

The Learning Methods of Kirkuk University Students and their Relation to Innovative Personality Attitudes

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Abstract: *The current research aims to identify the methods of learning among students of the University of Kirkuk and its relation to the innovative personality. The sample of the research (1000) students from Kirkuk University Colleges of Science and Humanities. The researcher adopted a measurement (Al-Senawi, 2013) to measure the methods of learning, where the scale consists of (44) paragraphs, where (11) paragraphs in the esoteric (sensory - intuitive) and (11) paragraphs in the esoteric (sensory - intuitive) and (11) paragraph in the esoteric (visual - verbal) (Sequential - macro), after ascertaining the validity of the virtual and distinguish the paragraphs and stability in a way of re-testing and internal consistency (Kronbach Alpha).. The researcher has built a measure of the personal personality of the personality, which is the final form of (54) paragraph (18) in the personal, mental and social) after ascertaining the validity of the virtual presentation to a group of experts and arbitrators and the distinction of paragraphs, and the relationship of degrees of vertebrae in the overall degree and stability in the manner of retesting, as it appeared that the coefficient of stability is (0.86), which is a good stability coefficient. After extracting the honesty and consistency of the variables (techniques of discourses and innovative personality), the researcher applied the two parameters to a sample. The basic research consists of (1000) students from the University of Kirkuk. After collecting the information forms, the data were processed statistically using T. test and Pearson correlation coefficient, and the researcher reached the following results: 1. The (practical - imagining), And the method (sensory - intuition) took the last position in preference. 2. The research sample was characterized by a good level of creative personality, both for the scale as a whole and its areas (personal, mental and social). 3. There is a difference D statistically in favor of females in the personal area of the personality of the innovative. 4. And the method (sensory - intuition) took the last position in preference. 5. The research sample was characterized by a good level of creative personality, both for the scale as a whole and its areas (personal, mental and social). 6. There is a difference D statistically in favor of females in the personal area of the personality of the innovative. 7. The existence of the relationship between the functional methods of learning and innovative areas of personality. In light of the results of the research, the researcher recommends the following: 1- interest in the innovation and the development of innovative aspects of the personality of university students and below the levels of study. 2- interest in the subject of learning methods and development of student. 3- interest in learning methods common to the students of the university and focus on them. In light of the results of the current research, the researcher recommends the following studies: 1- Study the relationship of innovative personality with other psychological and educational variables such as emotional balance and university integration. 2- Study the relationship of learning methods with other psychological and educational variables such as multiple intelligences and thinking of different types.*

1. Introduction to research

Research problem

The need to understand the methods of learning of students has become an urgent need and is increasing in light of collective learning within the classroom, and here lies the role of teachers in making sure that the students are taken and learning to learn the preferred methods of their students in learning. And encourage them to learn and work in their preferred learning style, as well as encourage them to diversify their learning methods and mastery, so it is necessary to be aware of the various methods in the learning process and educational strategies and appropriate for each method. This awareness should be transferred to the learner himself to increase his self-monitoring to learn to use appropriate strategies and to adapt to other learning methods. In fact, the teacher can not teach each student according to his preferred learning style all the time, but he can diversify methods And educational and educational strategies within the classroom (Jaber and Qaraan, 2004, 75).

The current research problem is determined by the learning methods that students can follow so that they can face different life situations in a new and innovative way according to the appropriate learning style of their

personalities and abilities to innovate and out of the ordinary on the importance of learning methods. Educational Foundation seeks modern developed and strengthened (Shirazi, 2005, 5).

Judging from the above, the current study comes a scientific attempt to detect learning methods and their relationship to the University students innovative personality traits to identify attributes that distinguish innovators in their studies to reach a higher level of academic performance and social interaction with other students. And identify the distinctive learning styles of the students to facilitate their interaction with their classmates and teachers and generating appropriate responses to increase the effectiveness of learning that requires learners to have a high degree of mental flexibility and knowledge activities and knowledge so they can practice procedures Employ them effectively to address and resolve problems that you might encounter during their walk, nor scientific research problem articulated that learners differ in terms of their ability to innovate and make innovative personality traits, relationship between an individual's ability to innovate and its ability to develop socially and economically environment relationship Solid innovation generally helps individuals d a lot of new inputs in terms of practice experience gained or used and then rests

the burden of innovators and community development progress.

2. The importance of research

Learning styles are mental skills or mental capabilities can be developed as in other mental abilities, this requires the development of students' ability to gain experience and truth of it themselves, develop their personality traits, characteristics and other aspects (Issawi, 1989:124). Learning styles are associated with individual differences in ways of thinking, many psychologists that the best way to facilitate student learning lies in dealing with individual differences in cognitive function by focusing on methods of mental and learning styles of the learners (Zhang * Sternberg, 2002:469). The learner needs to be familiar with the art of learning and has appointed awareness and knowledge on how to learn to advantage than you know, to be able to link previous experiences in new learning (alazergau, 1991:142).

And it is only by knowing the learner to correct learning methods emphasizing specialists in cognitive psychology that learning is a change in the observed behavior of the learner and the change due to change in any individual knowledge to build knowledge in terms of the amount of information retained and how to organize them on this basis draw This attention especially in the mental processes used in learning by linking learning fundamentals and information processing systems and student's ability to control the use of such treatments in other situations (Zayat, 1995:315), thus becoming the primary goal of learning methods is to provide Students with cognitive and social skills both inside and outside the school in terms of interpretation and information processing through cognitive senses are input unit for the learner and make different processors within the human brain and retrieved in multiple positions and high efficiency (Spender, 1988:21). And it is known that learning styles are looking at methods used by students in different information processing during the process of perception, and the role of psychology to explain the link between learning style and behaviour in dealing with individual differences between students in teaching positions (Ayyash, 1989:11), and learning styles is a sort of performance granulator and learner's preferred discretion and acquired information, linked to individual differences in ways of thinking, many psychologists that the best way to facilitate student learning lies in dealing with individual differences in cognitive function in Focusing on mental methods and learning styles of the learners (Zhang * Sternberg, 2002:469). Bloom supposed that every learner features its own learning style and the teacher's role here matches between his teaching and students learning methods (Hanson, 1984:3) usually students tend to learn by arranging And organize their experiences and their thoughts on according to the methods learned through (YS, 1989:25) and this knowledge by teachers to their students learning styles helps them to improve their education And becomes a high congruence among leading to the success of their students in different learning situations (tameemi, 1993:3).

Numerous studies and scientific research have pointed to a number of innovative personal attributes of variables, in

relation to innovative personality traits to study of gender (like singh, 1979)) which indicated to a positive relationship between personal characteristics and function of sex and in favor of females in originality singh, 1979:76)), and this is confirmed by garil study (garil, 1980) and a akinobi (akinboye, 1982) that females were more innovative in inheriting (originality and flexibility) of males, while males grades on a test of cognitive preferences component innovation (garil, 1980:65) (akinboye. 1982:98), while the result was contrary to study gaquish and Ripple(gaquish, ripple, 1980) which pointed to the lack of gender differences in personal characteristics the innovative University students (66: gaquish, ripple, 1980), innovative personal relationship age study indicated Chohan (Chohan, eatle, 1983) on a sample of adolescents and older to younger people more creative than older practitioners of fluency and originality ((chohan, eatle, 1983:42, and this result was confirmed by researchers and noted that the innovative thinking components remain on the increase Until the age of 16 and then start declining gradually (Moses and desouki, 1988:67).

In the area of innovative personality relationship how parental perception of innovative study lost son Rania et (Rania, etal, 1980) to a negative relationship between personality traits and perception of parents of children who are innovators, they need care and attention and embrace this gift form Positive 32): Rania, etal, 1980)), and for the personal relationship and innovative cultural differences in the elements of mental efficiency, Jill Keats (gill, keets, 1980) sample consisted of 40 students and Australia (52) Malaysia students of University students has shown results statistically function differences as Give students the Australian Group of great importance on mental capacity included (speed and innovation) and knowledge while they gave Malaysian group students the importance of social skills and little excitement (23: gill, keets, 1980).

In the area of personal attributes relationship behavior study, (Sire, 2001) to having a positive relationship between personal characteristics and function of educational behavior attributes (intelligence, emotional sobriety, perseverance, toughness and flexibility) (Sire, 2001:70), and in a relationship with creative abilities, personality traits A study (Abdul Ghaffar, 1964 (f) Mr, 1971) (symbolic, 1975) to a strong relationship, positive personality traits and mental capacities (Abdul Ghaffar, 1964:93) (Alsaed, 1971:82) (Ramsey, 1975:86). Through the foregoing demonstrated the importance of the role played by innovative personality traits among college students and the possibility of adaptation, and contentment, satisfaction, and happiness that it finds the student if the study correspond to personal characteristics, and vice versa if the study does not correspond with the personality traits that lead to frequent problems and their difficulties during their learning (aka, 1986:132). And the significance of current research from the above in the following points:

- 1) Novelty of subject, where discussed learning methods as a pattern of information processing in college students, which is responsive to the contemporary trend towards global interest levels addressing the subject of learning.
- 2) Identify the preferred learning styles of the students improve their learning and helps teachers and teachers take teaching methods.

- 3) Identify the relationship between innovative character and learning styles among university students in variables (sex, specialization).
- 4) The current study provides a set of tests and measurements as a measure of innovative learning methods and personal may help researchers to conduct more research and studies in this field.
- 5) Statement of findings and recommendations and suggestions which may help research professionals in the development of curricula and teaching methods, development of innovation among college students.

Research objectives

Current research aims to identify:

- 1) Level of learning styles (Visual-verbal) and (practical-reflective and sensuous – intuitive and overall – sequential) Kirkuk University students.
- 2) Differences between Kirkuk University students learning styles according to the variables of gender and specialization.
- 3) The level of innovative personality traits among students in Kirkuk University.
- 4) Differences in innovative University students personality according to variables of gender and specialization.
- 5) The relationship between learning styles and innovative personality traits among students in Kirkuk University.

Limit Search

Current research determined Kirkuk University students for the academic year (2015 – 2016) for morning studies phase (1-4) and identify three learning methods researcher let Felder slverman (verbal-visual and practical-reflective and sensuous – intuitive and overall – sequential).

Define the terms

The researcher will determine search terms in the title, and are as follows:

Methods of learning (Learning Styles)

The authors defined it as the following:

- 1) Definition of Aldahabe(2004): a personal mental organization acquired methods within the individual to deal with information during the learning process (Aldahabe, 2004:4).
- 2) Definition of Santo (Santo, 2005): my favorite way to learn ' (Santo, 2005, p. 1).
- 3) Theoretical definition: since researcher have adopted Felder * Selverman model (1988, Felder * Selverman) also depend on theoretical definition, adopted by alsnaoi, (2013).
- 4) The procedural definition: this is the method preferred by the student in the learning process among the three learning methods that are selected (Visual-verbal) reflective practice and sensory-intuitive) and (total-sequential) and is determined by the degree to which each student receives individual style from the list of feeds Methods of learning.

Innovative character:2

- Definition of (Khudhur, 2010):-that she has personal individuality and self-confidence, liking the risk, curiosity, reconnaissance, unconventional where you can escape

from the intellectual constraints that make innovation possible. (Khudhur, 2010:14).

- Definition of (Nasser Hussain, 2011): which possess personal features and trends and concerns, and agitation that can create innovative, efficient and highly subjective, and tendency to mental issues that provoke thought, and characterized by independence of judgment, and inclination towards inclusiveness and capable Confronting difficult situations, and serious about her work, and feel responsible and able to achieve their goals (Nasser Hussain, 2011:87).
- Theoretical definition: the researcher know theoretically innovative ' personal organizing unique set of attributes and trends have goals and levels of ambition as a result of the interaction of mental, personal and social factors can lead to innovative products and high level of intelligence and control, stability and Renewal liking
- Procedural definition: a college degree that will get them through the responder answers about innovative personal scale passages intended for this purpose.

3. Theoretical Background

The concept of learning style is considered as style or type which is connected to the personality, but the concept of style has been used widely especially in psychological studies, the concept of style describes number of activities and properties and personal behaviors of individual persons which appears in the character of persons in a stable form for a period of time (Alatoom ,2004: 285), and it also works as an indication about the way of individual learning from its environment and also it demonstrates the way which is used by the human mind. The most of the learning theories which are connected to the environment of the learner , which are based on the facing the individual differences of the students inside the class and this is called as (the concentrated trend to the learning), However, all the previous studies which are concentrated on the individual differences and personality scales and it demonstrates many information about the role which are played by the individual differences in academic work, but this information was not restricted as a whole, which lead (Chearer&Tallman)authors to say that the cause of the learning style may be returned to the differences between the students in academic work, and it depends on the style which is used to five the information to the student in a specific subject, so the academic knowledge in learning style for the teacher enables him to manage his class in a better way and make him look at the learning as a knowledge process which depends on different ways and styles which is used by the student in order to reach to the information and to get the highest level of learning in their different stages of their studies Ryner&Riding,1997,p.1). And the psychologist (Carl Ponge) develops the learning styles and he founds the differences in styles which is used by the learners to realize the information. And the way to make a decision. The results of previous studies had explained the importance of the individual differences and learning styles in a psychology which directed them to deal with different students inside the class (Alalwan, 2010:4-3).

Carl Jung (1923) indicates to the essential differences in make decision according to the way which is used by the

learner to realize the information, and he presented different groups of psychological styles which classified the learning according to two different functions which are:

- a) Sensory perception (Perception): examining how absorbing information.
- b) Judgment (judgment): how to prepare the information absorbed (Mason, 2006:49), and classified (young) learners according to their style, and treated for information on four modes are:
- c) Style is an emotional type of method (Consciences style) this style learner assumes that the learner is Evidence on the value of the thing, by assessing his achievements and depending on his emotions and not based on rational reasoning.
- d) Method-pattern thinker: (Thinker style), and is a rational method refers to a way of thinking that might help the learner to identify the meanings of things as dwell learner reflection wave and regulates what happen to him and realize mental categories.
- e) Style with sensory method: (sensory style): fashion conscious learning learner realizes it may not determine the value of what he feels, and he cannot classify things into categories like the pattern thinker, though the learner be conscious and those don't allow llahasishm to work without forcing or adjust.
- f) Style-intuitive method: Intuitive style: this style refers to the odds you take things, and presumably the learner exactly happen to fashion conscious perceptions, so understand the intuitive what they see and what they feel in some way integrated College (Hamdi et al, 1994:102).

Witken in (1977) make in the development and formulation of the concept of learning styles through special studies in this field as broad relationship between cognitive styles and psychological differentiation concept, explain that individuals least psychologically differentiated are usually less responsive in cognitive attitudes compared to most peers Differentiated psychologically (alzghalol and alzghlol, 2003:84-85).

Model of Felder and silverman (Felder and silverman, 1988):

Contains a sample so der **silverman** four dimensions of learning methods bipolar and each method has the opposite preferences, and each learner is using most of the methods at different times but it doesn't have to be all at the same level of use. These methods are:

- 1) Reflective practice (Active-Reflective): practical exercises in understanding art through discussion and searching questions and exercises that require a solution to problems, and review the information through the activated application and be schooled in a group so that every learner takes the time to explain a Custom themes for others and learns owners reflective style through abstract thinking and individual work quietly, giving them enough time to think about information and FAQ and applications and summaries or classroom observations in their own style.
- 2) Intuitive sensory : the physical exercise learning through Visual or perceptual thinking and using known methods already defined without complications or surprises so they go about learning facts and learning certain concepts down are good laboratory work and practical and

cautious, either Intuitive learning style owners using abstract thinking and looking beyond the meaning and find theories interpreting facts and concepts and create links and relations between them all this achieved through search beyond the meaning of the thing and tend to work quickly to innovation and hate.

- 3) Verbal-Visual: learn information by means of Visual and linguistic technology, such as movies, maps, photos and charts and remembered picture usually painted in their minds and conceptual mapping to view links and communication between the concepts of content Of course, while owners of verbal learning style by using text and verbal explanations or written or spoken, and they have their own style and define the words out and write summaries and they have the ability to understand by listening to explain conceptual illustrations by their colleagues in a better way.
- 4) Sequential-Global, serial style owners learn how partial and consecutive steps a minute, a logical path to find the appropriate information and appropriate solutions to the questions submitted to them and connect the new parts of the decision, having previously studied information, that they Strengthen the overall thinking skills they are learning the material in a holistic manner by taking the full picture of the contents of the article and presented in the form of extracts can be random without following a specific sequence, you prefer learning by exploration and problem solving quickly but it's hard for them to explain how they reached to the solution (Felder * silverman, 1988:600).

Innovative character

There are a number of common characteristics between innovators, curiosity and inquiring and desire in the investigation, exploration, and ingenuity, resourcefulness and preference for errands and obligations difficult process, and enjoy solving scientific problems and exercises, flexible thinking and self-confidence, speed Intuition, and the multiplicity and diversity of ideas, the ability of analysis and composition and adjudication, and show the spirit of scientific inquiry, and dedication to hard work, frequent reading he could see, the ability of abstraction (olives, 1987:30-31). The Clifford (Guilford) to innovative production for an individual depends on a number of mental abilities to identify innovative person capacity, and attention to individual motives and needs and inclinations (Guilford, 1968:12).

It features innovative person brainpower: sensitivity to problems, fluency, flexibility, originality, ability to organize thoughts in a broader and more inclusive patterns (Al-ajili, 2001:310), Moody themes closely related to emotional poise and power of ego and independence in governance, scarcity Follow Community standards, as well as specialty features mood relevant to poor emotional poise and emotional like schizophrenic tendencies, lack of complacency and emotional sensitivity and introverted, however they have burst one of the characteristics of development associated with certain abilities such as expressive fluency Authenticity (daliber, 1984:115). Personal characteristics is affective by perseverance, adventure, independence, self-confidence, and betray others, frequent questions particularly exotic, imagination, and no inclination to routine methods,

fanaticism and intransigence, humour and irony, and the tendency to Mysterious and difficult work (Halpin * Ellett, 1973:653).

If the creator combines in itself between femininity and masculinity that one rises toward the opposite sex of the creator, then the creative attempts to strike a balance between masculine and feminine characteristics and tendencies, is that bears a lot of psychological conflict and anxiety (Mackinnon, 1961:137). Innovative suffers from tension due to the conflict to reconcile resolvable conflicts inherent in nature, with trying to handle that stress and reduce suffering from tension when arriving in an innovative solution to the problem has been developed but put them in himself and for himself. Besides the tension as a result of his conflict with his environment and demands and standards and pressure on him. This reflection is a whole lot of problems experienced by the innovative person (okay Allah, 1981:5). (Pleasure, 2002:108-112, 175).

Research methodology and procedures:

In this chapter will review these procedures as follows:- first:-research community: determine the current students of the University research community in Kirkuk Kirkuk, which included (16) College (10) Faculty of scientific specialization and (6) Faculty of moral discipline, these include colleges (11985) supporter Colostrum, a freshman, with a total of students in the first and fourth stages for all colleges (7490) students, the researcher received this information from the Student Affairs Division in Kirkuk University

Sample of research:

Search sample consisted of (1000) students were selected by stratified random manner. Percentage of sex and specialization.

Research tools:

To achieve the objectives of the current search request availability of single instruments to measure the profile and the other for measuring learning styles and the researcher found it best to build innovative personality scale for measuring learning styles has adopted a measure ready after extracting the handout and highlight paragraphs and paragraph relationship College degree and consistency, and are as follows:-

Learning Styles scales

- 1) Researcher reviewed on several metrics and models of learning styles and learning styles scale researcher have embraced (elesnawy, 2013) prepared by both Richard, der (Richard Felder) and Barbara Solomon (Solomon Barbara) (2000) in the light of the model Richard Felder, and composed (44) Four methods of bipolar (verbal-method) and (practical approach – meditation (f) sequential method-macro (f) sensory-intuitive method) (11) paragraph in each method.
- 2) Set up instructions scale: researcher preparation instructions explain how to answer scale passages and included an example shows how to answer scale passages.
- 3) Virtual honesty scale: to ascertain the suitability of the scale to measure learning styles were offered standard

bipolar with four methods of paragraphs (44) paragraph and instructions on a group of arbitrators competent in the field of education and psychology to issue their verdict on the validity of the paragraphs of the scale after the collection and analysis of For the opinions of arbitrators indicates that all experts and arbitrators agreed to all paragraphs without any modification or deletion.

- 4) The correct scale: the scale has been drafted bilateral paragraphs inserted formula to get the answer (a) (1) and get the answer (b) (2) there is a degree College for scale. 5. pilot application: to check the clarity of instructions and the scale and calculate the time it takes to answer it, the researcher has applied the standard (60) students and researcher has found that the paragraphs of the scale, instructions were clear and how long it takes to answer (35-45) minute rate (39, 5) minutes.
- 5) Spatial application: The researcher applied the scale to (60) students. The researcher found that :the paragraphs and instructions of the scale were clear and the length of time it took to answer paragraphs (35-45).

Statistical Analysis

- a) Calculation of the discriminatory power of paragraphs:
 - 1) To calculate the distinction of the dimensions of the methods of learning, the researcher applied the measure in its initial form to the sample members (400) students from the colleges of the University of Kirkuk.
 - 2) The answers were corrected and the order of grades descending fromThe highest score for each learning method.
 - 3) The highest 27 and 27 percent of the grades were chosen to represent the extreme groups. The two groups included 108 students in each group.
 - 4) The researcher using the t-test (T-test) two independent States to test differences between top and bottom sets for each paragraph of the scale, t-value is considered an indicator to distinguish each paragraph by comparing indexed value (1.96) results showed that all paragraphs Featured at the level indication (5, 0) and the degree of freedom (214).
- b) The relationship of the degree of the paragraph to the degree of style and to achieve that the researcher adopted the forms of the statistical analysis sample consisted of (400) form and the correlation coefficient was found in the Person method between the sample grades on each paragraph and their grades on each method and according to the standard (Ebel)No paragraph was excluded. The correlation coefficient (0,19) was at a level of 0.05.

Reliability of scale

For calculating stability researcher application sample learning methods scale (60) students, the researcher has adopted to calculate steady the scale on two ways:

- 1) How to scale (Test – re-test): after first application scale reapplied two weeks The same sample and extract Pearson correlation coefficient (person) between grades of students in the first and second applications, reliability coefficient for Visual learning style-verbal (72, 0) and practical-reflective (79, 0), sensory-intuitive (75, 0) and macro-sequential (0, 78) and good stability coefficients.

- 2) Method of alpha cronbach (Cronbach-Alpha) and extract the learning methods scale stability modulus of (alpha cronbach), which measures the internal consistency and coherence between paragraphs scale reliability factor was that way for Visual learning style-verbal (0.73) and practical-reflective (0.71), sensory- The intuitive (75, 0) and macro-sequential (0, 72) and is a good transaction.

Innovative Personal scale

In order to build innovative personality scale researcher has seen the benchmarks for the innovative character, after seeing the personal researcher did not find innovative measures appropriate to the current search for all metrics samples composed of primary or secondary students or other students didn't get researcher On the scale of Iraqi or Arab undergraduate researcher and build innovative and personal scale according to the following steps:-

Preparation of the preliminary version of the scale. After reviewing the relevant studies and research, three areas were identified through the definition of innovative personality, which the researcher concluded by reviewing (22) definitions of the innovative personality. The areas of the scale were the personal sphere, the mental field, and the social field. A number of paragraphs (58) were prepared, the number of which was (22) for the personal area, 18 for the mental field, For the social sphere, each paragraph was followed by five alternatives (apply to me to a very large extent, apply to me to a large extent, apply to me to a medium degree, apply to me a little, do not apply to).

Scale validity

The researcher presented the scale in its preliminary form to a group of experts in the field of educational and psychological sciences to express their opinions by judging the clarity of the paragraphs and the extent to which they achieved the desired goal and their linguistic validity in measuring the innovative personality. The researcher used the square to check the validity of the paragraphs, so she deleted (4) paragraphs from the personal area only and the number of paragraphs of the scale (54) paragraph.

Scale correction. Since each paragraph of the scale contains five alternatives (apply to me very much, apply to me To a medium degree, apply to me to a small extent, do not apply to) so weights were given (5, 4, 3, 2, 1).

Clarity of instructions and understand paragraphs and answer time.

In order to ensure clarity of instructions and paragraphs of the scale in terms of wording or language as well as to determine the time needed to answer the researcher choice (100) students of specialties of science and Humanities faculties (engineering) to be an exploratory sample and applying them and asked them to identify all What they find mysterious and incomprehensible whether instructions scale or paragraphs, the result clearly experience instructions and paragraphs and answer manner, time has been calculated by recording the end time of each student or student to answer sheet answer time ranged between (40-50) minutes, after average no Mock answer all students show that equals (44, 83).

4. Statistical analysis of paragraphs

The researcher used to calculate the discriminant force of the scale paragraphs of the two extreme groups and the relationship of the paragraph to the macro level. The following is an explanation of the procedures used in each method.

- 1) The style of the two Contrasted Groups. In order to verify the discriminatory power of the paragraphs, the researcher applied them to a sample of 400 students from the faculties of Arts, Management, Economics, Science and Medicine. After correcting their responses, the forms were arranged in ascending order.
- 2) In the light of the ranking, the researcher chose 27 of the highest grades, which represent 108 students as a top group, and 27 of the lowest grades, which represent 108 students as a minimum group. The literature indicates that the adoption of this percentage in selecting extremist groups for the purpose of The analysis would give us two sets of maximum size and differentiation (Faraj, 1980 149). The data were processed by calculating the t-test of the upper and lower groups of two independent samples. The results showed that all paragraphs had a calculated T value greater than the T value which is equal to 1.96) at the level of significance (0.05).so that All paragraphs are therefore good because they have good discrimination.
- 3) The relationship of the paragraph to the overall degree. In the statistical analysis of the paragraphs, the researcher relied on finding the coefficient of correlation between the paragraph and the total score of the scale. After the responses of the sample members (400) were corrected,, And the coefficient of correlation between the scores of the sample and their total scores on the scale was used. The researcher used Pearson correlation coefficient to calculate the relationship. All the paragraphs of the scale were statistically significant after conversion The correlation coefficient values to the T values corresponding to the correlation coefficients and the T-table value at the significance level (0.05) and the freedom degree (398) are (1.96).
- 4) Persistence. In order to achieve this, the researcher used the method of re-testing, applying the scale to a sample of (60) students from both colleges (education and agriculture) and from both males and females were randomly selected. The scale was reapplied after (15) days. The correlation between the two applications was 0.81 and this indicates that the scale is characterized by good stability. - The final version of the scale. The scale consists of (54) supplementary paragraphs indicating that the paragraphs were divided into three areas: personal (18) paragraph and mental (18) paragraph and social 18 paragraphs.

Statistical Means

The statistical bag for social sciences (SPSS) and the following statistical methods were used:

- 1) Tentative testing of two independent samples.
- 2) Tit test for one sample.
- 3) Pearson correlation coefficient.
- 4) Coefficient Alpha Cronbach
- 5) Square-kai

5. Research Results

The results of this research include the results of the researcher and discussed, and these results will be presented in sequence in the research objectives - the methods of learning prevailing among the students of the University of Kirkuk data were processed for this variable statistically using the frequency and percentages, after the classification of individuals in light of their grades on each method, for example, if the degree of the person in the first method is higher than the rest of the methods, it means that the preferred method and so for the rest of the methods, but if the degree of the degrees of two methods or more It means that it has no distinctive style, but it uses more than one method of learning, and as comes :

1) The methods of learning among students of the University of Kirkuk

The results, as shown in Table (1),

Table 1: were the frequency and percentages of preference for the learning methods of the sample members

Percentage	Frequency	Learning Style
27%	270	Visual- introspection
35%	350	Practical- meditative
14%	140	Sensory- Intuitive
24%	240	Sequential- totally
100%	1000	total

These results indicate that a large percentage of the sample (35) depend on the method (practical - **meditative**) as this method came first, which means that it is the most common methods among the students of the University of Kirkuk, and found that (27) Of the sample prefer to use the method), and it was found that the proportion of (24) of the sample prefer the method (sequential - totally), but in the last place came the method (sensory - intuitive) and by (14).

2) Methods of learning by gender variable (male - female)

The results as shown in Table (2)

Table 2: Frequencies and percentages of preference for learning methods among sample students

Percentage	Frequency	Learning Style
20%	91	Visual- introspection
33%	151	Practical- meditative
18%	82	Sensory- Intuitive
29%	133	Sequential- totally
100%	457	total

These results indicate that a large percentage of the sample (33) depend on the method (Practical- meditative) as this method came first, which means that it is the most common methods among the students of the University of Kirkuk, and it was found that the proportion of (29) Sequential - totally) It was found that (20) of the sample prefer to use the method (visual verbal), while in the fourth place came the method (Visual- introspection) and by (18).

3) Methods of learning among the students of the University of Kirkuk The results as shown in Table (3)

Table 3: Frequencies and percentages of preference for learning methods of students in the sample

Percentage	Frequency	Learning Style
33%	179	Visual- introspection
37%	201	Practical- meditative
11%	60	Sensory- Intuitive
19%	103	Sequential- totally
100%	543	total

The results indicate that a large percentage of the sample (37) depend on the method (practical - meditative) as this method came in the first place and this means that it is the most common methods among the students of the University of Kirkuk, It was found that (33) of the sample prefer to use the method (visual and introspection). It was also found that the proportion of (19) of the sample prefer the method (sequential - totally), while in fourth place came the method (sensory - intuition) at rate of 11%.

4) Methods of learning according to the variable of specialization (scientific - human)

a) Methods of learning among students of scientific specialization

The results as shown in Table (4)

Table 4: Frequency and percentages of preference for learning methods among students of scientific specialization

Percentage	Frequency	Learning Style
26%	100	Visual- introspection
41%	158	Practical- meditative
20%	77	Sensory- Intuitive
13%	50	Sequential- totally
100%	385	total

These results indicate that a large percentage of the sample (41) depend on the practical - meditative method. This method is the first of these methods. This means that it is the most common method among the students of the scientific specialization at the University of Kirkuk. It was found that (26) of the sample prefer to use the method (visual verbal), while in the third place came the method (sensory - intuition) and by (20), and it was found that (13) of the sample prefer the method (sequential - totally).

b) Methods of learning among students of human specialization

The results as shown in Table (5)

Table 5: Frequency and percentages of preference for learning methods among students of human specialization

Percentage	Frequency	Learning Style
27%	166	Visual- introspection
32%	196	Practical- meditative
10%	62	Sensory- Intuitive
31%	191	Sequential- totally
100%	615	total

These results indicates that there is a great percentage from the sample (32%) depends on the style of (Practical- meditative) which means that this style is on the first stage

which means that it is the most used style between the human specialization students in Kirkuk university, and (31%) from the sample prefers the(Sequential- totally) and 27% from the sample prefers Visual- introspection but in the third stage Sensory- Intuitive at 10% rate.

First: Innovative personality level for the Kirkuk university students

Table 6 shows that the calculated mean for the sample of the university students for the innovative personality scale equal

to (202.11) degree and the standard deviation (17.39) and when it compares with the theoretical mean for the scale with is equal to (162) degree, and shown that there is clear differences between the two means, in order to find the significant and this value has examined by using T test for one sample and the calculated t Value (33.21) which is higher than the tabular value (1.96) at significant level (0.05) and the difference between the means is significant differences , which indicates that the student of Kirkuk university has a high level of innovative personality.

Table 6: Mean and standard deviation and t value for the students of innovative personality scale

Significant level	T value		Theoretical mean	Freedom degree	Standard deviation	mean	variable
	tabular	calculated					
0.05	1.960	33,21	162	999	17,39	202,11	Total degree for the innovative personality t/scale

In order to identify the levels of areas of the innovative personality scale, the results showed that, as shown in Table (7), the calculated averages and standard deviations of the sample of Kirkuk University students, namely the personal, mental and social domains,By comparing the calculated averages of the sample and the theoretical classes of the domains of the innovative personality scale, a difference of

D was found in all comparisons. The difference was in favor of the sample arithmetical averages and after the use of the T-test for one sample,It was found that the T value used for all domains is statistically significant at (0.05) indicating a high level of innovative personality scale in the sample as in Table (7).

Table 7: The calculated mean and standard deviation and calculated T value of the samplefor the areas of innovative personal scale

Significant level	T value		Theoretical mean	Standard deviation	Calculated mean	space
	tabular	Calculated				
0.05	1.960		54	7,62	67,37	personal
				6,26	67,06	mental
				6,39	67,38	social

A - Detection of differences between university students in the innovative personality by gender variable The male arithmetic mean on the measure of the innovative personality is (202,56) degree and standard deviation (14,21) degree while the mathematical mean of females (201, 55) and (standard deviation of (20,07))After using the T-test for

two independent samples, the calculated T value (0,22) was found to be less than the absolute value of (1.96), which is not statistically significant at the level of 0.05. This means that there are no differences between males and females in the personal scale Innovative.

Table 8: Shows the difference between male and female grades on an innovative personality scale

Significant level	tabular T value	Calculated T value	Standard deviation	Calculated mean	number	gender
0.05	1.96	0,22	14,21	202,56	457	male
			20,07	201,55	543	female

The researcher also revealed the differences between males and females in the domains of the innovative personality scale. The results are shown in Table 9

Table 9: Shows the difference between male and female grades on the areas of the innovative personality scale

Significant level	Tabular value	Significant	T value	Standard deviation	Calculated mean	number	gender	space
0.05	1.96	significant	2,16	7,82	66,74	457	male	personally
				7,50	68,10	543	female	
		Not significant	1,54	7,07	66,57	457	male	mental
				5,33	67,35	543	female	
		significant	3,49	6,78	68,13	457	male	social
				5,92	66,30	543	female	

Table (9) shows statistically significant differences between males and females in the personal and female domains, and there are no statistically significant differences in the mental field, and there are statistically significant differences in the social field and for males.

B - Disclosure of differences between students for the innovative personality according to the specialization variable, the computational mean of the students of scientific specialization on the innovative personality scale was

(210,11) degree and standard deviation (15.07) degree while the mathematical mean for the students of human specialization (194.11) and standard deviation (16,13)) and after using the T test for two independent samples, the calculated T value (12,12), which is greater than the numerical value of (1.96), is statistically significant at the level of significance (0,05). This means that there are differences between students of scientific disciplines and students of human specialties in the innovative personality scale. And for students of scientific disciplines.

Table 10: Shows the difference between the degrees of students of scientific disciplines and students of human disciplines on the scale of innovative personality

Significant level	tabular T value	Calculated T value	Standard deviation	Calculated mean	number	specialization
0.05	1.96	12,12	15,07	210,11	385	scientific
			16,13	194,11	615	humanity

The researcher also revealed the differences between students of scientific disciplines and students of humanities

in the fields of the innovative personality scale. The results are presented in Table 11 .

Table 11: Shows the difference between the degrees of students of scientific disciplines and students of humanities on innovative personality scale spaces.

Tabular value	Significant	T value	Standard deviation	Calculated mean	number	specilization	space
0.05	1.96	8,33	6,32	70,67	385	scientific	personally
			7,76	65,61	615	humanity	
0.05	1.96	11,80	5,53	68,60	385	scientific	mental
			5,80	62,96	615	humanity	
0.05	1.96	9,08	5,52	68,27	385	scientific	social
			6,32	63,68	615	humanity	

Table (11) shows that there are statistically significant differences between students of scientific disciplines and students of humanities in the fields of the innovative personality scale (personal, mental and social) and for students of scientific disciplines. The fifth objective is to uncover the relationship between learning methods and innovative personality. The researcher used the Pearson correlation coefficient to reveal the relationship between innovative learning and personality styles, and the results were shown in Table 12.

Table 12: Relationship between innovative learning methods and innovative personality

Innovative personality				Learning styles	
Totally	social	mental	personally		
0,30	0,06	0,43	0,32	visual	First style
0,41	0,39	0,46	0,44	verbal	
0,31	0,29	0,32	0,34	practical	Second style
0,39	0,27	0,37	0,46	Reflective	
0,30	0,28	0,33	0,38	sensory	third style
0,40	0,27	0,49	0,38	Intuitive	
0,33	0,08	0,41	0,04	Sequentially	fourth style
0,37	0,39	0,42	0,29	totally	

Table 12 shows that there are positive and functional correlations between each learning method, innovative personality areas and the overall degree of the innovative personality scale, except for the relationship between visual style in learning styles and the social domain in the innovative personality scale, And the sequential approach to learning methods and the personal domain, where it appeared that the relationship is not significant.

6. Conclusions

The results of the current research concluded the researcher what comes:

- 1) Preferred students of the research sample method (practical - Reflective) as a common learning method, has obtained the highest frequency and proportion. Next comes the method (visual - verbal) followed by (more than one style) followed by the method (sensory – Intuitive).
- 2) The research sample was characterized by a high level of innovative personality traits, both for the scale as a whole and its areas (personal, mental and social).
- 3) There is a difference D statistically in favor of females in the personal area of the personality of the innovative.
- 4) There is a difference D for the benefit of males in the social sphere of the innovated person.
- 5) No difference according to gender variable in the mental field.
- 6) The existence of difference D in the personality of innovative benefit for students of the scientific departments in the scale as a whole and in all areas.
- 7) The existence of relationships between learning methods and areas of innovated personal.

7. Recommendations

In the light of the results of the research, the researcher recommends the following:

- 1) Interest in the innovation and the development of innovative aspects of the personality of the university students and below the levels of study.

- 2) Interest in the subject of learning methods and development of students.
- 3) Interest in common learning methods for the university students.

8. Proposals

In the light of the current research results, the researcher recommends that the following studies be carried out:

- 1) Build a standardized scale to measure the innovative personality and its areas among the university students.
- 2) Building a standard scale to measure the learning methods of university students.
- 3) Studying the relationship of innovative personality with other variables Such as emotional balance and university integration.
- 4) Study the relationship of learning methods with other psychological and educational variables such as multiple intelligences and thinking of different types.

After the extraction of honesty and consistency of the variables (innovative personality traits and learning methods), the researcher applied the two parameters to the basic research sample consisting of (600) students from the University of Kirkuk. After collecting the data forms, the data was statistically treated using T. test and Pearson correlation coefficient, The researcher reached the following results:

- 1) Students preferred the research sample method (practical - Tamil) as a common learning method, it got the highest frequency and proportion. Then comes the method (visual - verbal) followed by (more than one style) followed by style (sensory – intuition).
- 2) The students preferred the research sample method (practical - Tamil) as a common learning method, as it got the highest frequency and proportion. Followed by (more than one style) followed by (visual - verbal) followed by style (sensory – intuition).
- 3) The students of the research sample preferred the method (practical-integrative) as a common learning method, with the highest frequency and percentage. Then comes the method (visual - verbal) followed by (more than one style) followed by style (sensory – intuition).
- 4) Students preferred scientific disciplines in the research sample method (practical - Tamil) as a common learning method, as it got the highest frequency and proportion. Then comes the method (visual - verbal) followed by (more than one style) followed by style (sensory – intuition).
- 5) The students of the humanities preferred the research sample to the method (practical-integrative) as a common learning method, where it obtained the highest frequency and percentage. Followed by (more than one style) followed by (visual - verbal) followed by style (sensory – intuition).
- 6) The first phase of the study sample preferred the method (practical - integrative) as a common learning method, with the highest frequency and percentage. Then comes the method (visual - verbal) followed by (more than one style) followed by style (sensory – intuition).
- 7) The students of the fourth stage in the study sample preferred the method (practical-integrative) as a common

learning method, with the highest frequency and percentage. Followed by (more than one style) followed by (visual - verbal) followed by style (sensory – intuition).

- 8) The research sample was characterized by a high level of innovative personality traits, both for the scale as a whole and for its areas (personal, mental and social).
- 9) There is a statistically significant difference in favor of females in the personal sphere of the creative personality.
- 10) There is a statistically significant difference in favor of males in the social field of creative personality.
- 11) There is no difference according to gender variable in the mental field.
- 12) There is a difference in innovative personality for students of the scientific departments in the scale as a whole and in all fields.
- 13) There is a difference in innovative personality for the students of the fourth stage in the scale as a whole and in all fields.
- 14) The existence of relationships between learning methods and areas of personal innovation.

In light of the results of the research, the researcher recommends the following:

- 1) Attention to the innovation and the development of innovative aspects of the personality of the university students and below the levels of study.
- 2) Interest in the subject of learning methods and development among students.
- 3) Interest in learning methods common to the students of the university and focus on them.

In light of the current research results, the researcher recommends the following studies:

- 1) Building a standard scale for measuring the innovative personality and its fields among the university students.
- 2) Building a standard measure to measure the learning methods of university students.
- 3) Studying the relationship of innovative personality with other psychological and educational variables such as emotional balance and university integration.
- 4) Study the relationship of learning methods with other psychological and educational variables such as multiple intelligences and thinking of different types.

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