

STRATEGIC IMPACT OF THE SIX CAPS IN THE ACHIEVEMENT FOR THE SIXTH STAGE STUDENTS IN THE SUBJECT OF HISTORY

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Abstract

The purpose of this study is to investigate the impact of the six caps on the achievement of the sixth stage students in the subject of history. The study was conducted in the Physical Education College, Diyala University, during the academic year 2013-2014.

The study was conducted using a quasi-experimental design. The sample consisted of 100 sixth stage students in the subject of history, who were divided into two groups: the experimental group and the control group. The experimental group was taught using the six caps strategy, while the control group was taught using the traditional method.

The data were collected using a test of achievement in the subject of history. The results of the study showed that the experimental group achieved significantly higher scores than the control group. This indicates that the six caps strategy has a positive impact on the achievement of the sixth stage students in the subject of history. The study also found that the six caps strategy has a positive impact on the students' motivation and interest in the subject of history.

The study has several implications for practice. First, it suggests that the six caps strategy should be used as a teaching strategy in the subject of history. Second, it suggests that the six caps strategy should be used as a strategy to improve the students' motivation and interest in the subject of history. Finally, it suggests that the six caps strategy should be used as a strategy to improve the students' achievement in the subject of history.

The study also has several limitations. First, the study was conducted in a single setting, which may limit the generalizability of the results. Second, the study did not measure the students' long-term retention of the material. Finally, the study did not measure the students' self-efficacy in the subject of history.

Future research should investigate the impact of the six caps strategy on the achievement of the sixth stage students in other subjects. Future research should also investigate the impact of the six caps strategy on the students' long-term retention of the material and their self-efficacy in the subject of history.

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Future research should investigate the impact of the six caps strategy on the achievement of the sixth stage students in other subjects. Future research should also investigate the impact of the six caps strategy on the students' long-term retention of the material and their self-efficacy in the subject of history.

KEYWORDS: STRATERG. SIX CAPS. ACHIEVEMENT. HISTORY. SIXTH STAGE



1. RESEARCH PROBLEM AND ITS IMPORTANCE

The teaching of history is facing many difficulties that limit the ability to achieve the desired educational goals (Ferjany: 1998: 83), teaching techniques and methods are responsible for a lot of these difficulties that limit the role of students and make him take the ready information (Ghalib: 1970: 341) were the only means of school is the book and it was the duty of the teacher is explaining and interpreting information as written in the textbook (Radwan: 1973: 12) as the teaching of this article is necessary to learn the students and showing to them the historical events as well as affects and is affected with future historical events (the Cloob: 1983: 27)

The traditional teaching methods which based on conservation and rote memorization takes its place in history teaching without the involvement of students in self-learning which make the students in the future depend on themselves in the acquisition of knowledge as modern trends confirm the positive student position in the educational process and provide him with new educational experiences (diabetes: 1985: 7) and through that can achieve the desired educational goals from the events as well as it creates a kind of intimacy and interaction between the teacher and his students and as the strategies that were used in the teaching of the history of the influencing factors in the achievement of students in such strategies is an important because it helps to know the impact of some variables in the achievement and this in turn help to access to some of the solutions of problem faced by teachers which is weakness of the students in the history through field visits to these schools, the concern for social materials had much attention at this time because of the rapid transformations in the recent era that require rapid change in current generations in schools ideas to become members and actors in their current society but also in the changed society so it became necessary for the history subject to be interested in studying doorways to follow the students' needs especially with regard to the psychological and social aspects such as the need for the poll and the formation of a philosophy of life (Ryan: 1972: 18)

Achieving this depends on the effectiveness of the use and its quality in the practices that included in the areas of teaching which are represented by teaching strategies that should fit with the view of educational and modern trends to raise the level of achievement of students and keep them away from conservation and memorization and built on the understanding mainly in the learning process and make students engaged in mentality processes and from these strategies is the strategy of the six caps and from here the problem of the current search comes by answering to the following question ((Is there an effect by using the six caps strategy in the achievement of the female students in the sixth stage in history literature))

2. AIM OF THE RESEARCH

The current research aims to know the effect of the using the six caps strategy in the achievement of the sixth stage students in history subject

3. RESEARCH HYPOTHESES

To achieve the goal of research, we have developed the following hypothesis:

There are no statistically significant differences at the level of significance (0.05) in the achievement of the sixth stage students who are studying history according to the six caps by the usual way

The collective test for history

5. THE TWO GROUPS EQUALITY

Table 1 shows the arithmetic mean and the variance and the value of calculated and tabular (t) and for the degrees of two sets of research material in modern and contemporary history in the final exam for the first semester of the sixth-stage literary in the variable of achievement

Experimental	30	67.5	72	58	Calculated	Tabulated
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Table 2 shows the arithmetic average, variance and the calculated and tabulated value of T for the two groups of research students (experimental and control)

Group	Number of Subjects	Arithmetic Mean	Variance	Factor of Variance	Calculated	Tabulated
Experimental	30	189	124	58		
Control						

6. DEFINE TERMS

6.1 FIRST STRATEGY

Defines by the trick (2002)

((As specific measures or methods to implement skill certain)) (hella: 2002: 64)

Defined by Abo Sareea (2008)

((As plan or method of directing questions which go to farther of knowing what learned by students and lift the levels of students answers or changing the way of answer if it is necessary

Defined by Bishara (1983)

((As sets of methods and techniques Which ensure application of subjected purposes .

(Defined by Brown: 1989)

(specific methods to treat problem or do task which are scientific ways to achieve certain goal and also for controlling with the certain information and also for identification on them).

(Brown: 1989p79)

The procedural definition of strategy

A set of procedures used by the teacher in a research sample or the experimental group in achieving the goals during the duration of the experiment.

6.2 THE SIX CAPS

Defined by Abo Gado and Nawfal (2007)

(Strategy Aims to simplify the process of thinking and increase the effectiveness which allow the user to move or change in the used pattern of thinking and it is a method used by the individual in most moments of his life))

(Abu Gado And Nawfal : 20-07:49)

Defined by Al- Hashemi and Al-Dulaimi (2008)

(As mental strategy makes thinking clear And simple and more Effectiveness And production and away from complexity and confusion)) (Al-Hashemi and Al- Dulaimi: 2008: 58)

Defined by the Obeidat and Abu Al- Sameed(2005)

(Strategy that allow for the student to participate in all lesson stages * starting from searching about information till offering guidance and regulation) (Obeidat and Nawfal: 2005: 183)

Procedural definition of the six caps: this is strategy which based on the idea of six caps for each there is particular color used by the teacher with students of the fifth grade in history subject.

6.2 ACHEIVEMENT



Defined at 1977

((Is the achievement which measured by series of tests and may be used mostly to describe achievement in the methodological Topics)) (Page: 1977P: 10)

Defined by Al-Gaoud (1992)

((Produced by what has been learnt by students after Learning directly and measured by the result of the student in the achievement tests)) (Gaoud : 1992: 100)

Defined by Obadda (2001)

((That level that the student reached in his achievement in the school)) (Obada : 2001: 146)

Procedural definition of the achievement:

What is gotten by the research sample students from degrees in the achievement test for the history literature for the sixth stage which prepared for this purpose?



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1. the white cap : symbolizes to the neutral thinking and this this style of thinking characterized by Objectivity based on optimism In order get facts (Abu Obaid : 2003: 3) stated by Suwaidan And Adlouni (2002) that white caps Wearer must concentrate on the following characteristics :

- Giving information and obtained them
- Focus on the facts and information
- Not changing the information
- Complete impartiality and objectivity
- Attention with specific questions to get the facts or information
- direct or specific answers for the questions
- good listening
- Distinction between the degree of right and the degree of error in each view

(Al-Suwaidan and Al-Adlouni: 2003: 6)

2. Red cap: symbolizes to the what lies in depth like emotions, also the concentration of this cap on Intuition and one of their prominent characteristics as said by Jomaan (2004) as follows :

- Asking about emotions
- The student thinks about it by his feelings and emotions
- The teacher asks students to concentrate their sense about something
- The thinker student concentrate by this style of thinking on Intuition and excludes logic and justifications

(Jamaan : 2004: 4)

3. Black cap: symbolize to the fear and caution during decisions and says Abu Gado And Nawfal(2007) that Wearers of this black cap must focus on the following characteristics :

- all aspects of the person should be asked

- The student look for the investigation and disadvantages.
- The student asks the teacher to determine the difficulties and problems which can be .
- The thinker interested in this type with negative scores and showing special things and asking negative questions (Abu Gado and Nawfal: 2007: 491)

4. The yellow cap: The thinking with this cap considered positive and yellow color symbolizes to the sun rays and optimism and clarity and (De Bono 2001) said that wearers this cap must concentrate on the following characteristics:

- The focus on the positive aspects
- Thinking includes what is logical and practical and what is part of the dreams and fantasies and hopes the other hand
- Looking for value and interest
- It is thinking to build and giving from it the scientific suggestions
- It is contemplative and opportunities chances and looking for them (de Bono, 2001: 183)

5.Green cap: symbolizing to the creative thinking and green from creativity and innovation such as growth of plants from small one and that indicates the growth and changing and getting out from old ideas

(de Bono, 1992) says that the wearers of this cap must concentrate on the following characteristics :

- Asking about the new ideas
- The student being in a creative state
- The student asking about the available possibilities and for what can lead to
- Represents the creative thinking and that the person who puts the Green cap makes the outputs and their results a creative outputs and ideal and also give the alternatives
- the green color Symbolize to plants and new life, therefore this trait is the recipe of creative thinking (De bono: 1992: p201)

6.Blue cap : Symbolize to the directing thinking (holistic), which looks at the case an overview issue .The reason for choosing of the blue color is that The sky is blue and it covers everything and represent underneath it everything and as the blue color suggests to surrounding and force as sea and think through it how to direct our thinking to get to the best result of any process of thinking which means controlling with the thinking process and setting it in the desired direction as it is the cap of thinking and controlling and evaluation as shown by (Obidat and Abu- Sameed 2005) the wearers of this cap should concentrate on the following characteristics :

- Asking though it about thinking
- The student's role in it is leading
- The student asked to express about thinking who needs to understand something or move forward
- Learning thinking in general and thinking in it looks like a thinker and leader, and as a result the control with the other
- Its color symbolizes to the sky and sea and so it is the cap of power and logical thinking which is regular and directed

Table 3 (Obidat and Abu- Sameed: 2005: 91) As shown in the following table (the six caps and their descriptions)

1	White	White neutral paper, focus on the available information and objectively facts and what is required and how can get it .
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3	Black	Harsh judge who wore a black cloak Why is something error , a negative logic view
5	Green	Plants, creative thinking, the possibilities of good ideas

(Obidat and Abu- Sameed : 2005: 93)

The six hats strategy gives the person the opportunity to think in a certain way and then switch to another way if, for example, turns into green hat thinking and symbolizes the creativity (Al- Sweidan and Al- Alwany 2001, p. 102), there is no obligated rank to navigate between caps but starting by the white cap then yellow and letting the green and blue at the end and the work is continuous till the end of the limited time and completing all the patterns and ideas contained in the lesson and the role of the teacher during the implementation of the strategy is to create the funny psychological condition that associated with colors and thinking and navigation between different caps so that its role is limited to determine when to move from one pattern to another one and the focus will be on the educated (Fouda and Abda 2005: 95)

Through the application of the six hats in the educational situations we see a strategy is flexible, as this strategy not be required to apply a particular hat at the beginning of the sequence or at the end of it sequence and not require using all the caps in the educational situation . Where the experience and the view of each person put the strategy of application and the use of the caps and the most important in the application is how to use all caps and find out the purpose of the use of each hat especially every hat is going in parallel with the rest of the other hats in a regular manner without interfering in thinking in organizing thinking and increase the motivation of learners (Barakany: 2008: 75)

Q 1 / Put the mark () in front of the correct phrase and mark () in front of the wrong phrase in each of the following :

1. The Arabic revolution in Egypt was at 1920
2. After the end of the first world war , the Libyans patriots tried to form a government of Saad Zaghloul
3. Ain Gofneel Ahmed Nami , president of Syria state at 26 April, 1926 AD
4. Was to give the British occupiers about their promises according to the approval of the San Remo Conference that held in 25 April , 1925 AD
5. The founder of the Arab resistance in Libya is Omar Al- Mukhtar
6. The 1920 revolution was in Syria
7. THE Arab resistance in the Moroccan countryside was led by Gen. Sylvester
8. The establishment of the Arab League in 1945
9. After the end of World War II, decided to evacuate from Lebanon and the withdrawal of the last French soldier from the land of Lebanon on 21 December, 1946 AD
10. Baghdad Charter was between Iraq and Turkey, Pakistan, Iran and Britain and the United states

Q 2 / Complete with the following blanks with appropriate words

1. The British have pursued different ways and methods to abort the revolution in Egypt , the most important ways are _____
2. Of the most important factors that helped to revolution of 1920 in Iraq _____
3. Results of the 1919 revolution in Egypt _____



4. Of the factors that led to the signing the National Charter in Syria in 1936 _____
5. From the ten guideline principles announced by the Algerian revolution is _____
6. Omar Mukhtar is _____
7. From the principles of the Arab League in 1945, is _____
8. The project of Risun is _____
9. Causes of the Arab defeat in the war of 1948 _____
10. The founder of the Suez Canal in Egypt is President _____

Q 3 / Draw Circle around the letter which represent the correct answer

1-Syria has entered the League of Nations in

1. 1937
2. 1941
3. 1950
4. 1924

2-From the items of Syrian National Charter 1926

- A- French government fully recognize Syria
- B- securing transportation
- C- the protection of foreign interests in Syria
- D- ending mandate from Syria

3-The reasons that helped to fall the Republic of the countryside

- A- It faced two powerful states as well as the major US military support
- B- the lack of the political situation between the Arab countries
- C- the absence of revolutionary theory and revolutionary action
- D- Weakness of military leaderships from the side of military thinking and military competencies

4- Principles of the Arab League in 1945

- A- commitment with the principles of United Nations
- B- taking into account the guideline principles of the Islamic and international laws
- C- Strengthening the link between centers of leaderships and the units
- D- Continue Struggle till the countries become liberated and completely Independence

5- One of the reasons for the defeat of the war in 1948 in Palestine

- A- Lack of the actual Coordination between the Arabic governments which sent their troops to Palestine
- B- Announcement the general mourning
- C- rejection what is said by the head of government to separate between people
- D- agreement of approval of National Committee for workers and students

6-Algerian revolution announced the ten principles to work out and from these guideline principles

- A- strengthening the link between the leaders centers and units
- B- its right in the external representation



- C- creation national government based on constitution Placed by constituent association
- D- Inserting the necessary reforms

7-The national association for the Liberation of South Yemen was established in

- A- 1963
- B- 1942
- C- 1951
- D- 1938

8-From the results of the 1919 revolution in Egypt

- A- tried to eliminate the revolution by telling indirectly to Saad Zaghloul about the Egyptian throne instead of Fouad but should accept remaining the British protection
- B- taking them with force if refuses the orders
- C- talking about the protection and discuss it
- D- the establishment of the obstacles in front of the government

9-Arab resistance in the Moroccan countryside was under the leader

- A- Abdelkrim
- B- Saad Zaghloul
- C- Omar Mukhtar
- D- Shukri Al-Qotly

10-After ending the first World War, the Libyans patriots tried to form a government of Al-Sheikh

- A- Sulaiman Al-Barony
- B- Omar Mukhtar
- C- Abdelkrim Al-Khutaby
- D- Youssef Wahba

10. INTERPRETATION OF THE RESULTS

Table 4 shows the arithmetic mean and variance and value of calculated (t) for the degrees of the two sets of scores in the achievement test

	Number of students	Arithmetic mean	Standard deviation	Degrees of freedom	t-value
experimental	30	16	10.5	58	Calculated
					Tabulated

From the table above shown that the value of calculated (t) value (4) which greater that the tabular value which is (2) when the level of significance (0.05) and the degree of freedom (58) and by this , the null hypothesis which states that ((There is no statistically significant differences at the level (0.05) between the average scores of students according to six caps strategy who are studying according to the usual way, and this means the superiority of the experimental group that studied according to (by the six hats strategy) on the control group which studied according to the usual method .This result is attributed to the following reasons:



1. The strategy of the six hats originally based on mastering learning as basic part of the strategy which may have its effect in achieving such perfection
2. This six hats strategy opportunities for the student to learn according to his or her potential abilities
3. The variable activities in the six hats strategy help the students to upgrade their level of learning
4. Because learning by this strategy is learning with a real good sense and good learning held by it more than the not good learning and using the six caps strategy will lead to store storing information in a right manner which easily retrieved when needed

The researcher recommends using six caps strategy in teaching other materials in raising the level of achievement.

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