - emotional development and, 156–59
  - emotional intelligence and, 157–59
  - Eriksonian developmental stages and, 152–53
  - hardiness and, 82–83
  - hearing impairment and, 243–46
  - hyperactivity and, 247–51
  - job satisfaction of teachers and, 203–06
  - leadership behaviors/practices and, 231–34
  - learning environment and, 153–55
  - limitations and implications of research on, 87–88
Type II intellectual styles (cont.)
maladaptive personality traits and, 85–87
mode of thinking and creativity and, 104–06
occupational stress and, 202–03
openness personality trait and, 78–79, 81
personality types and creativity, 108–09
Preferred Leadership Styles Inventory, 281–85
Preferred Thinking Styles in Learning Inventory research, 276–78
properties of, 4–5
psychosocial development and, 148–59
reflectivity-impulsivity and student learning, 130–32
research on, 13–14
scientific giftedness and, 156
self-esteem and thinking styles, 77–78
self-rated abilities and, 150–51
sensing personality and, 43–46, 67–69
student learning and, 123–24, 159–62
students’ ratings of teachers/academics and, 180–83
subjective well-being in workplace and, 216–19
teachers/academics task performance and, 196–97
teachers’ creative and critical thinking and, 175–76
teachers’ work environment and, 167–72
teaching style preferences and, 272–76
thinking styles, 24–25, 110–12
value of, 269–85
vocational purpose and, 149–50
work environment and, 213–14, 219–20
Type III intellectual styles
ability/intelligence studies and, 52
career personality type and, 133–36
cognitive development and learning and, 144–48
computing and information technology in education and, 151–52
defense mechanisms and, 83–84
discipline and, 157–59
Eriksonian developmental stages and, 152–53
investigative type, 47–48
job satisfaction of teachers and, 203–06
leadership behaviors/practices and, 231–34
limitations and implications of research on, 87–88
personality types and, 66–67

Preferred Leadership Styles Inventory, 281–85
properties of, 4–5
psychosocial development and, 141–42, 148–59
scientific giftedness and, 156
self-rated abilities and, 150–51
state-trait anxiety and thinking styles and, 82
student learning and, 123–24, 159–62
teaching style preferences and, 272–76
thinking styles, 24–25, 44, 46, 110–12
thinking styles and, 50–52
vocational purpose and, 149–50
typical intellectual engagement (TIE)
construct, student learning and, 138–39
Typical Intellectual Engagement Scale (TIES), student learning and, 138–39
Uncommon Uses test, 98–99
University Self-Efficacy Scale (USES), hearing impairment and, 245–46
value-free intellectual styles, 8–9
emotional development and, 156–59
value-laden intellectual style
explicit style preferences and, 269–85
health problems and, 258–61
interpersonal relations/social orientation in work environment and, 220–22
limitations and implications of research on, 285–86, 289–91
research on, 13–14
self-esteem and field dependence/independence and, 58–59
value-laden intellectual styles, ix–xi, 8–9
career personality type/style and, 69–75
learning approaches and personality traits, 75–77
Values in Action Inventory of Strengths (VIA-IS), 168–09
teachers’ intellectual styles and, 177–78
Verbal Analogies Test, 48–50
verbal tests, creativity and intelligence and, 96–97
Vocabulary Test (Wortschatztest), reflectivity-impulsivity and ability/intelligence studies, 42
Vocational Adjustment Rating Scale for the Retarded, 253–56
Vocational Preference Inventory, 21–22
career personality trait models and, 69–75
creativity and, 109–10
job satisfaction of teachers and, 203–06
Subject Index

vocational purpose, psychosocial development and, 149–50

Warned Choice Reaction Time (WCRT) test, reflectivity-impulsivity and ability/intelligence studies, 42

Watson-Glaser Critical Thinking Appraisal (WGCTA) ability/intelligence and career personality studies, 47–48
cognitive development and learning and, 142–48
personality type and ability/intelligence studies, 44–46
student learning process and, 136–39

Wechsler Adult Intelligence Scale (WAIS), 10 reflectivity-impulsivity and ability/intelligence studies, 42

Wechsler Adult Intelligence Scale - Revised (WAIS-R) career personality and ability/intelligence studies, 47–48
field dependence/independence (FDI) measurement, 37

Wechsler Adult Intelligence Scale - Vocabulary test, 48–50

Wechsler Intelligence Scale for Children (WISC), field dependence/independence and, 37–38

Wechsler Intelligence Scale for Children - Full Scale (WISC-FS), reflectivity-impulsivity and ability/intelligence studies, 39–43

Wechsler Intelligence Scale for Children - Revised (WISC-R) ability/intelligence and reflectivity-impulsivity and, 42–43
student learning and reflectivity-impulsivity and, 130–32

Wechsler Intelligence Scale for Children - Verbal (WISC-V), reflectivity-impulsivity and ability/intelligence studies, 39–43

Wechsler Preschool and Primary Scale of Intelligence (WPPSI), reflectivity-impulsivity and ability/intelligence studies in, 42–43

West Point Bridge Designer 2007, 144–48

Wide Range Achievement Test (Arithmetic), 47–48

Wonderlic Personnel Test learning approach and intelligence/ability studies, 48–50
structure of intellect and creativity and, 100
work environment attitudes and perceptions concerning, 214–16
interpersonal relations/social orientation and, 220–22
leadership behaviors/practices/styles and, 227–32
literature search on intellectual styles and, 212–13
occupational seniority and intellectual styles in, 222–27
personal attributes and intellectual styles in, 214–20
Preferred Leadership Styles Inventory in, 281–85
research findings on intellectual styles and, 213–14
subjective well-being in, 216–19
for teachers, 170–72
working memory capacity, field dependence/independence and, 124–28

Your Style of Learning and Thinking creativity and mode of thinking and, 104–06
student learning and mode of thinking, 132–33

Zhang Cognitive Development Inventory (ZCDI), learning processes and, 142–48