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## The Influence of Human Development Skills on First Intermediate Grade Female Students' Creative Expression

### Abstract

*The present study aims to identify the influence of human development skills on creative expression among first-grade intermediate female students. The two researchers chose a sample of (61) female students from the first intermediate grade in Al-Siyadah School for Girls affiliated to the Directorate of Education in the Province of Babylon. They were divided into two groups, with (30) female students in the experimental group and (31) female students in the control group. The two researchers studied the experimental group according to Human development skills. They studied the control group in the traditional way. They prepared a test that consisted of (20) items of the type of true and false. The total score of the test was (60) scores, with three scores for each item. The second part was an essay question with a higher score of (40). After verifying the validity and difficulty of its items, the strength of its distinction, and the stability of correction according to the criteria used by the two researchers with a duration of the experiment that lasted an entire semester, the two researchers used the t-test for two independent samples, the item discrimination coefficient, the CHI square, the difficulty coefficient, Pearson correlation coefficient, And the Spearman-Brown equation. The results showed the superiority of the experimental group students who studied according to human development skills over the control group students who studied in the traditional way in the creative expression skills test. The results indicate that there is a statistically significant difference between the average scores of the experimental group students which is (79,57) and the average scores of the control group students which is (69,74) in the creative written expression skills test.*

**Keywords:** Human Development, Creative Expression, Seventh Grade Students.

### Introduction

The importance of expression in people's lives as the best way to show their potential and contribute to their activity and interaction. Since expression is indispensable for man, it is considered necessary for the continuation of life. There is no one on earth who does not practice the process of expression because it is the frame

in which a person shapes most valuable ideas. It is the connection that binds a person to other members of society and makes him/her interact with the society in which he/she lives (Ahmed, 1985). They are most in need of expressing their emotions and feelings. It is one of the most beloved lessons for students with literary talents. It enables them to express thoughts and

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psychological feelings, and convey them to others in an exciting and interesting way that is characterized by originality and flexibility that reveals the beauty of expression and originality of ideas. They can present their topics boldly and discuss them freely and creatively (Al-Dulaimi and Suaad, 2005). There is no doubt that the development of students' creative written expression skills leads to the development of their writing to become creative through creativity in choosing innovative non-repetitive titles of topics, diversity in Generating new ideas, creativity in planning when writing the introduction and conclusion, the search for evidence and rare examples, and other skills leading to a meaningful educational experience based on practical steps in order to prepare them to the test of actual and realistic practices of educational and administrative processes (Al-Drej and Jamal, 2005). Human development various programs benefit the learner in communicating with sources of knowledge, developing the ability to follow up on contemporary scientific and technical development, interact with it, achieve maximum benefit from it, and develop the ability to think scientifically with different aims and methods, which helps integrate the conclusion, the validity of criticism, and the distinction of judgment with impartiality and objectivity, as well as enhancing the skills of dealing with others, which leads to positive educational practices through dialogue and discussions (ibid). Having reviewed the literature about the topic, the two researchers found out that most students in all academic levels suffer from weakness in expression, especially creativity. This was evident in the results of a number of studies and research that dealt with expression. The opinions of experts in education emphasize the need to develop both functional and creative written expression skills among students of all grade levels.

Expression has become a problem that is no less dangerous than any of the problems of the Arabic language. Perhaps, it is one of the most serious problem that is as old as the lesson of expression. All books written in the field of Arabic language teaching tackled the problem of weak expression (Ammar, 2002). Ancient and modern Arabic studies have confirmed the apparent weakness of students in written expression skills, lack of familiarity with them, and the low level of mastery, including the study of (Majawar, 1956), the study of (Abdulmawla, 1985), the study of (Al-Hashimi, 1988) the study of (Mahmoud, 1993), the study of (Al-Othman, 1999), the study of (Al-Bashri, 2000), and the study of (Abdulhameed, 2001).

The two researchers' sense of the problem increased when they surveyed the opinions of a group of female teachers who teach Arabic in the

intermediate grades through a questionnaire addressed to them. The results of the questionnaire showed the students' weakness in creative expression skills. Hence, the two researchers decided to conduct an empirical research entitled the Influence of Human Development Skills on First Intermediate Grade Students' Creative Written Expression hoping that this research will contribute to the development of teaching creative expression or reduce its weakness (Ender, Hajjar, 2019).

### **The Objectives of the Present Study**

The present study aims to identify the influence of human development skills on first-intermediate grade students' creative expression.

### **The Hypothesis of the Study**

There is no statistically significant difference between the average scores of the experimental group students who study creative expression with human development skills and the average scores of the control group students who study creative expression in the traditional way.

### **The Limits of the Study**

The present study is limited to the following:

1. Human development skills.
2. A sample of first-intermediate grade students in secondary schools in the center of the Province of Babylon for the academic year (2019-2020).
3. A number of topics of written expression.

### **Defining terms**

In order for the purposes of the present study to become clear, the basic terms contained in the title of the study must be defined as follows:

#### **1. Human Development**

It is defined as raising the level of students' performance in different educational/training situations. Development is determined, for example, by increasing the average grades they obtain after training on a specific program (Shahata and Al-Najjar, 2003).

It is also defined as the positive change that occurs on individuals, groups, or society in general, with the aim of developing and improving the skills of individuals and society (Zayer et al., 2016).

### **Procedural Definition of Human Development**

It is defined as a set of procedures in building training content in accordance with human development standards to develop students' abilities in a developmental methodology.

### **Creative Written Expression**

It is the invention of something without following an example (Ibn Mandhour, 1999).

It is the production of works or effects that have the characteristics of creativity or innovation to express feelings and ideas in an effective manner (Ammar, 2002). It is one of the two types of expression, in which a person communicates with others, conveys thoughts and feelings, and shows opinions and positions, with words that are grammatically correct to express ideas that are characterized by novelty and originality and presented in an interesting and exciting way. It may be written or Oral. Each of them has its own fields and skills (Tamim, 2007).

### **Procedural Definition of Creative Expression**

It is defined as what novel and original thoughts, feelings, and experiences expressed by the first intermediate grade students in a new way that is far from tradition. This way of expression achieves psychological pleasure and shows imaginary literary images and selected phrases with eloquent formulation and control during teaching the subjects of expression established in the present study.

### **Previous Studies**

#### **1. The Study of (Muhammad, 2009)**

The study is entitled the effectiveness of using language games in developing creative expression skills of primary school students. It was conducted in Egypt, Faculty of Education, Zagazig University. The study aimed to find out the effectiveness of using language games in developing creative expression skills for primary school students. The number of its pupils reached (30). The experimental group was taught using language games. The control group was taught in the traditional way. The researcher prepared a test of creative expression skills and a note card to evaluate creative expression skills as research tools. The results of the study revealed the effectiveness of using language games in developing creative expression skills for sixth grade students in a better way than the traditional way, especially in pronunciation skills, content, and style, which fall under the basic skills and sub-skills. The researcher

recommended adopting such language games and activities aiming at teaching creative expression skills (Muhammad, 2009).

#### **2. The Study of (Ibrahim, 2014)**

The study is entitled the influence of using constructivist learning in teaching Arabic to develop creative expression skills for first year preparatory students. It was conducted in Egypt, Faculty of Education, University of Alexandria. It aimed to identify the influence of using constructivist learning in teaching Arabic to develop creative expression skills for first-year preparatory students. The sample was (70) students on two equal groups; an experimental group of (35) female students and a control group of (35) female students. The experimental group studied using constructivist learning and the control group studied in the traditional way. To obtain the objectives of the study, the researcher chose four topics to test the students. The topics were science, unemployment, morals, and environment. The researcher used creative expression skills test and an essay post-test as research tools. The researcher made sure that the experimental and control groups were equal before conducting the experiment. The results of the study showed that there is a statistically significant difference at the level of significance of (0.05) between the average scores of the experimental group students in The post-test. In light of the results of the study, the researcher recommended using constructivist learning in developing creative expression skills (Ibrahim, 2014).

#### **Comparison between Previous Studies and the Present Study**

The places of conducting the previous studies are different from where the present study was conducted. The study of (Muhammad 2009) was conducted at Zagazig University, Faculty of Education. The study of (Ibrahim 2014) was conducted at Alexandria University, Faculty of Education. As for the present study, it was conducted in Iraq, Babylon.

The objectives of the previous studies are different. The study of (Muhammad 2009) aimed at identifying the effectiveness of using language games in developing creative expression skills for primary school students. The study of (Ibrahim 2014) aimed to identify the influence of using constructive learning in teaching Arabic to develop creative expression skills for first-year preparatory school students. The present study aimed at identifying the influence of human development skills on first intermediate grade female students' creative expression.

The studies are different in their methodologies. The study of (Muhammad 2009) and the study of (Ibrahim 2014) were based on the descriptive and experimental approach. As for the present study, it followed the experimental approach. Previous studies agreed on the type of experimental designs that they adopted. All of them adopted the design of the experimental and control groups. The present study relied on the experimental design with experimental and control groups with the post-test.

The studies agreed in the subject. The study of (Muhammad 2009) and the study of (Ibrahim 2014) were concerned with creative expression. Thus, the studies agree with the present study. The samples of previous studies are different. The sample of the studies of (Muhammad 2009) and (Ibrahim 2014) was (70) students. The sample of the present study consisted of (61) female students. The previous studies differed in the gender of the sample. The study of (Muhammad 2009) was conducted on males. The study of (Ibrahim 2014) was conducted on females. As for the present study, it included females. The educational stages on which the previous studies were conducted varied. The study of (Muhammad 2009) was conducted on the primary stage. The study of (Ibrahim 2014) was conducted on the preparatory stage. As for the present study, it was conducted on the intermediate stage.

The research tool in the previous studies is different. The study of (Muhammad 2009) adopted the creative expression skills test and a note card to evaluate expression skills. The study of (Ibrahim 2014) adopted the achievement test as a tool. The present study adopted the creative expression skills test.

The previous studies differed in their use of statistical methods. The two studies of (Muhammad 2009) and (Ibrahim 2014) used the t-test for two independent samples, the CHI square, and Pearson's correlation coefficient. As for the present study, the two researchers used the (SPSS).

## **Methodology**

### ***The Experimental Design***

The experimental design is the first step that the researcher implements. Every experimental research must have its own design to ensure its safety and accuracy of its results (Abdulrahman and Zankaneh, 2007).

In order to obtain the objectives of the present study and to verify its hypothesis, one of the experimental designs with partial control for experimental and control groups with a post-test

was selected in order to ascertain the influence of human development skills on the creative expression of the students.

### ***Choosing the Research Community and its Sample***

The community of the present study was selected from secondary school students in the center of the Province of Babylon for the academic year (2019-2020). The school administration expressed the desire to cooperate with the two researchers. As for the sample of female students, the two researchers chose it after visiting the chosen school with a letter facilitating the task issued by the General Directorate of Education in Babylon, Studies and Planning Division. They found that it includes three sections in the first intermediate class for the academic year (2019-2020). They randomly chose division (B) to represent the experimental group to study the expression using the proposed program. The number of students for this group reached (32) students. In the same way, division (C) was chosen to be the control group to study Expression in the proposed program. The number of its students reached (32) as well. After excluding the failing (3) students, one from the experimental group and two from the control group, the number of the final research sample became (61) students.

### ***Equality of the Two Study Groups***

Before starting the experiment, the two researchers were keen to equalize the two research groups in a number of variables that may affect the results of the experiment in order to allow the influence of the independent variable to appear in the dependent variable although the sample students are from one environment of the same gender. These variables include:

#### ***A. Raven's Intelligence Test***

The two researchers applied this test before the beginning of the experiment on the members of the two groups. After collecting the scores obtained by each student, the two researchers extracted the arithmetic mean, which are (37,77) (39,06), and the two standard deviations (4,023) (4,718) respectively for each group. By using the t-test for two independent samples to balance the two means, they found that the calculated T-value is (1,154), the tabular value is (2,000), and the significance score is (0.253), which is greater than (0.05) at the degree of freedom of (59), which means that there is no statistically significant difference between the scores of the two groups at the level of significance of (0.05).

Thus, the two groups are equivalent in the intelligence variable.

### ***B. The Equivalence of Scores for the Arabic Language Subject***

The average scores of the experimental group students reached (74,93) with a standard deviation of (10,844). The average scores of the students of the control group reached (76,48) with a standard deviation of (10,217). Using the t-test for two independent samples to find out the significance of the statistical difference between the scores of the students of the two groups revealed that it was (2,000) with a real significance of (0.568) which is greater than (0.05) with a degree of freedom of (59). This indicates that the students of the experimental and control groups are statistically equivalent in the scores of Arabic language in the sixth grade of primary school.

### ***C. Equivalence of Scores in the Pre-test in the Expression Material***

#### ***D. Written Expression Test***

After correcting their writings according to Al-Rubaie criteria and calculating the grades, it became clear that the average scores of the experimental group students were (57.43) and the average scores of the control group students were (54.39). Using the T-test for the two independent samples to find out The significance of the difference between the two groups showed that there were no statistically significant differences at the level of significance of (0.05). The calculated T-value was (0.575), which is smaller than the tabular T-value of (2.000) with a degree of freedom of (59). Thus, the two research groups are equivalent in this variable.

#### ***E. Controlling Extraneous Variables***

The researcher must control his/her experiment by not allowing any variable other than the independent variable to influence the dependent variable. The two researchers were keen to control the variables of conditions of the experiment and accompanying actions, experimental extinction, maturity operations, and individual differences affecting choosing the two groups.

#### **The Study Tool**

The two researchers used the final achievement test to measure the extent to which the students possess creative expression skills among the students of the two research groups,

provided that the tool is applied to the experimental and control groups afterwards as follows:

#### ***Creative Expression Skills Test***

Skill is the performance that the individual performs quickly, easily, and accurately. That performance may be physical or mental with the availability of time, effort, and assignment (Al-Hashimi and Al-Dulaimi, 2008).

Skill can be measured in two ways. The first is the cognitive aspect which is related to the performance of the elements and stages of the cognitive aspect. This aspect is measured among the students through the cognitive test. The second way is related to the executive aspect of the skill to identify the students' performance by setting special criteria for these skills, which are a fertile resource for obtaining the real information of the skill. It depends on direct observation of the forms of behavior of the performance of the skill according to certain criteria for the performance of students (Al-Zahrani, 2010). In its initial form, creative expression test consists of two questions only. The first question includes twenty test items of the type of true and false, complete the answer, and multiple-choice to measure the cognitive aspect of the skill. Each item has three levels. The total score for this question is (60) scores. The second question is the writing about the topic of Mercy and compassion among members of society. It is corrected according to Al-Rabi'i correction criteria relying on studies and literature in this field. The score assigned to this question is (40). Thus, the total score for the test is (100). The two researchers followed the following procedures in building the test:

#### ***Drafting the Test Items***

The two researchers formulated the items of the first question that represents the cognitive aspect of creative expression skills of the type of true, false, complete, and multiple choice. This question measures the possible differences between the provisions of the evaluators because it is not affected by the subjective factors of those who use it. It contributes to the stability of the test, its reliability, and its distinction by students, in addition to the accuracy of its results and reduction of the guesswork factor due to the large number of alternatives (Oda, 1998). The number of items of the first question to test creative expression skills was (20). They were distributed among the skills predetermined for the experiment.

### **Test Validity**

Validity is one of the most important characteristics of psychological tests and scales because it refers to the ability of the scale or test to measure what it was designed to measure (Abu Jadu, 2003). A good test must be valid. It is only true when it measures what it is supposed to measure (Ahmed, 1960). Hence, the two researchers relied on the apparent validity. The test was presented to a number of arbitrators who are experts in the field of Arabic language teaching methods, measurement, and evaluation. In light of the agreement of 80% of the arbitrators, the test items were sound and ready for application. The apparent validity is reinforced by the presence of another indicator of validity, which is the construct validity, which is represented in the discriminatory strength of the test items.

### **The Exploratory Sample**

It is represented by a limited number of students who are chosen from the research community in a simple random way. The research tool is applied to them to verify the clarity of the instructions for answering the test items in order to reveal aspects of ambiguity and misunderstanding that may happen for the female students. Through this sample, the approximate average time taken to answer (Imam, et al. 1992) is identified. The sample consisted of (110) female students from Khadija Al-Kubra secondary school for girls that is located within the research community. After applying the test, it became clear that the items were clear and unambiguous for the students. The time taken to answer the test items was (45) minutes (Obaidat and Suhaila, 2005).

### **Statistical Analysis Sample**

This sample consists of female students who must be very carefully selected from the original research community to calculate the psychometric characteristics of the test items. After applying the test to this sample, the researcher extracted the psychometric properties, which are the coefficient of difficulty, the discriminatory strength of the items, the effectiveness of the wrong alternatives, and the stability of the test and the stability of the correction as follows:

#### **1. Difficulty Coefficient for the First Question**

The difficulty of the item means the ratio of students who answer it correctly from a given sample to the number of members of the sample (Rodney, 1985). In general, one item should

achieve maximum success in distinguishing between students if its level of difficulty allows 50% of the sample to succeed in answering it. If the difficulty index is from (0.30 to 0.70) the item is good, and if it is from (0.20 to 0.29), the item can be accepted if it has an acceptable discrimination index (Al-Ajeeli, 2001). After the experts agreed on the validity of the test items, the difficulty coefficient of its items was found by applying it to the construction sample of (110) female students by arranging their results on the items in a descending order determining (27%) of their results to be the highest group and (27%) of the results of the lower group (29.7) in each upper and lower group, which were rounded to (30) students to be the specified and approved number in each of the two groups. In light of the foregoing, it appears that all test items are acceptable because their difficulty coefficient ranges between (49 - 61%).

#### **A. The Discriminatory Power of the Test**

After the experts agreed on the validity of the items of the achievement test, the discriminatory power of its items was found by applying it to the construction sample of (110) female students arranging their results on the items in a descending order determining (27%) of their results to be the upper group And (27%) of the results of the lower group amounting to (29.7) in each upper and lower group, which were rounded to (30) students to be the specified and approved number in each of the two groups. The results of the upper and lower groups were compared for each item by the t-test law for uncorrelated samples. Therefore, the items that obtained discriminatory power coefficients within the acceptable conditions were kept in the significance of the calculated t-test values in comparison with the tabular score that was less than (0.05). None of the items were deleted. In order to achieve the distinction of items using Law (T) for the upper and lower samples, the extracted value must express the acceptance of the item (Al-Maaita, 2012).

#### **B. Effectiveness of False Alternatives**

The good alternative is that alternative that attracts a greater number of female students in the upper group than the number of female students in the lower group. Otherwise, it is considered ineffective and should be deleted (Oda, 1992). The two researchers decided to keep all of them without deleting or modifying them.

### **C. Test Stability for the First Question Only**

The stability of the test means that it gives the same results if it is applied to the same group a second time. A scale may be homogeneous in its items, but it measures a feature other than the one it was designed to measure (Al-Imam et al., 1992).

Accordingly, the two researchers applied the test to (110) female students from the construction sample on whom the scientific treatments were conducted in the previous procedures with validity prepared by the two researchers as a preliminary application. Stability coefficient was calculated in the half-segmentation way by calculating correlation coefficients of the two segments in the application. The total score for each student was considered. The number of items in each part was (10) items from the first section of the scale. The value of the simple Pearson correlation coefficient between the results was (0.85). The value of the correlation after correction with the (Spearman-Brown) equation was (0.91), which is a high and acceptable value in calculating the equivalence between the two parts and the reliability of the test as a whole (Allam, 2010).

### **Correction Criteria for Creative Expression Topics**

#### **Correction of Written Expression Topics**

The two researchers adopted (Al-Rabi'l, 1997) correction criteria to correct the writings of the female students of the experimental and control groups. They used it as a tool for measuring their expressive performance due to the importance of this in reaching accurate results to limit the subjectivity that characterizes language tests, especially expression, which makes a group of correctors differ in estimating. The degree when they correct a unified expressive subject. The two researchers relied on (Al-Rubaie, 1997) correction criteria and presented these criteria to a group of experts to verify their validity.

#### **Stability of Correction for the Essay Question**

To carry out the stability of the correction according to (Al-Rubaie, 1997) correction criteria, the two researchers corrected the writings of the students. The students wrote about the specific topic in the second question of the test. The two researchers extracted two types of agreement, the agreement over time and the agreement with another evaluator. Using the Pearson correlation coefficient, the reliability coefficient between the two attempts of the two researchers over time was (0.87). The period between the two attempts was (12) days, which

is appropriate. The two researchers trained them to correct according to the correction criteria, which was (0.906). The stability coefficient is considered good in the two corrections if its stability coefficient reaches (0.80) or more. It is considered good (Allam, 2010).

#### **How to Correct**

After the students finish writing the specific topic inside the class and collect the notebooks, the correction is carried out outside the class according to the correction criteria prepared by the two researchers and explained to the students before writing in the first topic. The two researchers undertake the correction and read the writings at the beginning of the correction to determine the upper limit of errors according to the correction criteria for the distribution of scores on them.

#### **Application of the Experiment**

After the requirements for the application of the research procedures were completed, the two researchers began to apply the experiment as follows:

1. The two researchers began applying the experiment in Al-Anwar Intermediate School for Girls on Sunday-10-13-2019, according to a task facilitation letter. It ended on Thursday-25-12-2020.
2. The two researchers taught the experimental group at a rate of one lesson per week according to the educational system of the Republic of Iraq for the subject of expression. The control group was taught in the manner used within the research community.
3. The creative expression skills test was applied at the end of the experiment on Wednesday-28-12-2019.

#### **Statistical Means**

##### **The (SPSS) was used**

##### **The Results**

The two researchers presented the results according to the research objectives of identifying the influence of human development skills on the creative expression of first-grade intermediate students. To obtain this objective, the two researchers formulated the null hypothesis as follows:

There is no statistically significant difference at the level of significance of (0.05) between the average scores of the first-grade intermediate students who study the expression subject according to human development skills, and the

average scores of the students who study the same subject in the traditional way.

In order to verify this null hypothesis, and to identify the significance of the difference between the achievement test scores of the two groups, the two researchers used the t-test for two independent samples. The scores of the first-grade average female students in the control group was (69, 74). This means that the calculated T-value is (4,966) which is greater than the tabular T-value of (2,000) at a significance level of (0.05) with a degree of freedom of (59). Thus, The null hypothesis is rejected. This means that the students of the experimental group who studied according to human development skills outperformed the students of the control group who studied in the traditional way in the test of developing creative written expression skills.

### **Interpretation of the Results**

The present study confirmed the superiority of the experimental group students who studied according to human development skills over the control group students who studied according to the traditional method. The two researchers believe that this superiority may be attributed to one or more of the following reasons:

1. Teaching with human development skills gave the female students their role, which led to good educational results for the students of the experimental group.
2. The skills of human development helped teachers choose educational activities that achieve better achievement for students that led to an improvement in the quality of educational continuity, educational procedures, and the availability of a clear standard that teachers use as a basis for adjusting their decisions after observing the behavior of students after completing the educational process. The clarity of these goals made Both teachers and students have the prior knowledge of what they are required to accomplish. Access to it leads to better results.
3. Human development skills contributed to introducing students to beauty with ideas, imagination, and emotion, which led to the development of these skills.
4. The use of human development skills in teaching this subject previously had the effect of helping female students to increase their expressive skills development.
5. The human development skills have a clear influence on developing the creative thinking of female students without any usual restrictions imposed on them by adopting the foundations of creative thinking.

### **Conclusions**

1. It is possible to teach human development skills in the usual school conditions.
2. Awareness of the importance of teaching human development skills increases the effectiveness of the lesson and enriches the student's sense of and willingness towards expression and proficiency in it.
3. Correcting the students' writings according to a specific and accurate standard keeps the corrector away from subjectivity and makes his/her correction more objective.

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