

# The Effect of the Power of Thinking Strategy on Achievement and Development of Life Skills to Start Fifth-Grade Literary Students in History

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## ABSTRACT

The current research aims to know the impact of the strategy of thinking power in achievement and development of life skills for fifth-grade literary students in history, by verifying the validity of the following null hypotheses. First, there is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study modern and contemporary European and American history according to the thinking power strategy and the average scores of the control group students who study the same subject in the usual way in the post-achievement test. Furthermore, there is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study modern and contemporary European and American history according to the strategy of thinking power in the pre- and post-life skills scale. Finally, there is no statistically significant difference at a significance level (0.05) between the average scores of the control group students who study modern and contemporary European and American history according to the usual method in the pre- and post-life skills scale. To achieve the goal of the research, the researcher adopted a partial controlled experimental design for the experimental and control groups, as well as the pre- and post-tests. The researcher applied the research experiment on a sample of fifth grade literary students in (Thuaiiba Al-Islamiya Girls High School) affiliated to the General Directorate of Diyala Governorate Education for the academic year (2018/2019), which was randomly selected. The number of female students in the research sample was (66), of which (32) female students were for the experimental group that would be studied according to the strategy of thinking power, and (34) female students for the control group that would be taught according to the regular method. The researcher conducted equivalence between the two research groups with the following variables: (parents' academic achievement, first course scores for the academic year (2018/2019), IQ test scores, and pre-life skills scale scores. After the researcher determined the scientific subject that she will study for the students of the experimental and control groups in the experiment, namely the chapters (the fifth, sixth and seventh) of the modern and contemporary European and American history curriculum to be taught to the fifth grade literary students for the study year 2018/2019, the researcher formulated (131) behavioural goals according to the six levels for BLOOM classification of the cognitive domain (knowledge, understanding, application, analysis, synthesis and evaluation), daily instructional plans were prepared for the experimental and control groups.

## Keywords

Power of thinking; Attainment; Life Skills.

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## Introduction

Our world today is witnessing a wide cognitive acceleration in all aspects of life, and this endless acceleration in development has been accompanied by a diversity in the scientific results expected of the student and also in the educational strategies used by the teacher and evaluation methods that take into account all age groups and levels of knowledge of the student (Abu Asaad, 2010: 11). Education is the basis for building

societies, and without it, it loses its ability to continue and survive, with the ideas, concepts and methods it contains that change and develop with man, that is, as a person's life evolves and changes, the ideas, methods and methods of education change with it to keep pace with this change (Rabih, 2006: 20).

The school is one of the foundations of education, as it is more than any other social institution that creates the future of students, as the school is the result of the

contribution to a society directed by the teacher to make students thinkers and meditators (Lippmann, 1998: 15). There is a link between the school and the curriculum, so the curriculum means the educational experiences that the school provides to students inside or outside its borders in order to help them grow their personality in its many aspects, in line with the educational goals, and in this sense, the curriculum includes all the types of activity that it performs. Students are supervised and directed by teachers (Hendam and Jaber, 1992: 13). It can be said that the social curriculum is one of the humanistic curricula that can be taught in the various stages of the study and has a prominent place in the school curricula, because it contributes significantly to achieving the goals of the secondary school (Al-Qadi, 1984: 165). History is one of the social curricula, as it is the science of the movement of time and monitoring trends of development and progress, and thus development and advancement have become one of the tools and strength of society. Indication of the trends of progress and development that should be verified (Al-Salmani, 2010: 16). The method of teaching used by the teacher in delivering curricula to students during the resurrection of the educational process has specific specifications, and any teacher can teach in the method or methods that he wishes to follow, to suit the nature of the content to be presented to a specific group of students. (Bodhi and Khaza'leh, 2012: 92). Accordingly, the focus has become on the use of strategies that make the student the focus of the educational process, aimed at achieving positivity and student activity during the educational process and creating the appropriate conditions to make him discover information by himself instead of getting it ready, and transforming the role of the teacher from a vector A recipient of information to a guide and directing to the student in searching and investigating information and knowledge, in order to

reach a new view of the subjects he studies (Qarnay, 2011: 1).

Many conferences have been held calling for the necessity of renewal and adoption of modern strategies and methods in teaching, and among these conferences the thirteenth scientific conference at Al-Mustansiriya University, the College of Basic Education (Education is a living pulse and a renewed human action), which emphasized the need to develop the goals, content, methods, methods and teaching strategies in order to keep abreast of developments in teaching and learning processes.

One of these strategies is the thinking power strategy, which is one of the modern strategies in learning and thinking as it focuses on the work of the mind and its processes (Oyakilome, 2014: 12) where mental processes work complementing each other, as through them the learner gets the information and ideas he needs to control his problems (Zaidan, 2017) and that the power of thinking is the largest power possessed by the learner, and it is a force that cannot be matched by strength because it builds a learner with a solid base capable of facing life problems that may face.

The acquisition of life skills is one of the important and desirable learning outcomes through any curriculum presented to students at any stage of study, and this matter is not limited to a specific subject without other subjects, it is a joint responsibility from which no major can be exempt. The individual has knowledge, attitudes, values and skills that qualify him to live with all people and to deal with and interact with all social institutions in a manner that leads to adaptation and the ability to work and participate in the process of economic, social and political development (Al-Laqani, 2001: 218-219)

Teaching the history curriculum faces many problems due to reliance on memorization and indoctrination by its teachers in most of our schools, although the history curriculum is the main way to

know the issues of the present and the future by studying the past, but it faces a weakness in the methods and methods of teaching it as it does not develop the scientific thinking of students, which led To the lack of response and participation of all students, as the students recorded what the teacher said, and this led to their frustration and frustration and the loss of interest in studying the curriculum (Al-Zubaidi, 2014: 66). It can be said that students aversion to some curricula in general and the history curriculum in particular is due to the methods. And the traditional methods of teaching that depends on the teacher and neglects the student’s role to a large extent, as there is no interaction between them and some studies attributed the low level of academic achievement to the weakness of teachers in accessing teaching methods and modern educational techniques according to the requirements of the study and this was confirmed by the study (Al-Azzawi, 2013) and the study (Al-Kuraiti, 2014).

Al-Jumaili study (Al-Jumaili study 2013) which is related to the independent variable was conducted at the University of Tikrit - Iraq. The independent variable is branched thinking and the dependent variable is the acquisition of historical concepts and the retention of historical concepts. They are 60 students, and the method used is the experimental method and the tool used. Test the historical concepts. The statistical methods used. The T-test for two samples and a square as any and the coefficient of difficulty and distinction and the effectiveness of the wrong alternatives. To gain historical concepts (Al-Jumaili, 2013).

On the other hand, (Saeed's study 2003) study related to the dependent variable which was conducted in Egypt. It aims to evaluate the book of social studies for the first year of middle school in light of life skills, and the researcher used descriptive

and analytical method in his study as well as the experimental method. And he designed an achievement test to be applied to students, as well as prepared a note card on a sample of teachers. The results of the study resulted in a reasonable percentage of life skills in the sociology book for the first year of middle school and to the low level of students in the performance of life skills, as well as teachers’ neglect of their primary role in developing those skills. The study recommended to activating the teacher's role in developing students' life skills and numbers of teachers in a manner appropriate to the role assigned to them (Saeed, 2003).

**Research Methodology and Research Procedures**

The researcher followed the experimental method in order to suit its suitability to the current goal of the research and what is meant by it: that type of methodology that uses the experiment in a hypothesis test that determines a relationship between two factors or variables by studying the opposing situations that control all the variables except for the variable that the researcher is interested in studying its impact (Jaber and Kadhim, 1987 : 194).

Experimental design means careful planning of the process of proving the hypotheses and taking equivalent measures for the experiment process and that choosing the appropriate experimental design is of great importance because it guarantees to the researcher scientific accuracy and delivers him to results that he can take in answering what the research problem posed of questions and verifying the research hypotheses and experimental design is an approved and controlled change of conditions. Identifying a specific incident and noting the resulting changes in that same incident and its interpretation.

**Table 1.** Experimental Design of Research

The Group	Pre-test	Independent	Dependent	Research
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		<b>variable</b>	<b>variable</b>	<b>Tool</b>
<i>Experimental</i>	Life skills	Power thinking strategy	Achievement and life skills	Achievement test and life skills scale
<i>Control</i>		-----		

**Table 2.**Number of female students in the experimental and control groups before and after exclusion.

The Group	Section	Number of students	Number of failed students	Number of students after exclusion
<i>Experimental</i>	A	33	1	32
<i>Control</i>	B	37	3	34
<b>Total</b>		70	4	66

The researcher approved an experimental design with partial control for two experimental and control groups and a pre-test for the life skills scale and two post-tests for the achievement test and the life skills scale as illustrated in Table (1).

The research community is defined as all the individuals, objects, or persons who constitute the subject of the research problem, and it is all the elements related to the study problem that the researcher seeks to generalize the results of the research according to the field of research (Ibrahim et al. 2010: 281)

**Research community**

The current research community is determined from the fifth-grade literary students who study in the governmental secondary and middle school morning schools for girls affiliated to the General Directorate of Education in Diyala Governorate, of which there are (21) schools by (11) secondary schools and (10) intermediate schools.

**Research samples**

The research sample is known as a part of the research community and it represents the original research community and fulfills the research objectives and enriches the researcher on the derivatives of the

original community study (Al-Makdami, 2016: 301). The number of students in the research sample was (70) students for the two groups, by (33) students for the experimental group represented in Division (A) and (37) students for the control group represented in Division (B). Female students who had failed were excluded and their number was (4) by (1) A female student from the experimental group (3) female students from the control group, and thus the final number of the research sample would be (66) students: (32) students for the experimental group and (34) students for the control group as shown in Table (2).

**Equivalence of the research group**

The researcher was keen to use the same conditions for the two research groups in some of the variables that she believes affect the safety of the experiment and the accuracy of its results. The researcher has considered the following equivalent variables, the academic level of parents, the mothers’ academic level, grades of the modern and contemporary European and American history curriculum for the first course of the academic year (2017/2018), IQ test scores, and life skills scale scores.

**Theoretical Aspects Thinking Power Strategy**

One of the active learning strategies that is based on the constructivist theory and this strategy works to help students build their scientific knowledge by writing them down information and ideas, classifying, summarizing and assimilating them. It also allows students to share their ideas with their peers in every group and within the class. Students live in real problem situations and this drives them to carry out the investigation, discovery, and development of their mental abilities. The scientist (Kehoe) says in a writing about the power of thinking that ideas always try to search for an image in which they are formed, to find an outlet for them and to reveal themselves, so their nature is dictated and despite the fact that one idea is not supported by anything. It does not involve a great deal of power, because the repetition of ideas thoughts become focused and directed, and can be amplified many times, as he says, weak thoughts are weak and dispersed strength, and strong thoughts are strong and concentrated forces (Khalawi, 2011: 91).

The steps involved in this strategy consists of :

- 1-Division of students into small, heterogeneous groups.
- 2- Putting various ideas on cards without specifying the idea's number and without identifying the main idea and sub-idea.
- 3- Classification of ideas by students based on their strength, such that the card containing the main idea is symbolized by the number (1) and the sub-idea that has a relationship to the main idea is symbolized by the number (2), then the third idea, and so on. The actual activity of the female students continues in the same way.
- 4- These cards are affixed to the students' worksheet in the classroom. (Al-Shammari, 2011: 124).

It is important to mention that there are many types of thinking. Practical thinking is meant for a kind of organized thinking that the learner can use in his daily life, in the activity he exerts, or in his relationship with the surrounding world. Logical

thinking. It is the thinking that is practiced when trying to explain the causes, and causes that lie behind things and trying to know the results of actions, but it is more than just identifying the causes or results, it means obtaining evidence that supports or confirms or denies the point of view. Another important type of thinking is the critical thinking. It is based on investigating the accuracy in observing, discussing, and evaluating facts that reach the topics, adhering to the framework of correct relationships to which this reality belongs, and drawing conclusions in a logical and sound manner, taking into account practical objectivity and remoteness from subjective factors such as influencing emotional aspects, previous ideas or traditional opinions (Al-Nawaisa, 2013: 244-245).

There are many ways to reach to the power of thinking:

- 1- The learner's confidence in himself and his abilities.
- 2- The learner's exploitation of what God has merited with him, which is mind and thinking.
- 3- Illumination of the learner in his thinking with the light of belief and faith.
- 4- The learner listens transparently to all the positive voices he has, such as that I can, do such-and-such, achieve such-and-such and leave all negative suggestions.

Moreover, there are several factors that are necessary for the success of the power of thinking process:

- 1- Latent mental potential: It is possible for any learner to use his full mental potential easily.
- 2- Concentration: The ability to focus depends on the nature of the mind, the quality of the mind or its energy and strength.
- 3- Mental energy conservation: Mental energy is consumed in large quantities. When the mind remains at the level of thinking and wandering, each idea in order to be a complete idea consumes enough mental energy. Ideas are created one after the other.

4- Coordination between the mind and the nervous system: To obtain strong thinking power, it is necessary for coordination between the mind and the nervous system to be good, for this it is necessary for the nervous system to be physically strong and the mind also to be strong.

### Academic Achievement

Academic achievement is one of the important aspects of the mental activity that the student performs in school. Academic achievement is seen as a first-class mental process. Academic achievement is classified as a cognitive variable that includes facts and skills, and achievement includes cognitive, skill and emotional aspects. Despite the expansion of the concept of academic achievement, we often call it Students' achievement, or their acquisition of what the educational system aims to achieve, and is closely related to the school (Kumar, 1985: 10).

There is no doubt that the problem of low academic achievement is one of the important problems facing those in charge of the educational process, including teachers, supervisors, administrators, and educational leaders, aside from the parents of students and for this the civilized nations have realized the importance and seriousness of this problem because this problem has negative repercussions on the personality of the present and future student. Perhaps what adds to the severity of the problem is that the frustration feelings that accompany many students with low achievement may manifest themselves in the form of breaking the system and disturbing the teacher and the school and may reach the point of deviation and delinquency (Abu Alam, 1983: 204).

Among the most important factors leading to low academic achievement in different subjects are the following:

1- Basic direct factors: most importantly the teacher, the student, and the curriculum.

2- Secondary direct factors: peers, student counseling, library, and educational technology.

3- Indirect factors: The media and social institutions are outside the school environment (Hamdan, 1996: 15).

### Life Skills

A set of skills related to the environment in which the learner lives intentionally and organized through activities and practical applications or unintended with the aim of building an integrated personality in a way that enables him to assume responsibility and interact with the requirements of daily life (Abdel-Moati and Mustafa, 2007: 18).

Basic life skills are the life skills that can be appropriate for teaching social subjects in general and historical subjects in particular which are classified into major skills and other minor skills, as follows:

1- Psychological emotional skills: emotional skills have a great value and a great impact in achieving success in life and adapting to various circumstances, as they help to understand others and then deal with them and help others to realize what we are aiming at and what we want to express and increase emotions from the emotional charge that helps the individual to confronting situations and interacting with them and with a push towards work and production.

2- Social skills: Social skills are of utmost importance that enables the individual to interact and communicate with others, and through them social norms and relationships are formed in several verbal and non-verbal forms, and the purpose of communication is to communicate your message to others clearly and free from any ambiguity and doing so involves exerting effort from all from the sender and the receiver.

3- Mental skills: Mental skills are important in a person's life because of their effect on building personality and making him effective and influential in his surroundings as well as enabling him to face his daily problems of all kinds with

boldness, courage and vitality in order to reach a suitable solution for them.

### Research Objective

The objective of this research is to identify the impact of the strategy of thinking power in achievement and development of life skills for fifth-grade literary students in the history curriculum, modern and contemporary history of Europe and America.

To achieve the goal of the research, the researcher put the following null hypotheses:

- 1- There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study modern and contemporary European and American history according to the thinking power strategy and the average scores of the control group students who study the same subject in the usual way in the post-achievement test.
- 2- There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study modern and contemporary European and American history according to the thinking power strategy and the average scores of the control group students who study the same subject according to the usual method in the post-test of the life skills scale.
- 3- There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who are studying modern and contemporary European and American history according to the strategy of thinking power in the pre- and post-tests of the life skills scale.
- 4- There is no statistically significant difference at the level of significance (0.05) between the average scores of the control group students who study modern and contemporary European and American history according to the usual method in

the pre- and post-tests of the life skills scale.

### Research Requirements

1- The scientific subject: The researcher specified the scientific subjects that she will study for the students of the experimental and control research groups in the experiment according to the vocabulary of the modern and contemporary European and American history curriculum to be taught to the students of the fifth grade literary for the academic year (2018/2019) for the (fifth, sixth and seventh) semesters.

2- Behavioral goals: Behavioral goals are defined as the behavior that the student will show at the end of the lesson or the end of a specific unit of study, that is, it is the educational return that the teacher expects from the student after the learning process, and the behavior should be specific so that it can be measured accurately and objectively and the behavioral objectives are formulated from the goals. The specific objectives are more specific than the general goals and represent educational outcomes that students are expected to achieve and are easy to observe and evaluate (Zayer and others. 2014: 64) The number of behavioral goals reached (131) behavioral goals according to Bloom's six levels (knowledge, understanding, application, analysis, synthesis and evaluation)

3- Teaching plans: Planning at its various levels represents a major and important step for the success of any work, as it represents one of the necessary and necessary competencies in the performance of teaching, and planning is a translation of the goals of the curriculum and its content into a procedural plan. The teacher must use the various study plans in order to be the activities he employs. And the moves that he takes are the result of the students' responses being studied and consistent with that content and achieving these goals. The teaching plans mean preconceived perceptions of the teaching

situations and procedures in which the teacher and his students learn to achieve specific educational goals, and this process includes setting goals and choosing methods that help to achieve them and choosing methods Implementation and evaluation of students' achievement of these goals (Al-Zuhairi, 2015: 284).

### Research Results

The researcher used two research tools. One is the achievement test and the other is the life skills. The test aims to measure the achievement of the students of the two research groups (experimental and control) in the subject of modern and contemporary history of Europe and America for the last three chapters (fifth, sixth and seventh) of the textbook of the fifth grade (literary) students that have been approved by the Ministry of Education for the academic year (2018-2019). Thirty-two objective items of the test have been considered. These items are among the most accurate that prove the validity of the judgments, the coverage of the educational curriculum, and the time saving. In correcting the answers, the researcher relied on giving one score for the correct answer and zero for the wrong answer, and the passages left without an answer, as well as those that include two answers, treated the wrong answer by giving a zero score for it. Thus, the final score of the test became between zero as a minimum and 32 as a maximum.

Life skills can be defined as set of skills related to the environment in which the learner lives intentionally and organized through practical or unintended activities and applications with the aim of building an integrated personality in a manner that enables him to assume responsibility and interact with the requirements of daily life (Abdel-Moati and Mustafa, 2007: 18).

The aims of the life skills are to measure the impact of the strategy of the power of independent variable thinking in developing life skills, the dependent variable compared to the usual method,

and measuring its impact on the development of life skills for the students of the research sample.

To ensure the validity of the scale, it was presented to a group of referees to express their opinions on the extent to which the scale phrases are appropriate for each dimension of the scale and how appropriate it is to the level of the students. The final scale consists of sixty items.

The researcher began applying the experiment at the beginning of the second course on Tuesday 27/2/2018 and ended on Tuesday 4/17/2018. The researcher used the statistical methods from the statistical package (SPSS), including the T-test for two independent of equal number samples, the difficulty factor for the objective items, the strength of distinction coefficient for the objective paragraphs, the effectiveness of the wrong alternatives, the Pearson correlation coefficient, and the Spearman - Brown equation.

### Presentation of Results

1- There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study modern and contemporary European and American history according to the thinking power strategy and the average scores of the control group students who study the same subject in the usual way in the post-achievement test.

The researcher applied the post-achievement test on the students of the two research groups (experimental and control) and after correcting the test answers and establishing grades to find out the literary achievement of fifth-grade students who study modern and contemporary history of Europe and America and treating the grades statistically, so the average scores of the experimental group reached (33,656) degrees and standard deviation ( 6.292 degree and a variation of (39,589) degrees, while the average of the control group's scores was (28,088) degrees and a

standard deviation (7.485) degrees with a variation of (56,025) degrees. The calculated T-test (3.261) is greater than the tabulated value at a level of significance (0.05) and with a degree of freedom (64), meaning that the result is statistically significant in favor of the experimental group who studied according to the strategy of thinking power on the students of the control group who studied according to the regular method, and thus the researcher rejects the hypothesis. The first one accepts the alternative hypothesis and there is a difference of statistical significance at the level of significance (0.05) between the average scores of the experimental group students who study the course of the history of Europe and America. Modern and contemporary according to the strategy of thinking power and the average grades of the control group students who study the same subject in the usual way in the post-achievement test as illustrated in Table (3).

2- There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study modern and contemporary European and American history according to the thinking power strategy and the average scores of the control group students who study the same subject in the usual way in the post-achievement test.

The researcher applied the life skills scale to the students of the two groups of research (experimental and control) and after correcting the answers of the scale test and establishing grades to find out the

extent of developing the life skills of the fifth-grade literary students of the modern and contemporary history of Europe and America and treating the grades statistically. The arithmetic mean of the students' grades reached (170.188). The standard deviation is (22.472) degrees and a variance of (504.990) degrees, while the average scores of the control group reached (154,500) degrees and the standard deviation (20.809) degrees and variance of (433.014) degrees for the control group and when using the T-test for two independent samples not equal in number (T -test) shows that the calculated T-test value (2.945), which is greater than the tabular value (2) at a level of significance (0.05) with a degree of freedom (64). This means that the result is statistically significant in favor of the experimental group, and this indicates the superiority of the experimental group students who studied according to the power of thinking strategy over the students of the control group who studied according to the usual method. Thus, the researcher rejects the second hypothesis and accepts the alternative hypothesis in which there is a difference of statistical significance at the level of significance. It has (0.05) between the average scores of the experimental group students who study modern and contemporary history of Europe and America according to the strategy of thinking power and the average scores of the control group students who study the same subject according to the usual method for the post-life skills test as illustrated in the Table (4).

The Group	No. of Students	Arithmetic mean	Standard deviation	Variance	Degrees of Freedom	T-Test		Significance level (0.05)
						Calculated	Tabulated	
<i>Experimental</i>	32	33.656	6.292	39.589				statistical

<b>Control</b>	34	28.088	7.485	56.025	64	3.261	2	indication
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**Table 3.** The arithmetic mean, standard deviation, variance, and T-value (calculated and tabular) of the scores of the students of the two research groups (experimental and control) in the post-achievement test.

**Table 4.** The arithmetic mean, standard deviation, variance, and T-value (calculated and tabular) of the scores of the students of the two research groups (experimental and control) in the post-life skills test.

The Group	No. of Students	Arithmetic mean	Standard deviation	Variance	Degrees of Freedom	T-Test		Significance level (0.05)
						Calculated	Tabulated	
<b>Experimental</b>	32	170.188	22.472	504.99	64	2.945	2	statistical indication
<b>Control</b>	34	154.5	20.809	433.014				

3- There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who are studying modern and contemporary European and American history according to the strategy of thinking power in the pre- and post-life skills scale. The results of the (experimental) research group were calculated in the pre- and post-tests of life skills scale, which showed the results of a statistically significant difference at a level of significance (0.05) and a degree of freedom (31) between the pre- and post-applications of the experimental group in favour of the post application. The average score of achievement of the group for the life skills pre-test reached (153.625) marks, the average grades achievement of the students of the experimental group in the post-test for the life skills test reached (170.188) marks.

To test the significance of the difference, the T-test was used for two correlated samples, so the value of the T-test was (8.746) at a level of significance (0.05) and a degree of freedom (31), which is greater than the tabular value of (2.042), which means that this difference is statistically significant in favour of the post application. Therefore, the researcher rejects the third null hypothesis and accepts the alternative one that states that there are statistically significant differences at the level of significance (0.05) between the average scores of the experimental group students between the pre- and post-tests of the life skills as shown in the Table (5).

4- There is no statistically significant difference at significance level (0.05) between the average scores of the control group students who study modern and contemporary European and American history according to the usual method in the pre- and post-tests of the life skills scale.

The results of the research group (control) were calculated in the pre- and post- life skills tests which showed the results of a statistically significant difference at significance level of (0.05) and a degree of freedom (33) between the pre- and post-tests of the control group and for the benefit of the post-tests since the average achievement scores of the group in the pre-test for the life skills test reached (153.912). The average achievement scores of the control group students in the post-tests for the life skills test reached (154,500). To test the significance of the difference, the T-test was used for two correlated samples, so the value of

the T-test was (2.042) at a level of significance (0.05) and a degree of freedom (33), which is less than the tabular value of (2.042). Therefore, the null hypothesis is accepted while the alternative one is rejected since the difference is not statistically significant. The grades of the control group students between the pre- and post-tests of the life skills are given in Table (6).

**Table 5.**The arithmetic mean, standard deviation, variance, and the calculated and tabular value of the experimental group scores in the pre- and post-tests of the life skills scale.

	No. of Students	Arithmetic mean	Difference between	Arithmetic mean of difference	Standard deviation	Variance for difference	Degrees of freedom	T-Test		Significance level (0.05)
								Calculated	Tabulated	
<i>Pre-test</i>	32	153.625	530	563.16	10.713	114.768	31	8.746	2.042	statistical indication
<i>Post-test</i>		170.188								

**Table 6.**The arithmetic mean, standard deviation, variance, and the calculated and tabular value of the control group scores in the pre- and post-tests of the life skills scale.

	No. of Students	Arithmetic mean	Difference between	Arithmetic mean of difference	Standard deviation	Variance for difference	Degrees of freedom	T-Test		Significance level (0.05)
								Calculated	Tabulated	
<i>Pre-test</i>	34	153.625	20	0.588	2.830	8.008	33	1.212	2.042	statistical indication
<i>Post-test</i>		170.188								

**Discussions**

Based on these results that led to the rejection of the null hypotheses, which means the superiority of the students of the experimental group who studied the curriculum of the modern and contemporary European and American history according to the strategy of the power of thinking in the achievement test and the life skills test over the students of the control group who studied the same subject in the traditional way, and this can be explained by the following:

- Teaching according to the power of thinking strategy, help students build their knowledge on their own by organizing and building

information sequentially through the implementation of the strategy steps.

- Exchanging experiences among students, as dividing students on heterogeneous levels leads to an exchange of views between students, in addition to this strategy that reduces the introverted and isolation of several students and reduces the state of fear of failure.
- The power of thinking strategy makes the students interact in a positive way through the strategy

stages in proposing many thinking ideas for one problem.

- The power of thinking strategy contributes to the development of higher levels (analysis, synthesis and evaluation), which has developed in them the skill of generating, constructing and evaluating ideas and producing unfamiliar ideas that are distinguished by fluency and flexibility which is reflected in their level of achievement.

### Conclusions and Recommendations

The researcher used two tools in this work. The first is the achievement test prepared by the researcher for the course on the history of modern and contemporary Europe and America consisting of (32) paragraphs represented in two types of questions, multiple choice with (27) items and (5) items of essay questions distributed on the six levels of Bloom's classification (knowledge, understanding, application, analysis, synthesis, and evaluation). To verify the validity of the external tool, the researcher presented the test items for a group of specialists from the methods of teaching

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