

Arabic Language High School Teachers Acquisition Level of the Evaluative Thinking Skills and their Inclination towards it

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Abstract

This current research objective is to identify:

- *Arabic language male and female high school teachers Acquisition level of Evaluative thinking skills.*
- *Arabic language male and female high school teachers Inclination towards the use of evaluative thinking skills.*
- *The correlation between the Acquisition level of evaluative thinking skills and the Inclination towards it among teachers of Arabic language and its teachers in the preparatory stage.*

In order to verify the set objectives, the researcher formulated the following null hypotheses:

- *There is no statistically significant difference at the level of (0.05) between the average scores of teachers of Arabic language and its teachers in the preparatory stage in the degree of use of evaluative thinking skills and the hypothetical average of the observation form.*
- *There is no statistically significant difference at the level of (0.05) between the average scores of teachers of Arabic language and its teachers in the preparatory stage in the scale of the Inclination towards the use of evaluative thinking skills and the hypothetical average of the scale.*
- *There is no correlation at the level of (0.05) between application level of Arabic language teachers and teachers in the preparatory stage of evaluative thinking skills and their Inclination towards it. To investigate, implement, and test the hypotheses of the research, the researcher followed the steps and processes of the descriptive approach. As for the research community, it is represented by teachers of Arabic language in the preparatory schools in the directorates of education in Baghdad Governorate (Rusafa I/ Rusafa II / Rusafa III). The researcher selected the research sample in the regular class image, which amounted to (87) teachers of Arabic language in the preparatory stage and by (25%) of the original research community, by (25) teachers and (62) schools.*

The researcher prepared the observation card form to measure the evaluative thinking skills of the research sample, which consisted of thirty-eight items distributed over five areas , and the Inclination scale for the purpose of knowing the direction of teachers of Arabic language and its teachers towards evaluative thinking skills, as it consists of thirty-six items , and the researcher confirmed their psychometric characteristics.

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The research results found a weak of the Arabic language subject by teachers and teachers in the preparatory stage of Evaluative thinking skills, with positive Inclination towards it , and the absence of a correlation between the Acquisition level and direction .

The researcher recommended the need to train teachers of Arabic language in the preparatory stage on intellectual programs and activities that stimulate thinking in general and evaluative thinking in particular.

Keywords: *Education _Middle School _ Teaching _ Thinking _Evaluative thinking Skills.*

Chapter One: Introduction Into the Research

First, the research problem.

The lesson of Arabic language in the preparatory grades suffers from many problems, such as the multiplicity of concepts and facts, the amount of knowledge, and the monotony and inertia of some activities. There are problems related to evaluating the understanding and assimilation of students, such as the absence of discussions, dialogues and exchange of views (Al-Rubaie, 20 17: 80). Education institutions have made a distinct effort to develop educational curricula and keep pace with the cognitive development taking place, but teaching and evaluation methods still follow the traditional and indoctrination role , which reflects negatively on the role of students in receiving, understanding and assimilation with the absence of mental processes such as criticism, analysis and evaluation (Saif , 20 15: 63).

The most common teachers of Arabic language and its teachers rely on the skills of traditional education based on indoctrination and retrieval , and make students receive concepts, knowledge and rules without the teacher's participation in discussions, dialogues, analysis, criticism and recognition of facts, and make the direction of the educational situation limited between the sender of the information and the receiver without understanding and assimilation (Ibrahim 2022: 55).

The researcher believes that the teacher's Acquisition of Evaluative thinking skills in the educational situation is a successful alternative to traditional teaching and evaluation methods. The presence of these skills satisfies the cognitive needs of students despite the difference in capabilities, abilities and aptitudes, and the educational curriculum that does not include Evaluative thinking skills that can be killed and provide the opportunity for students to acquire and be saturated with them, which requires an effort and awareness by teachers of Arabic language and its teachers, to be a thinking model for their students with their practices of Evaluative thinking skills.

In connection with the above , the problem of the current research has been identified in that teachers of Arabic language always employ the usual teaching and evaluation methods and skills without taking care to employ the skills of evaluative thinking as an important and necessary method for teachers of Arabic language in activating and success of the Arabic language lesson, motivating students in positive interaction, and leaving the traditional skills on which Arabic language teachers and teachers are based . The problem of the current research is to find solutions to the following questions:

- 1- What is the application level which teachers of Arabic language in the preparatory stage use Evaluative thinking skills?
- 2- What are the Inclination of Arabic language teachers towards evaluative thinking skills?

3- Is there a correlation between application level of Arabic language teachers in the preparatory stage of evaluative thinking skills and their Inclination towards it?

Second: - The Significance of research

Education is an important pillar in the development of society , as it seeks to develop the learner's behavior and skills and then the development of society, and the development of its members intellectually, cognitively and emotionally (Atallah, 2:2022), and education is a continuous process that starts from childhood in human life until the stages of adulthood and self-reliance, and the development of decision-making ability (Safi, 202: 64)

The Arabic language is one of the curricula taught by students , and it is an important field in the educational and educational curricula for its great and important impact on the scientific training of students and enabling them to build society (Al-Amin , 2021: 10). The Arabic language includes multiple branches represented in all the colors of the Arabic language and its ideas. Students receive their literary, grammatical, rhetorical, jurisprudential, morphological, lexical and data information through it .Qasim, 2016: 3).

The teacher of Arabic language is the cornerstone of the educational system related to this subject , as he is sometimes involved in proposing and developing the curriculum, and developer of this curriculum at other times, but this role of the teacher of Arabic language remains weak in the implementation of the objectives of the Arabic language subject compared to the role he plays in the teaching process (Hariri, 2016: 313-314).

The best methods and methods that include thinking aspects in their steps and skills. Thinking is a renewed force represented in the state of mind that prevails in the teaching in the educational situation, towards experiences and knowledge , through the practice of mental processes (Nazzal and Hammoud ,2022:24) and evaluative thinking skills are important skills that the educational system can develop in the hearts and minds of teachers , with the aim of absorbing and mastering knowledge in order to absorb, analyze, evaluate and present it to students, adopt mentally acceptable opinions and Inclinations, and distinguish facts based on logical evidence, in addition to constantly activating the educational situation (Abu Mazo ,23:2021)

Based on the above, the Significance of the current research can be summarised in the following points:

- 1- Education as the comprehensive umbrella of the educational process.
- 2- Curriculum as an important tool in achieving the objectives of education.
- 3- The subject of Arabic language as the most important course of the school curriculum.
- 4- Methods of teaching Arabic.
- 5- Thinking
- 6- Evaluative thinking skills.

Third: Research Objectives: The current research seeks to identify:

- 1-The degree to which teachers of Arabic language and its teachers in the preparatory stage use Evaluative thinking skills.
- 2-The Inclination of teachers of Arabic language towards the use of evaluative thinking skills.
- 3-The correlation between the use of evaluative thinking skills and the Inclination of Arabic language teachers towards it.

Fourth: Research Opportunities:

For the purpose of implementing the research objectives, the researcher formulated the following null hypotheses:

- 1- There is no statistically significant difference at the level of (0.05) between the average scores of teachers of Arabic language in the preparatory stage in the degree of use of evaluative thinking skills and the hypothetical average of the observation form.
- 2- There is no statistically significant difference at the level of (0.05) between the average scores of teachers of Arabic language and its teachers in the preparatory stage in the scale of the Inclination towards the use of evaluative thinking skills and the hypothetical average of the scale.
- 3- There is no correlation at the level of (0.05) between application level of Arabic language teachers in the preparatory stage of evaluative thinking skills and their Inclination towards it.

Fifth: Research Limits:

Objective limits: The current research is determined by knowing the extent to which teachers of Arabic language and its teachers have Evaluative thinking skills (the skill of finding assumptions, the skill of predicting the consequences of actions, the skill of proof, the skill of detecting fallacies, the skill of searching for perceptions) and it is measured by the observation card prepared by the researcher.

Spatial boundaries: Secondary and preparatory schools (fourth literary grade_fifth literary grade_sixth literary grade) government daytime in the directorates general of education of Baghdad/Rusafa (first, second, and third)

Human Boundaries: Teachers of Arabic language and its teachers in secondary and preparatory schools (fourth literary grade_ fifth literary grade_ sixth literary grade), government daytime in the directorates general of education of Baghdad/Rusafa (first, second, and third)

Time Limits: Academic Year (2022_2023)

Sixth: Definition of terms

First : The Acquisition level : The researcher defines it procedurally :

"The grade obtained by the teacher of Arabic language in the observation card, which expresses the extent to which he possesses design thinking skills."

Second: Design Thinking Skills: Defined terminologically by :

_(Al-Sheikh ,2010) : "Identifying the appropriate level of validity of tests, information and curricula and judging them by employing the mental activities practiced in the educational situation." (Al-Sheikh ,34:2010)

_(Magdy ,2014): "Positive responses towards ideas in an analytical and evaluative manner, which is one of the behavioral and mental tendencies that attract individuals towards interactive intellectual engagements" (Magdy ,27:2014)

Theoretical definition: "The highly ranked mental abilities of employed individuals in understanding, revealing, and allocating facts and proving the degree of their sincerity."

Procedural definition: " It is a set of mental skills employed by the teacher of Arabic language in the educational situation in order to determine educational objectives and reveal cognitive contradictions, grammatical and literary fallacies, and errors in judgment, which the researcher measures through the observation card he prepared."

Third: Direction:

Direction: Language:

(Ibn Manzur ,1986) : “ Derived from trending and trending, direction and destination are the subjects intended direction , which is the way and the way” (Ibn Manzur , 161:1986)

Direction : Ideologically : Known by :

_(Samara and Al-Adili,2008): " Psychological preparation and neurological predisposition that is susceptible to responses of a positive and negative nature towards people, subjects, standing and symbols in situations that provoke these responses." (Samara and Adaily, 2008: 23).

_(Al-Sayed,2011): " The responses of individuals in Inclinations of acceptance or rejection towards controversial issues and topics in order to express mental and psychological Inclinations " (Al-Sayed, 2011: 39).

Theoretical definition: "A state of readiness, and nervous and psychological preparedness, is consistent through the experience that the individual possesses , and it is one of the directive and dynamic effects on the response to all topics or situations provoked by the response. "

Procedural definition: " Psychological and emotional conditions characterized by neutrality, rejection or acceptance that are felt and shown by teachers of Arabic language and its teachers in the preparatory and secondary stages towards Evaluative thinking skills when answering the items included in the direction scale prepared by the researcher."

Fourth : Preparatory stage: The researcher defines it procedurally:

"It is the stage between the intermediate stage and the stages of higher education, and it is located within the secondary stage, and the study period is three years , and it qualifies students to study bachelor's and diploma , and it is taught by academically and cognitively qualified teachers."

Chapter Two: Aspects of previous theory and studies

The first axis: theoretical aspects:

Orthodontic Thinking

It is one of the types of thinking, which includes mental activities that aim to reach general judgments about cognitive outcomes in order to evaluate them and judge their validity according to objective criteria, by evaluating arguments and proofs, verifying the validity of claims and distinguishing them from facts and opinions , as well as knowing the credibility of scientific sources and references, and evaluative thinking seeks to find the difference and weight between original ideas and repeated ideas, as well as seeking to find alternative ideas, develop hypotheses and predict their results . An-Nahar ,42:2007)

Evaluative Thinking Skills

First : The skill of finding assumptions : It is one of the evaluative thinking skills represented in identifying hypotheses by examining and identifying data and facts that are represented in the topics. Through examination, the incoming hypothesis or the outgoing hypothesis is diagnosed. The hypothesis is the information and data that is recognized and agreed upon and that can be used in solving problems and proving them. The purpose of using this skill is to identify facts and uncover ambiguity in the content (Abdul Rahman , 233:2007)

Second : The skill of predicting the consequences of actions: This skill is summarized in the ability to read and interpret the data and information that are available and infer from it what is further and more complex in time, space and objectivity. This skill is used in thinking about what will result and what will be built on the available knowledge of the growth, development and employment of knowledge and its optimal investment, through the development of future plans.(Al-Shamsi and Janan ,155:2015)

Third : Evidence Skill: This mental skill seeks to prove the accuracy of claims and judge their credibility by identifying the source of information through investigation , such as the reputation of the author, book or narrator , his competence and the degree he occupies, or comparing multiple sources of information and verifying objectivity in writing and moving away from bias and personal matters.

Fourth : The skill of detecting fallacies: This skill seeks to detect and diagnose false ideas and logical errors by identifying data and information related to the subject and diagnosing flawed conclusions, as well as evaluating evidence and comparing facts and cognitive classifications, diagnosing methods and techniques related and unrelated to objectives , as well as examining unfamiliar ideas and diagnosing errors in them , and diagnosing ideas and opinions that are not fully and partially consistent. (Al-Shamsi and Janan ,155:2015)

Fifth : The skill of searching for perceptions: through which visualization and prediction of results are carried out by relying on the introductions and specific situations of previous knowledge to be within the mental perception of people , and used in the process of collecting, detailing and expanding the analysis of knowledge, perceptions and parameters, through accurate expressions of meanings. (Mustafa, 22:2020).

The second axis: Previous studies:

1- (Al-Khafaji Study,2017)

"The extent to which geography teachers possess Evaluative thinking skills and its relationship to the achievement of their students "

The study was conducted inside Iraq /the General Directorate of Education in Babylon, and the research aims to find out the extent to which the teachers of the subject of geography possess Evaluative thinking skills and its relationship to the achievement of their students , and the research community is represented by the teachers of the subject of geography in the General Directorate of Education in the province of Babylon and the students of the fourth, fifth and sixth preparatory grades in the aforementioned city, and the researcher chose the entire community of teachers as a sample for his research due to his smallness, while the sample of students was intentionally chosen by the researcher and was represented by the preparation of light for boys , and the preparation of optimism for girls , and the researcher used the descriptive approach in the research procedures, The research tool was represented by the observation card, which consisted of 40 items , and its reliability and validity were confirmed by applying it to a survey sample consisting of 100 teachers from the aforementioned community. The other tool was the calendar thinking scale, which consisted of 30 items , and its reliability and validity were also confirmed by applying it to a survey sample consisting of 200 students from the aforementioned community. The experiment was applied in the academic year 2016/2017, and the researcher applied the experiment , and he used statistical means (the T-test for one sample, the Pearson correlation coefficient, the hypothetical medium). The study concluded that the teachers of geography had the skills of calendar thinking, as well as There is a positive correlation between teachers' Acquisition of these skills and the level of achievement of their students .(Al-Khafaji ,2017)

2- (Al-Jubouri Study,2022)

"Evaluative thinking skills and their relationship to academic responsibility among students of the Department of Life Sciences"

This study was conducted inside Iraq /Al-Qadisiyah University/ Faculty of Education. The study aimed to identify the level of Acquisition of the students of the Department of Life Sciences of Evaluative thinking skills and its relationship to their academic responsibility. The research community was represented by the students of the departments of life sciences in the faculties of education in Iraqi universities. The researcher selected the students of the Department of Life Sciences in the Faculty of Education at the University of Qadisiyah as a sample for her research. The researcher chose the descriptive approach to its compatibility with the objectives of the research. As for the research tool, it was represented by the scale of evaluative thinking and it consists of 60 items and its consistency and validity were confirmed by The method of applying it to an exploratory sample of 50 teachers from the aforementioned community, and the other tool was the academic responsibility scale, which consisted of 40 items, and also its reliability and validity were confirmed by applying it to an exploratory sample of 20 students from the aforementioned community, and the study was applied in the academic year 2021/2022 and the researcher is the one who applied the experiment, and used statistical means (the T-test for one sample, the Pearson correlation coefficient, the hypothetical mean). The study found positive correlations between Evaluative thinking skills and the level of academic responsibility among students of the Department of Life Sciences in the Faculty of Education At the University of Qadisiyah.(Al-Jubouri ,2022)

Chapter Three: Research Methodology and Procedures

First: Research Methodology: The researcher adopted the descriptive relational approach to its consistency and compatibility with the objectives of the research

Second : The research community: In the current research, the community is drawn by the teachers of Arabic language and its teachers in the General Directorates of Education of Baghdad/Rusafa (the first, second, and third) for the preparatory stage in the government day study for the academic year (20 23 - 20 24), which number (729) teachers by (252) teachers and(477) teachers distributed over three directorates, Table(1) shows that □

Table (1) Number of teachers of Arabic language and its teachers in the preparatory stage in the general directorates of Rusafa (the first, second, and third) for the academic year 2023- 2024

Directorate	Number		Total
	Teacher	Teacher	
Rusafa I	96	181	277
Rusafa II	98	245	343
Third Rusafa	58	51	109
Total	252	477	729

Third: The research sample: The researcher followed the method of a regular random stratified sample, characterized by equal distribution to represent the research community, and the researcher chose the current sample in a random form from those layers (incisors) by(25%), as the research sample consisted of(87) teachers, by (25) teachers and(62) schools distributed among the schools of the Directorate of Second Rusafa Education, andTable (2) shows that

Table (2) Distribution of the sample of teachers of Arabic language by sector of the Directorate of Second Rusafa Education for the academic year 2023- 2024

Section	Number		Total
	Teacher	School	
City Center	1	8	9
Al Kerrada	3	9	12
Baghdad Al-Jadida	13	38	51
Madain###	8	7	15
Total	25	62	87

Fourth: Research tools: For the purpose of achieving the objectives of the research, the researcher prepared the following two tools:

A_Note Card: Preparing the note card requires the following steps:

- 1- Determining the basic objective of preparing the observation card: Knowing the degree to which teachers of Arabic language and its teachers possess Evaluative thinking skills .
- 2-The researcher used a number of previous studies in building the list of evaluative thinking skills and its journals, including the study of (Al-Khafaji2017) and (Al-Jubouri2022),
- 3- Interviewing some experienced professors in universities to see and benefit from their opinions and experiences in building the card.
- 4- Interviewing a number of Arabic language teachers and exchanging conversations with them about evaluative thinking skills.

Observation form in its initial form: Based on the above , the researcher prepared the observation card form in its initial form and consisted of (38) items , in front of each item a number of alternatives (fit, not fit , correction required) in order to present it to the experts and arbitrators .

Honesty: For the purpose of verifying the validity of the tool, the researcher proceeded to present it to experts, specialists and those with knowledge in the specialization of methods of teaching Arabic language, measurement and evaluation and building Arabic language curricula, and after it gained their acceptance, it was approved by the researcher.

Persistence: The researcher selected a sample consisting of (20) teachers within the research community, and their observation was recorded, and after a period of two weeks, the researcher observed their performance again , and the researcher used the correlation coefficient " Pearson " between the two observations, and the correlational results indicated the percentage that was limited to (0.76-0.84). The total reliability of the card was (0.85), which is one of the good percentages in persistence, andTable(3) indicates that :

Table (3) Constancy in each area of the observation form

S/N	Observation Form Journals	Reliability Value
1	The skill of making assumptions	0.79
2	The skill of predicting consequences of actions,	0.82
3	Proof Skill	0.84
4	The skill of uncovering fallacies	0.78
5	The skill of looking for perceptions	0.76
	Observation as a whole	0.85

The observation form in its final form: Based on the above procedures, the form was completed in its final form and included (38) units divided into five areas according to the five-point " Likert " classification (the degree of practice is very high, high, medium, low,

very low). The weight of each alternative was determined (1,2,3,4,5) , and Table 4 shows this :

Table (4) Key to correct the observation card form

Substitutes	Degree of skill				
	Real high!	High	Average	- A few.	Very few.
Grade	5	4	3	2	1

Application of the observation form: The researcher began to apply the observation card form after completing its construction and verifying its validity and reliability to the members of the original community sample of the research, who numbered (87) teachers of Arabic language during the period (18/10/20 22) to (1 5/2/20 23) according to the task facilitation book obtained by the researcher , as each teacher and school was visited separately and their performance was seen and monitored through the observation card form

B_Trend Scale: Setting up the Inclination scale requires the following steps:

Preparation of the Inclination scale: The researcher conducted a number of steps to build the Inclination scale in the initial form according to the following steps:

- 1- The objective of the scale: to obtain information showing the orientation of Arabic language teachers and teachers in the preparatory grades towards evaluative thinking skills.
- 2- Reviewing literary and scientific sources related to building trend metrics.
- 3- Access to research and studies on trend changes.

The scale as it is: Based on the information obtained by the researcher, the Inclination scale was built in the initial language according to (36) items the, and the items included the following alternatives (fit, not fit, the required correction) in order to present it to the experts and specialists , and the researcher prepared a key to correct the items of the scale , and table (5) shows that

Table (5) Scores of response alternatives to the scale of the Inclination towards evaluative thinking skills

Article	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Positive vertebrae score	5	4	3	2	1
Negative Item Score	1	2	3	4	5

Validity of the scale: The researcher relied on the face validity by presenting the items of the scale to the experts and specialists in the methods of teaching the Arabic language, measuring, evaluating and building the Arabic language curricula, and after obtaining their acceptance , the researcher proceeded to complete the procedures for building the scale .

The distinguishing power of the items of the scale: The researcher chose the statistical system to measure the discrimination of the scale towards Evaluative thinking skills by identifying three individuals for each item of the scale in order to address the impact of chance. In this way, the discrimination sample reached (100) teachers from the original research community in the random image through the following steps:

- 1- Determine the complete and overall score of all forms, which is one hundred forms
- 2- Ranking from the highest to the lowest , according to the order of the scores of the forms.

3- Electing and appointing the percentage (27%) of the higher scores of the forms, which amount to (27) forms, as well as electing and appointing the percentage (27%) of the lower grades of the forms, which amounted to (27) forms , and in this way the total number of analyzed forms amounted to (54) forms out of the total number.

4- The T-test was applied to two independent samples to verify the significance of the difference between the upper and lower groups on all items of the scale. The T-value was determined as an indicator of discrimination by comparison with the tabular value of (2) at the level of significance (0.05) and with a degree of freedom (52). All items were distinctive.

The reliability of the scale: The researcher applied the Cronbach Alpha equation to the sample of statistical analysis, which amounts to one hundred teachers of Arabic language in order to obtain the reliability ratio, so the researcher reached the value (0.76), which is a good percentage of reliability .

Trend scale in its final form: After the researcher has fully completed the procedures for building the Inclination scale, it is ready for application.

Applying the Inclination scale : The researcher began applying the Inclination scale after completing its construction and verifying its sincerity and reliability to the members of the original community sample of the research, which numbered (87) teachers of Arabic language during the period (18/10/20 22) to (1 5/2/20 23) according to the task facilitation book obtained by the researcher , as each teacher and school was visited separately and the scale was presented to them in order to answer its items .

Fifth: Statistical means: The researcher used the statistical bag ((spss) in research procedures and reaching and extracting results.

Chapter Four: Presentation and interpretation of results

Chapter Four includes a detailed presentation of the findings of the researcher followed by his conclusions, interpretations and proposals according to the following detail:

First: Presenting the results

1- Results of the first hypothesis: Table (6) refers to the results of the first hypothesis proven in the first chapter of this research.

Table (6) Arithmetic mean, standard deviation, T-value and hypothetical mean of observation form fields

Scopes	Number of Items :	Average	Standard Deviation	Hypothetical average	Calculated Value (V)	Tabular value (V)	Sig
The skill of making assumptions	8	19.11	2.330	24	19.55	2	Significant
The skill of predicting consequences of actions	9	19.60	2.839	27	24.32		Significant
Proof Skill	11	21.99	3.737	33	27.48		Significant
The skill of uncovering fallacies	5	9.72	1.710	15	28.78		Significant
The skill of looking for perceptions	5	10.51	1.988	15	21.09		Significant
Observation as a whole	38	80.93	9.976	114	30.91		Significant

Table Aabove indicates that there is a statistically significant difference between the arithmetic mean of the scores of the teachers of the Arabic language subject and its teachers in the real Acquisition of the evaluative thinking skills mentioned in the observation card form and the hypothetical average of the form and in favor of the hypothetical average, as the researcher recorded the arithmetic mean of the sample (80.93) and it was less than the hypothetical average of the observation card form (114), and the calculated T-value of (30.91), which is greater than the dialectical value of (2) at the degree of significance (0.05) and the degree of freedom (86), which indicates the weakness of the teachers of the Arabic language subject and its teachers in their Acquisition level of evaluative thinking skills.

Interpretation of the first hypothesis: The researcher believes that the lack of Acquisition of evaluative thinking skills is due to the indoctrination methods in teaching acquired by the teachers and then presented to their students .

Results of the second hypothesis: Table (7) refers to the results of testing the second hypothesis proven in the first chapter of this research

Table (7) Arithmetic mean, standard deviation and T-value of the Inclination scale

Sample	Number of Items :	Average	Standard Deviation	Hypothetical average	degree of Freedom	Calculated value (V)	tabular value	Sig
87	36	127.51	11-093	108	86	16.402	2	0.05

The results presented above indicate that there is a difference between the arithmetic mean of (127.51) and the hypothetical mean of (108) in favor of the arithmetic mean. By employing the T-test for one sample, the researcher discovered that the calculated T-value of (16.402) when compared with the tabular T-value of (2) at the level of significance (0.05) and with a degree of freedom (86), it was found that the calculated T-value is higher than the tabular value of the T-test, and the difference between the arithmetic and hypothetical averages is (19.51), which indicates the rejection of the second zero hypothesis.

Interpretation of the second hypothesis: The researcher interprets the positive result of the direction of Arabic language teachers and teachers towards design thinking skills because they know and realize the Significance of these skills and value their role in educational situations.

Results of the third hypothesis: Table (8) refers to the results of testing the third hypothesis proven in the first chapter of this research.

Table (8) The value of the correlation of the Pearson coefficient and the calculated and tabular T-value of the relationship between Inclination and the Acquisition level

Correlation coefficient Pearson	(T) value Calculated	(T) value tabular	Sig
130	1.209	2	Non significant

The results presented by the researcher indicated that the correlation between the degree to which teachers of Arabic language and its teachers possess Evaluative thinking skills and the level of their orientation towards it is low , the value of the correlation coefficient (0.130) and the calculated T-value (1.209) is the lowest when compared with the tabular value of (2) at the level of significance (0.05).

Interpretation of the third hypothesis : The researcher interprets this result to the weakness in the availability of the requirements of the spatial environment and the objectivity of suitability in the schools to which the research sample belongs to employ these thinking skills.

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