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REVUE EUROPEENNE D ETUDES EUROPEAN JOURNAL OF MILITARY STUDIES
Social Science Journal

Creative teaching skills of history teachers in the preparatory stage in Diyala Province

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Abstract

1- The level of creative teaching skills for history teachers in the preparatory school in Diyala Province?2- The significance of the statistical differences in the creative teaching skills of history teachers in the preparatory stage in Diyala Province and their suggestions for developing them according to the gender variable (males, females)?3- The significance of the statistical differences in the creative teaching skills of history teachers in the preparatory stage in Diyala Province and suggestions to develop them according to the service variable (1 year - less than 10 years) (10 years - and more)?4- The significance of the statistical differences in the creative teaching skills of history teachers in the preparatory stage in Diyala Province and proposals to develop them according to the variable of training courses (participating in training courses - not participating in training courses).To achieve the aims of the study, the researcher followed the descriptive survey method, specifically the method of job analysis (job analysis). The study population are represented by the history teachers of the preparatory stage in Diyala province for the academic year (2021-2022), and their number is (986) teacher, then, the basic research sample was chosen by the simple cluster method, which amounted to (277) teacher, and the researcher uses the questionnaire as a tool for the current study, which included (6) main skills and each skill included a number of indicators, as the number of indicators reached (72) indicators, and the apparent validity, constructivism and coefficient of validity were extracted. The internal consistency of the search tool, then after that the stability was extracted by the two methods of repetition, as the value of the reliability coefficient was (0.84) and by the Alpha Cronbach method (0.86).

Keywords: skills; teaching; History; teachers

Chapter One

1.1 The Problem of the Study

Creativity in the teaching process facilitates the teacher to overcome common problems that students face, such as fear of asking a question or providing an answer, shyness from discussion in class, and creative teachers are able of creative teaching through complex topics that are explained in simple creative ways (2: Moore, K , D. 2005) where education systems and curricula witnessed great challenges in the second half of the last century resulting from the tremendous knowledge development and technological revolution in the field of industry, and communication technology, which led to the emergence of modern trends in the field of education that dealt with all elements of the educational process, including curricula of education and its objectives, teaching and learning strategies, adequacies, teaching skills and preparing

teachers as education is the means of society in facing these developments and their complexities (Atiya, 2015: 19).

Some studies that specialize in evaluating the performance of applicant students and teachers indicate that there is a weakness in the educational skills necessary for the teaching profession among applicant students and teachers (Al-Tamimi study, 2016) (and Abdullah study, 2011), this was confirmed by the report of the Ministry of Education 2004 that one of the aspects of the problems and challenges facing the educational field in Iraq is the lack or absence of knowledge of the educational skills of teachers and their poor preparation and qualification to practice the profession of education. (Jerry, 2004), a study (Al-Azzawi, 2012), a study (Al-Kuraiti, 2014) and a study (Abd, 2021), this study aims to find out the creative teaching skills of history teachers for the preparatory stage, which may contribute to developing the performance of history teachers, so that they can possess creative teaching skills that help them develop their scientific and practical (professional) knowledge, to achieve the desired goals, and the research problem can be identified through answer the following question: To what extent do history teachers possess creative teaching skills at the secondary and preparatory stages?

1.2 The Significance of the Study

This era is called the era of information flow due to what it witnesses the emergence of enormous information in all fields, and the accompanying technological applications that have brought about a change in human life, and this necessitates a basic information system in all institutions, especially the education system, and this required change is definitely in need of providing highly material capabilities and quality and quality preparation of teachers commensurate with the great required effort of them in the future (Lahlub, Al-Sarayrah, 2012: 225). Hence, interest in creativity and originality in production has become a paramount necessity in our modern age, due to the importance of creativity in changing history and reshaping and developing the present. Societies cannot be changed easily just by providing the element of will among its members or by building an established plan. Accordingly, it has become imperative for educational institutions in our country to keep pace with scientific and knowledge progress, and to become an effective force in the process of change and renewal, in order to prepare human minds with a high degree of efficiency. It is qualified to face the challenges of the era. So, education is a social process, its goal is to prepare the individual for life in a society and the development of that society. It is an individual and social necessity, and at the same time, it represents an important means of production, and the individual and society cannot dispense with it (Mahdi, et al., 2002; Arrieta, 2020).

The way to achieve this is the presence of the creative teacher, who is able to keep pace with any development that occurs in the educational process and be able to deal with it effectively, and his activities must be characterized by flexibility and innovation, and his duty is also to devise renewable means to deal with his students and find various methods to influence them (Assaad, 2018: 71). It is no secret to everyone that the teacher has a large and vital role in the educational process, and he must move away from the traditional role of recitation, and not be a repository of information, but rather his role is to direct and guide learners when necessary and effectively (Al-Saadi, 2020; Delbianco, 2020). This has led to the interest in teaching methods, to the spread of the saying (that a successful teacher is nothing but a successful method), and those responsible for training teachers to use different teaching methods that achieve creative goals easily and successfully (Noun Center, 2011; Aymerich & Herce, 2020).

Thus, the curriculum is one of the most important elements of educational process consisting of (curriculum, teacher and learner), which in its modern sense consists of important elements represented by (objectives, content, teaching aids, teaching methods, school activities,

and finally evaluation) and through the connection and interdependence of these elements with each other, we reach the achievement of education integrated parts and we can achieve and develop creativity (Aziz and Mahdi, 2015:9). The interest in the social subjects curriculum in planning, design, construction and development has increased as a result of educational institutions realizing its importance in making students more understanding of the circumstances and problems that surround them, and because it is one of the most appropriate subjects to achieve the goals of modern education, and it is one of the basic subjects that have settled in the curricula and at all stages of educational (Mohammed, 2016: 8). History is one of the social and human subjects that is studied in the different academic stages, because of its values, traditions and knowledge, and that the study of history is not a supplementary, secondary, or voluntary study, but it is an essential pillar of building a strong and correct nation. History is concerned with the study of man in his social, economic and political context, temporally and spatially, which represent the essence of history, and deals with a series of events, each of which appears at a specific time and a specific and known place (Badawi, 2010: 27).

The preparatory stage is important in preparing students, it prepares them for what is to come in the future, as it is a turning point in their lives, it is a way to cross to universities and institutes, it is a separating stage between the intermediate stage and higher education, it represents a link between two basic stages of education (Al-Fatlawi, 2013: 278). Since creative teaching is one of the requirements of the modern era, as this era requires creative minds capable of facing various challenges in various fields (Abu Riash and Qitet, 2008, 221). Creativity in the teaching process in the classroom makes it easier for the teacher to overcome common problems that students face, such as fear to ask a question or provide an answer, shyness from discussion in class, hesitation to play a role, and fear of making mistakes, and creative teachers are able to teach creatively through complex topics that are explained in simple creative ways, giving a space of freedom for students to participate in the design of teaching (Al-Mandalawi, 2021: 94).

From the foregoing highlights the importance of the study and is reflected in the following:

- The importance of focusing on creative teaching skills to improve the educational process, because of their effective and important role in preparing generations capable of keeping pace with scientific progress.
- Contribute to the formation of positive relationships among history teachers by working on projects within a team to confront the problems that stand in their way, and to accomplish what is required of them accurately, in order to achieve the desired goals
- Helps those in charge of building and developing curricula in order to achieve the goals of the educational process
- The importance of the preparatory stage as it prepares students for the university stage.

Chapter Two

2.0 Theoretical Aspects and Previous Studies

2.1 Creative Teaching Skills:

Salam (2018) defines it as the sum of creative teaching skills, procedures, and behaviors, which are linked to the stages of planning, implementation and evaluation targeted for evaluation by history teachers, which lead to arousing their students' creative abilities, developing their creative thinking, and creating a classroom environment that supports creativity. Hajaya (2013) mentioned the creative teaching skills as: creativity in lesson planning, creativity in lesson implementation, creativity in evaluating the lesson, creativity in the nature of personality,

creativity in arousing motivation, creativity in the school environment. The researcher relied on creative teaching skills, which he prepared in the light of previous studies and Arab and local sources, which are as follows: creativity in lesson planning, creativity in lesson implementation, creativity in arousing motivation, creativity in the classroom environment, creativity in solving problems, creativity in evaluating the lesson.

Firstly - The Skill of Creativity in Lesson Planning

Proper planning is necessary for the success of the teaching process, because the teaching process is one of the most complex fields of work, as the teacher deals with different individuals in many things, including the cognitive, cultural and social level, in addition to individual differences in abilities and speed of learning, and there are clear differences in their tendencies and attitudes, all made the teaching process complicated, which requires the teacher to be successful, skilled and creative in planning the teaching process. (Abu Jalala, Alimat, 2001: 159).

Secondly - Creativity in the Implementation of the Lesson

There is a close relationship between implementation and planning, thus, success in implementation depends on the stage that precedes it, which is planning, because the teacher is in the implementation stage, embodying the perception that he put in the planning stage, and in order for the teacher to ensure the successful implementation of the lesson, he must possess a set of skills including: preparing for the lesson in creative ways, presenting the lesson in ways characterized by novelty and uniqueness, placing students in situations in which they exercise freedom of thought and independence, taking responsibility for their learning, formulating classroom questions to develop creative skills using innovative means and aids, training students to try things in new uses, encouraging students to present unfamiliar ideas.

Thirdly- Creativity in Provoking Motivation:

Motivational arousal skills mean the process of finding the desire to learn in the learner and motivating him to do so, as the implementation of the lesson needs to set specific goals for him with a large number of stimuli available to the learner. It is necessary to work on developing positive emotions among learners, such as confidence in their ability to achieve, and for the student to be able to ask many questions about the subject of the lesson, and to make the student more focused and interested in the subject being studied and to avoid provoking negative emotions among students (Ibrahim, Hassab Allah, 2000: 126).

Fourthly - Creativity in the Classroom Environment

The education process represents a process of continuous and reciprocal communication and interaction between the teacher and his students, and between the students themselves. Given the importance of interaction in the classroom environment in the learning process, this topic occupied an important center in the field of study and educational research, and the results of many studies confirmed the need for the teacher to master the skills of classroom communication and interaction, and a teacher who does not master these skills, finds it difficult to succeed in his educational tasks (Abu Jadu, 2000:367).

Fifthly, Creativity in Solving Problems

- The teacher should be able to solve problems and be familiar with the principles and strategies.
- The teacher should have the ability to define the desired objectives of using problem solving
- The problem should be of the kind that arouses the student's interest and challenges his abilities.
- The teacher provides feedback to his students about their performance and progress towards a creative solution

•The teacher encourages his students to work together and work in teams to solve problems. (Noman, 2016: 14).

Sixth - Creativity in Evaluating the Lesson

The teacher has to take into account, during the evaluation stage, forming the questions according to sound scientific foundations, and that they fit the students, and measure their thinking abilities. Evaluation in creative teaching is characterized by the fact that there is no specific correct answer. Wallach and Kogan (referred to in Alawneh, 2012), the open tests that allow and encourage authenticity, divergent thinking, and independent thinking, will have a positive impact on students' results.

Table 1: *Studies related to creative teaching skills*

Researche name, yea and count	**Aim of the Study**	**Samp of th stud**	**Study method**	**The tool the study**	**Statistica tool**	**Results of the stu**
Al-Hajaya Tamara Muhamme Qassem (2013) Jorc	To investigate the level teaching effectiveness perceived teaching independence, and creati teaching among seconda school teachers in the capital province.	413 teach (mal and fema	Descriptiv method	Teaching effectivene measure Teaching independer scale creative teaching sc	Arithmeti mean - standarc deviation Pearson correlatio coefficier	1- The general le of the study samp individuals towa teaching effectiveness car to a high degre 2- The general le of the study samp individuals in teaching independence ca to a medium deg 3- The general le of the study samp in creative teachi came to a high degree
Salam, Bassem Sal Mohame (2018): Eg	To evaluate the teachin performance of social studies teachers at the primary stage in the light creative teaching skills	14 teach (mal and fema	Descriptiv method	List of creative teaching sk note carc	Arithmeti mean - standarc deviation Pearson correlatio coefficier	Weakness of th teaching performance o social studies teachers at the primary stage
Lavi, Fath Ali Hami (2019): Eg	To know the extent to which the standards o creative teaching are achieved in the teachin performance in its thre aspects (planning, implementation, evaluati for in-service history teachers in the general education stages.	45 teach (mal and fema	Descriptiv and experimen method	List of crite for creativ teaching a test note carc	Arithmeti mean, standarc deviation, test, Pears correlatio coefficier	A marked decrea in the extent to which creative teaching standar are achieved in t teaching performance of i service history teachers.

Chapter Three

3.0 Research Methodology and Procedures

Firstly: Research Methodology

The descriptive approach is one of the branches of scientific research and it is defined as "a form of organized scientific analysis and interpretation to describe a specific phenomenon or problem and depict it as such by collecting standardized information about the phenomenon or problem, classifying it, analyzing it and subjecting it to accurate study" (Al-Jabri, 2011: 278). Therefore, it includes a number of sub-curricula and auxiliary methods, including the survey method. The researcher followed the descriptive survey method, specifically the method of job analysis (job analysis) for its relevance to the study procedures and objectives.

Secondly: Research Population

The current research community consists of history teachers in the preparatory stage (for secondary and preparatory schools) the governmental literary day branch of the General Directorate of Education in Diyala province for the academic year (2021 - 2022), which number (249) secondary schools, (88) preparatory schools, that is, a total of (337 schools, with a total of (986) teachers (male and female), which the researcher obtained according to the research cooperation book issued by the College of Basic Education / University of Diyala.

Thirdly: Research Sample

1. Sample Schools

After the researcher identified the 82 schools included in the research, i.e. (25%) of the total number of (337) schools, with the district of Baqubah (29) schools representing (35%), and the Khalis district (21) schools representing (26%) percentage, Al-Muqdadiya district (15) schools representing (18%), Khanaqin district (9) schools representing (11%), Baladrouz district (5) schools representing (6%), and the two sub-districts of Qara Tabbah and Jbara (4) Schools, representing a percentage of (4%), and the researcher chose a sample of schools in a simple random way.

2. Sample of Teachers

The sample of the current research was limited to teachers of history in the preparatory and secondary schools who studied history for the academic year (2021-2022). The researcher relied on determining the sample size on the Stephen Thompson equation. The sample of teachers included (277) teachers (male and female), with 155 teachers (Male) and 122 teachers (female) distributed among secondary and preparatory schools in the Directorates of Education in Diyala province, i.e., 28% of the original community size after the researcher excluded graduates of faculties of arts and other disciplines and the exploratory sample, chosen by the researcher The sample was randomly clustered to match the current research.

Fourth: Search Tool

The research tool is defined as a means of collecting data and information about a specific phenomenon or problem that the researcher intends to diagnose, treat, or develop. It is a scientific preparation according to specific, studied and regular steps and procedures. Every research has a tool that suits it more than others, and perhaps every research has more than one tool that the researcher can use to study the research problem. Among the most important educational and psychological research tools are tests, questionnaires, observation, or an

interview (Aziz and Al-Obaidi, 2019: 120). The researcher relied on the questionnaire as a tool for collecting data and information related to the study. Thus, the questionnaire is one of the most widely used and common scientific research tools in descriptive survey research, which, as explained (Abdul Hamid, 2005), is: "a systematic survey tool that includes a set of systematic steps that begins with identifying the required data ends with receiving the forms, and organizing them in a way that saves time, efforts and expenses (Abdul Hamid, 2005: 351).

Description of the Search tool in its Initial Form

The creative teaching skills questionnaire (research tool) consists of (6) main skills represented in (creativity in lesson planning, creativity in lesson implementation, creativity in arousing motivation, creativity in the classroom environment, creativity in solving problems, creativity in lesson evaluation) and each field it includes a number of (80) sub-indicators.

Correction of the Search tool (questionnaire)

The researcher determined the answer alternatives according to the quintet Likert scale (very large, large, medium, low, very low). The indicators are given scores (5, 4, 3, 2, 1) respectively, as all the indicators of the questionnaire were formulated in the positive form, so that each paragraph is determined by the sample members.

Fifth: Authenticity of the Tool

It means the validity of the tool to measure what it was designed to measure and its validity in measuring the attribute or features that the researcher wants to measure (Atiya, 2009: 108). The validity has been verified in two ways:

Virtual Validity

For the purpose of verifying the apparent honesty of the study tool by presenting it to a number of arbitrators, numbering (20) arbitrators, and the arbitrators were asked to check and revise the questionnaire through the degree of clarity of the paragraphs, the quality of the language and the degree of belonging to the field you measure, and to modify or delete any phrase that they deem to be the purpose of the questionnaire was not achieved. After arbitration, the experts' opinions were relied upon according to the calculated value (Kay2) as a criterion for deleting or modifying paragraphs, and when balancing the calculated values of (Kay-square) with tabular values of (3,84) at the significance level (0.05) and the degree of freedom; (1) It becomes clear to us that there are (13) items that have been deleted, (5) items have been added, and the items that the experts suggested amending were (4) items, and thus the number of the items of questionnaire after taking the opinions of experts became (72) items instead of (80) phrases equally distributed over the same domains.

The Exploratory Experience of Creative Teaching Skills

The researcher applied the research tool to a sample of (50) teachers (male and female) of history in the preparatory stage of the Directorate of Education in Diyala province, according to the relative distribution of each district, they were chosen randomly from the research community. After completing the application of the questionnaire, the researcher recorded the time taken to answer, the researcher found that the instructions and items of the questionnaire were clear, as no one inquired about them, and the time taken to answer was determined at an average of (35) minutes.

Construct Validity

One of the most important types of validity that concerns the designer of the scale or test is construct validity, it is also called concept validity or hypothetical construct validity, as this

type of validity constitutes the theoretical framework of the test. The researcher verified the validity of the construction through the following procedures:

Statistical Analysis of the Search Tool Items

The process of statistical analysis of the paragraphs is an important and necessary step in building or preparing the research tool, because it reveals the psychometric properties of the items of the tool, which leads to the selection of items with distinctive characteristics and the exclusion of items that do not have distinctive characteristics, as the honesty and stability in any tool depends largely on the characteristics of the items. Therefore, high reliability and stability should be obtained, which can be done through the statistical analysis of the items of the tool (Anastasi & Urbina, 2010: 172). (Ebell) indicated that the objective of the statistical analysis of the good items in the tool that reveals the accuracy in measuring what was set in order to measure and extract the bad items (Ebell, 1972: 392).

Statistical Analysis Sample:

The researcher applied the research tool (questionnaire form) to the statistical analysis sample of history teachers, in order to calculate the psychometric properties of the items of the current research tool. The members of the statistical analysis sample amounted to (200) teachers (male and female) for the subject of history, distributed to the secondary and preparatory day schools of the Diyala province which belong to Education Directorate, representing (20.28 percent) of the total research community. Allen & Yen: 1979 indicated that the appropriate number for the sample for statistical analysis should not be less than fifty and preferably in the hundreds (Al-Tariri, 2014: 157). They were selected by random stratified method and according to the specified percentage.

The methods used in the statistical analysis of the questionnaire items:

A- Power Recognition for Items

The recognition power for the items refers to the ability of the item to distinguish correctly among the subjects in terms of their possession or non-possession of the trait or characteristic measured by the tool (Anastasi & Urbina, 2010: 179). There is a strong relationship between the recognition power of the items and the accuracy of the instrument in measuring what it was set for (Ghiselli, 1981: 185).

The researcher used the method of the two extreme groups to calculate the recognition power for the items of the tool, and to achieve this, the researcher followed the following steps:

- Arranging the form in descending order from the highest degree to the lowest degree after finding the total sum of each form of the excellence sample of (200)

A percentage of (27%) was determined for the upper group, as well as (27%) for the lower group, and in light of this percentage, the number of forms in the group was (54).

The t-values were found using the t-test for two independent samples between the upper and lower extreme groups for each of the items. The purpose of calculating the recognizing power was to keep the items that distinguish between the higher group and the lower group, and to exclude the items that do not distinguish between the two groups, and accordingly all the items were distinct because their calculated value is greater than the tabular value of (1.98), and with a degree of freedom (106), and this It indicates that it is a statistical function.

B - Relationship of the Degree of the Item with the Total Degree of the Questionnaire:

The researcher used the Pearson correlation coefficient to extract the correlation coefficient between the scores of each item and the total score of the scale to verify the strength of the item's correlation with the scale. All correlation coefficients were statistically significant, because they are greater than the tabular value of (0,138) at the significance level (0.05) and the degree of freedom (198), and all the skills in the search tool were statistically significant.

C - Relationship of the Degree of the Item with the Total Degree of the Domain to which it Belongs:

The total score for each of the analysis sample forms was calculated, which numbered (200) forms and according to each field of the questionnaire, then the Pearson correlation coefficient was calculated between the scores of the sample members on each item and the total score for the domain in which it is located, and it was found that all correlation coefficients are a function statistically when compared with the tabular value of (0.138) with a significance level (0.05) and a degree of freedom (198).

D - Relationship of the Degree of the Domain to the Total Degree of the Questionnaire:

This type of validity was achieved by using Pearson's correlation coefficient to extract the relation between each domain of creative teaching skills and the total score of the tool. It was found that all correlation coefficients are statistically significant when compared with the tabular value (0.138) by a significance level (0.05) and a degree of freedom (198).

Sixth: Reliability

Reliability refers to consistency. Reliability is the consistency of scores obtained by the same individuals when they are retested with the same test in other changing conditions (Urbina, 2010: 84 & Anastasi).

The researcher verified the reliability of the test in the following ways:

A- Test – Retest Method

For the purpose of extracting reliability in this way, the researcher applied the research tool to a sample of (60) teachers (male and female) , and it was re-applied after an interval of two weeks from the first application. The reliability coefficient was calculated by using the Pearson correlation coefficient between the scores of the sample members for the first and second applications, thus, the reliability coefficient reached (0.84) and this value of the reliability coefficient is good, so the current research tool is characterized by reliability over time.

B- Cronbach Alpha Equation

To calculate the reliability coefficient in this way, the researcher pulled (60) forms from the sample analysis in a random way, and the reliability coefficient was calculated using Cronbach Alpha Equation, thus, the value of the reliability coefficient was (0.86), which is a good reliability coefficient that can be trusted.

Description of the Search Tool in its Final Form

The research tool consists of a (questionnaire form) that includes creative teaching skills, which consists of (6) main skills represented in (creativity in lesson planning, creativity in lesson implementation, creativity in arousing motivation, creativity in the classroom environment, creativity in solving problems, creativity in Lesson evaluation) and each skill includes a number of (72) sub-skills. All items of the questionnaire were formulated in the positive form, and each skill is determined by the sample members according to quintet Likert scale (very large, large,

medium, low, very low) and it was the lowest degree in the research tool (72), while the highest degree was (360)) with a hypothetical average (216).

Seventh: Application Tool

After completing the preparation of the questionnaire in its final form, and for the purpose of achieving the objectives of the research, the researcher applied the questionnaire to the members of the research sample, which amounted to (277) teachers (male and female), for the history subject for the preparatory and secondary stages, at the rate of 155 teachers and 122 schools, affiliated to the Diyala Education Directorate and included All districts of Diyala Governorate. The application period lasted from Sunday 27/2/2022 until Tuesday 12/4/2022, and after obtaining the data, the researcher used the Statistical Package for Social Sciences (SPSS) to process the research data.

Eighth: Statistical Means

In processing the data of the current research, the researcher used several statistical methods, using the statistical package (SPSS), and the statistical methods used are:

1. Kay-square: (K2) Kay-Square to extract the statistical significance of the experts' agreement on the validity of creative teaching skills.
2. Cronbach Alpha Equation: to calculate the reliability coefficient.
3. Pearson's correlation coefficient (Person Correlation Coefficient): to extract the internal consistency coefficient of the items.

5- The T-test for one sample: to verify the level of creative teaching skills of the research sample.

4. T-test for two independent samples: to verify the significance of statistical variances according to the qualitative variables of the research.

6- Arithmetic mean, standard deviation, and percentage to know the level of each item of creative teaching skills. The researcher adopted a test (Khidir, 2004, p. 57) with five gradations to determine the level of creative teaching skills and as follows:

Chapter Four

4.0 Presentation and Interpretation of Results

***The First Aim*:** Recognize the Level of Creative Teaching Skills

In order to achieve this goal, the arithmetic mean of the scores of the research sample of (277) teachers (male and female) of creative teaching skills were extracted. The value of the arithmetic mean was (268,856) degrees and a standard deviation of (27,671), and when testing the significance of the difference between the arithmetic mean of the sample scores and the hypothetical mean of the scale of (216) degrees, using the t-test for one sample. It was found that the calculated t-value equals (31.791) and when it is balanced by the tabular t-value of (1.96) at the significance level (05, 0) and the degree of freedom (276), it turns out that the calculated t-value is greater than the tabulated t-value, meaning that there is a significant difference between the arithmetic mean of the sample and the hypothetical mean of the scale in favor of the arithmetic mean, and the table (2) shows this.

Table 2 *The results of the T-test to test the significance of the difference between the arithmetic mean and the hypothetical average to identify the creative teaching skills of the research sample*

The Samp	The arithmetic me of the sample	Standar Deviatio	The hypothetical m of the scale	Degree freedon	T- value calcula	Tabu	Indicatio level 0.05
277	268.856	27.671	216	276	31.79	1,9	Statistica function

In order to find out the differences between each of the domain of creative teaching skills in the research sample, the arithmetic mean, standard deviation and the calculated and tabular T-value were extracted for each domain of creative teaching skills, and it was found that all domains are available for the research sample. The results of the T-test showed that the calculated value for all domains is greater than the tabular value of (1.96) at the significance level (0.05) and the degree of freedom (276) in favor of the arithmetic mean, and Table (3) shows that:

Table 3. *Results of (T-test) to test the significance of the difference between the arithmetic mean and the hypothetical average to identify each area of creative teaching skills in the research sample.*

The Skills	The arithme mean	Standarc Deviatio	Hypothetic mean	Degree c freedon	T value calcula	Tabu	Indicatio level 0.05
creativity in planni	45,469	6,406	36	276	24,59	1.9	function
Creativity in implementation	44,921	5,223	36	276	28.42	1,9	function
Creativity in arousi motivation	44,383	6,562	36	276	21.26	1,9	function
Creativity in the classroom	45,596	5,709	36	276	27.97	1,9	function
Creativity in proble solving	43,986	5,960	36	276	22.30	1,9	function
Creativity in the evaluation	40.422	5.321	36	276	13.83	1,9	function

This result is attributed to: The research sample's possession of creative teaching skills commensurate with developments in the field of education, including the use of the internet, electronic communication between the elements of the educational process, the availability of information and access to it at any time and place, as well as the possibility of participating in international courses and conferences through the internet and benefiting from the experiences of countries, addressing weaknesses, if any, and strengthening strengths in the use of creative teaching skills. In addition, this result confirms what Ozbel's theory indicated that the individual's application of what he has learned in new situations represents meaningful learning. It also confirms what the theories of transferring the effect of learning and training refer to, that the positive transition is nothing but a facilitation of previous learning (the preparation stage) for another new learning (practical application during the practice of the profession), and this reflects the positive role of the preparation stage in educational faculties, and this result is consistent with a study (Al Hajjaj, 2013).

The Second Aim: Finding the significance of the statistical differences in the creative teaching skills of the research sample according to the gender variable (male-female)

It is clear from Table (20) that there is no statistically indicating difference at the level (0.05) in creative teaching skills according to the gender variable (female, male) in the research sample, as the average score for females was (265.306), with a standard deviation of (26.980). The average score for males was (271.609) with a standard deviation of (27.972), and the calculated t-value was (1.889), which is less than the tabular t-value (1.96) at a significance level of (0.05) and a degree of freedom (275).

Table 4. *The results of the test of the significance of the differences between the mean scores of the research sample for creative teaching skills by gender variable (male - female)*

The gen	Sample s	The arithmetic me	Standard Deviati	Degree of freedo	T value calcula	Tab	Indication level 0.05
Male	156	271,609	27,972	275	1.88	1.9	Not statistically significant
Femal	121	265,306	26,980				

This result is attributed to the male and female research sample members study the same courses during the preparation stage in the educational colleges, and the same strategies, methods and methods of education are used with them in the lecture hall, regardless of gender. In addition, through the recruitment stage, opportunities are offered equally to both gender, such as the position of appointment or obtaining a higher certificate, in order to participate in courses and development programs and other available opportunities, which led to the disappearance of the difference in the level of their possession of creative teaching skills for both genders.

***Third Aim*:** Finding the significance of the statistical differences in the creative teaching skills of the research sample according to the variable years of service (less than 10 years - 10 years and more)

It is clear from table (21) that there is no statistically significant difference at the level (0.05) in creative teaching skills according to the variable years of service (less than 10 years - 10 years and more) in the research sample, thus, the average degrees of those who have service are less than 10 years (270.835), with a standard deviation of (26,753), and the average degrees of those with service of 10 years and over were (267.321) with a standard deviation of (28,353), and the calculated t-value was (1,049) which is less than the tabular t-value (1.96) when Significance level (0, 05) and degree of freedom (275).

Table 5. *The results of the test of the significance of the differences between the mean scores of the research sample for creative teaching skills according to the variable years of service*

Years service	Sample Size	The arithmetic mean	Standard Deviation	Degree freedom	T-Value calculat	Tabul	Indication lev 0.05
Less th 10years	121	270,835	26,753	275	1.049	1.96	Not statistical significant
From 10 yea and over	156	267,321	28,353				

This result is attributed to the role of the faculties of education in preparing teachers with modern teaching skills, according to the vocational preparation programs throughout the years of study, and the accompanying theoretical vocational preparation period of practical application of no less than (45) days. As well as the positive attitudes towards the teaching profession and their sense of responsibility, harmony and interaction with this profession, which increases their motivation to work, leading to the use of the internet and social media by new teachers, which increased their knowledge of learning strategies, modern teaching methods, teaching competencies and skills, which was positively reflected on their acquisition of practical experience. They have accumulated experience and knowledge in the field of teaching in a relatively short period of time, and this was confirmed by (Al-Hilah, 2002: 43), which led to the absence of a statistically significant difference between history teachers according to the service variable.

***Fourth Aim*:** Finding the significance of the statistical differences in the creative teaching skills of the research sample according to the variable of training courses (participating in training courses - not participating in training courses).

It is evident from Table (22) that there is no statistically significant difference at the level (0.05) in the creative teaching skills according to the training courses variable (participant in training courses - not participating in training courses) in the research sample, as the average degrees of participants in the courses training (269,430), , with a standard deviation of (25,295), and the average scores of non-participants in the training courses were (267.914) with a standard deviation of (31,282), and the calculated t-value was (0.442), which is less than the tabular t-value (1.96) at the level of significance (05, 0). and degree of freedom (335).

Table 6. *The results of the test of the significance of the differences between the mean scores of the research sample for creative teaching skills according to the variable of training courses*

Training courses	Sampl size	The arithmeti mean	Standar Deviatio	Degree c freedon	T-value		Indication lev 0.05
					calculated	Tabula	
Participan	172	269,430	25,295	275	0.442	1.96	Not statisticall
Not particip	105	267,914	31,282				significant

This result is attributed to the lack of allocating courses aimed at developing the creative teaching skills of history teachers. After reviewing the training course brochure, the researcher noticed that the courses designated for teachers are either courses for training on changing curricula or general courses such as (educational guidance and psychological support) or courses for job promotion. In addition, the course duration is (20) hours divided into five days, noting that the courses for developing teaching skills need a period of (3) months to (6) months to achieve the desired goals.

Conclusion

1- The positive reflection of the stage of professional preparation for educational colleges on the research sample's practice of creative teaching skills.
2- Social networks, electronic libraries and websites available on the Internet contributed to the development of the teaching skills of the research sample.
3- The success of the educational system in educational faculties led to reducing the gap in the differences between males and females.
4- The positive attitudes of the research sample towards the teaching profession were positively reflected on the level of their possession of creative teaching skills, and this was confirmed by the study of Kanadlı (S,2017:17).

Recommendations

1- Conducting a study similar to the current study to determine the skills of creative teaching for different stages of study.
2- Evaluating the performance of intermediate school social teachers in light of creative teaching skills.

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