

## Wisdom-Based Performance for Fourth-Grade History Teachers

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### ABSTRACT

The current research aims to identify:-

- 1- Recognizing the wisdom-based performance of history teachers.
- 2- Finding the significance of the statistical differences in the performance-based wisdom of the research sample according to the gender variable (males - females).
- 3- Finding the significance of the statistical differences in the performance based on wisdom among the research sample according to the service variable.

To achieve the objectives of the current research, the researcher relied on the descriptive (relational) approach to study it. The research community consisted of (508) teachers and schools, and the research sample (219) teachers and schools. To collect the study data, the researcher adopted the wisdom-based performance scale prepared by (Al-Araji, 2019) and the component From 50 paragraphs distributed over 5 domains, all items came in a positive direction, and five alternatives were selected for the scale (it applies to me completely, applies to me often, applies to me sometimes, applies to me rarely, does not apply to me) and the weights of these alternatives are 1,2,3, 4,5)) came in a positive direction. The researcher used the chi-square statistical means, the Pearson correlation coefficient, the Facronbach equation, the T-test for two independent samples, the skewness and flatness coefficient, the standard error, the arithmetic mean, the median, the mode, the T-test for a sample One, Z-test and multiple regression analysis, and the researcher reached the following result:

Availability of wisdom-based performance among history teachers for the fourth literary grade.

This finding supports the findings of the current study, and through what the current research has brought, and for the purpose of documenting wisdom-based performance, the researcher recommends the following:

- 1- The necessity of the Ministry of Education's interest in developing the knowledge capacity of the teaching staff in performance based on wisdom.
- 2- Working on developing the educational process, providing it with modern methods, means and techniques, and training the teaching staff.

As a complement to the research aspects, the researcher suggests

- 1- Conducting a study similar to the current study for teachers of other subjects.
- 2- Conducting a similar study to the current study on students of the history department in Iraqi universities

**Keyword:** performance based on wisdom

### First: The problem of the research:

The educational process has the primary responsibility for delivering experience, knowledge and acquiring skills, and thus we find it a set of elements that work dynamically to deliver scientific knowledge to the student, using the methods and teaching methods learned from educational technology and educational management, with the establishment of human relations, to achieve the democracy of education That is why we find that the educational process consists of a group of interconnected elements or parts that interact with each other, are organized in mutual relations, and run according to principles and rules designed to achieve intended goals and then determine them in advance, and if a defect occurs in any of these elements, it is reflected in the process The entire educational system, which is the teacher, the curriculum and the student. (League,35:2009)

In spite of this, the history teachers face many problems arising from the teaching methods, the content of the subject and the type of curriculum followed. Reliance on memorization and indoctrination prevailed in the teaching of history by teachers in most of our schools, and the goal of the history teaching process is to memorize facts and information and focus on Cognitive aspects and filling students' minds with as much information as possible without focusing on understanding and interpreting it, which made education limited to enabling students to use knowledge in developing their

personalities in its various aspects. (Al-Khazraji, 157:2017) As for performance based on wisdom, it is considered more effective, as Stir Nenberg emphasized that when the individual applies successful intelligence and creativity, he seeks results that are beneficial to him or harmful to others. As for the wise teacher, he seeks, of course, to achieve self-benefits, but he also seeks what benefits others. And if the motives of the individual are to maximize the interests of some and others to the minimum, then wisdom is absent here. He can be wise (Al-Araji, 5: 2019), and based on the foregoing, the researcher prepared an exploratory questionnaire and distributed it to teachers of history in schools in Appendix (3). This questionnaire consisted of a performance question based on wisdom, and the question was:

\* Do the history teachers of the fourth grade literary possess performance based on wisdom? Some of them indicated that history teachers possess performance based on wisdom, while some emphasized that performance based on wisdom among teachers of the subject contributes to improving the achievement of their students, and from here the research problem can be crystallized by the following question:

What is the wisdom-based performance of history teachers for the fourth literary grade?

**Second: The importance of research. Value of the research:**

Scientific and technological progress, scientific openness and the rapid change that we are experiencing, which has occurred in all aspects of life, social, economic and cultural, have become challenges for the whole world. They should be noble goals and lofty goals (Abbawi, 9:2010). The world has witnessed a rapid development that included many aspects of life, including education, and education was the first nucleus in learning techniques, but it did not keep pace with that revolution, so we see educators in many countries The world has made a comprehensive critical examination of the educational systems and formulating them in their countries on new educational foundations. As a result, knowledge has developed and the education model and its function have changed, which made it need new methods and methods, modern educational means and a good organization of the teaching environment so that learners acquire a measure of knowledge and skills necessary to develop their mental abilities to develop Thinking (Bahri, 88:1986), and the education sector is one of the largest and most dangerous working sectors in society, because the work of this The sector is at the heart of people's lives, their understanding and aspirations. In addition, education is one of the most important factors affecting human and social development as a tool that contributes to building a coordinated intellectual unit that adopts the methods and techniques of science (Nouri, 2006: 35), and the education that society provides to its children depends Depending on the nature of that society, its technological level and its political, social and cultural changes, education is an individual and social necessity, as the individual cannot abandon or dispense with it, nor can society as well. In harmony with the principles and goals of the Arab nation, which presents the continuation of the research on the basis of an educational process (Al-Wakeel, 13:1982), and the school is an educational institution that was found in order to transfer heritage, purify and remove impurities from it, and add the good to it. It follows an organized curriculum carefully prepared to suit the mental, physical, psychological and social growth of individuals. (Al-Hashemi, 2007:39), the school according to the educator John Dewey is a democratic environment that seeks to find a democratic citizen and a permanent scientific education for the individual to contribute to building society, taking into account individual differences in teaching and developing the curriculum (Dewey, 1978:52), and the curriculum is one of the topics of education Rather, it is the basis of education on which it is based, the vital point that connects the learner to the world around him, and the means by which the community reaches its desired goals and hopes, as the curriculum in its modern and comprehensive concept represents all educational experiences that the school prepares for its students inside and outside it with the aim of helping them in their comprehensive growth In all respects, and that the modern curriculum is not limited to the information that teachers teach through the textbook to their students, but rather includes the skills, teaching methods, values, trends and activities practiced by the students. (Jaber and others, 37:2009), and we must point out that history is one of the important academic subjects, as it contributes to the development of students' personalities, and the study of the past helps to understand the present and its connection to the future, in addition to that it helps to learn the method of research through Knowing the causes of accidents and understanding their consequences, it also encourages students to compare and discuss their opinions in a scientific spirit far from bias (Al-Amin et al., 1992:72). Education is a human profession over time, and the teacher plays a major role in building civilizations as one of the factors affecting the educational process. The student interacts with him and acquires through interaction experiences, knowledge, trends and values. (Obeid, 2006: 164)), and in order for the teacher to become a good educational leader, this requires him to possess a teaching effectiveness that helps him to develop his competence and his thinking skills. It is able to predict their responses and should enrich their experience and help them discover their abilities and talents to achieve their goals. (Wahid, 196: 2001), and the importance of performance based on wisdom is that Wisdom plays the role of

linking the various psychological aspects of personality, as it includes a set of factors that are integrated with each other, including cognitive, personal, emotional, social and moral factors. and factors related to experience, and this confirms that wisdom is a complex and multi-dimensional component and that it is subject to development and that environmental and cultural contexts can guide or hinder the growth of wisdom in individuals throughout their lives (Al-Dhaim, 2014:4), and (Pascal Lyon) believes that wisdom is the end He also believes that wisdom requires that a person by his own will overcome all internal conflicts, and the will means developing the characteristic of openness, and distance from Concentration and self-love (Trowbridge, 2006:331)), and it should be noted here the importance of wisdom in performance, especially that the concept of wisdom occupied a large space in the Arab psychological heritage. Dictionaries of the Arabic language to refer to science, experience and experiments, and in the Western heritage, researchers have been interested in studying wisdom extensively.

Through the foregoing, the importance of the current research is evident in the following:

- 1- The importance of teachers of the history of Arab civilization, IslamYeh .
- 2- The importance of having teachers of the history of Arab and Islamic civilization for performance based on wisdom (those who have exceeded their service for 10 years or more), which can be reflected positively.
- 3- The current research may open the way for subsequent studies and research in the specialization of teaching methods, and methods of teaching history in particular.

**Third: The Aims of The Research:**

The current research aims to identify:

- 1- Recognizing the wisdom-based performance of history teachers.
- 2- Finding the significance of the statistical differences in the performance based on wisdom in the research sample according to the gender variable (males - females).
- 3- Finding the significance of the statistical differences in performance based on wisdom in the research sample according to the service variable.

Fourth: Limitation of the Research:

- 1- Human Frontiers: History teachers who graduated from faculties of education for human sciences / basic education / history departments who studied the history of Arab-Islamic civilization for the fourth literary grade for the academic year (2021-2022).
- 2- Spatial boundaries: government secondary and preparatory day schools affiliated to the General Directorate of Education in Diyala Governorate.
- 3- Time limits: the academic year (2021-2022 AD).
- 4- Scientific limits: degrees of performance scale based on wisdom for teachers of the history of Arab-Islamic civilization for the fourth literary grade.

Determination Terms of:

The wisdom Based performance - defined by:

- 1- Baltes&Kunzmann:

Expert knowledge and judgment on difficult, important, and uncertain questions that relate to meaning of life and behavior. (Baltes&Kunzmann, 2003:131))

- 2- Al-Obaidi: the person's ability to show a balance between his cognitive and emotional capabilities, and to show that from all areas of life, especially in difficult situations of the problem and to come up with the best. (Al-Obaidi, 2015: 186)

Procedural definition of wisdom-based performance:

It is the knowledge and experience of teachers of the history of Arab-Islamic civilization for the fourth literary grade, which is reflected through the total score obtained by answering the paragraphs of the performance scale based on wisdom of the Berlin theory adopted by the researcher.

History teacher

They are the male and female teachers registered on the staff of the Ministry of Education / Directorate of Education of Diyala Governorate for the academic year (2021-2022 AD) from the graduates of the Faculties of Education for Humanities and Basic Education / Departments of History, who teach the history of Arab-Islamic civilization for the fourth literary grade in the preparatory stage.

History

Al-Masudi: It is "the science of knowing the news of past kings, fading nations, and perishing sects, to help us maintain a praiseworthy memory and an organized science for science." (Al-Masudi,10:2010)

Procedural definition of history:

It is those historical topics included in the book on the history of Arab and Islamic civilization, prepared by the General Directorate of Curricula in the Iraqi Ministry of Education and scheduled to be taught to fourth-grade literary students.

Fourth grade literary:

It is the separating stage of middle school and the beginning of the preparatory stage, in which students are specialized in literary studies, and the goal of this stage is to prepare the student for university studies. (Republic of Iraq, Ministry of Education: 2008)

The first axis: theoretical aspects

The second axis: previous studies

the Wisdom Based Performance

The concept of wisdom is one of the oldest concepts known to humanity, and it has recently become one of the research fields in the field of cognitive and educational psychology. A complex of the concepts of triple intelligence (practical, analytical and creative), and this is what prompted him to develop a theory of wisdom which he called the balance theory of wisdom (Strenberg, 2003, 40)

In Labouvie, vief, 1990), wisdom is the balance between subjectivity and objectivity, inference about the meaning of the decision, and the balance between knowledge and doubt.

And (Al-Aassar, 2001: 56) indicates that wisdom is making the right decision and sticking to the right path, and it expresses its presence in all the decisions a person makes, whether when planning his life, implementing his plans or reviewing the events of his life. As for Webster, he defines wisdom as Experience or life experience reflected on the personality, which is the individual's deep understanding of himself and others and the active use of knowledge, the ability to learn from ideas and the environment, with sharpness of mind and insight, the ability to make judgments. Webster,2007,100))

Wisdom concept:

Since the beginnings of psychological research on wisdom, the question of what is wisdom has remained the most important question, as wisdom relates to a set of insights, inferences, and skills that can express themselves in many different ways, one of which is the "wise person." Some researchers suggest that the use of The concept of wisdom or sage on existential issues and uncertainties in life, where a person or decision is called wise only when a set of criteria is fully met. (Staudinger & Gluck, 2011:216-217)

Other researchers suggest a distinction between two types of positive adult development, an increase in adaptation and an increase in growth. According to this distinction, a high level of adaptation, which is certainly positive and functional, is not sufficient for a person to be described as wise. e.g., Staudinger & Kessler 2009; Staudinger & (Kunzmann 2005:97)

The concept of wisdom is only related to mastering the basic argument about the issues that shape or shape human existence, such as the dialectical relationship between good and evil, positivity and negativity, doubt and certainty, dependence and independence, control and lack of control, mortality and immortality, altruism and selfishness, strength and weakness and embraces (wisdom). All these contradictions in life, and inferred by the wise for wise insights. Staudinger & Gluck, 2011:217)).

Explanatory theories of performance-based wisdom:-

First: - Erikson's theory: Erikson's theory is one of the first theories that dealt in some aspects with the concept of (wisdom), as he presented a theoretical model that includes eight stages of human ascent from birth to late adulthood, where each of these stages experiences a crisis If a person manages to overcome this crisis, he moves to the next stage successfully, and then acquires the virtue of being able to face more future challenges (erikson, 1964, 132).) Second: The Berlin Theory of the Max Planck Institute, 1989):)

This theory is one of the most important explicit theories leading in the study of Empirical wisdom, as this theory was first announced in 1989 by (Baltes, ) and a group of researchers belonging to the "Max Planck Institute for Studies of Human Development" in Berlin Germany, who had great credit for putting forward a lot of ideas and research in wisdom studies, where they defined it as (expert knowledge and judgment on difficult, important and uncertain questions that are related to the meaning of life and behavior). Baltes&Kunzmann (2003:131))

Third: - Wisdom Theory of Ardel, 1997).

This theory is considered as an integration between knowledge, contemplation, and conscience, and (R Dilt) indicates that wisdom is a personal characteristic that reflects a process of integration between knowledge, contemplation, and conscience, and these characteristics are not only necessary for the emergence of (wisdom), but are characteristics that must be effectively available to a person in order to Described as wise 0 Ardlet, 2004:274))

Fourth: Sternberg's Balance Theory of Sternberg (2004))

Sternberg explained that values are the believer to ensure a balance between interests of different levels, where they vary in scope and narrowness between within the personality, between the personality, and outside the personality. The second is that the interests are between the individual and others in the provision of benefit to them, and in the third area where the interests are directed to a wide

range such as the homeland, society, and religion. They provide for the product that gives satisfaction, and this benefit may have repercussions that end in harming others.

Or not to harm others, for successful intelligence and creativity \_ then are two basic conditions of Conditions))

Wisdom, but they are not enough to produce wisdom, but rather to include the values system with them to make a person perform the process of balancing those three levels, because the big problem in the view of Sternberg was in the imbalance and it is what produces greedy and dictators. They considered that self-interest)), it was the basis for their path in life, and creativity falls within the context of (wisdom), considering that some of what the wise produces has originality and novelty, unless it is found in others. (Sternberg, 261,263:2010)

types of wisdom

1- Practical professional wisdom: "a set of skills, a wise decision-making process, a comprehensive body of knowledge and intelligence guided by moral values and a social trait. Jeste et al., 2019: 215))

It is related to the field in which the individual works. In management sciences, there is professional wisdom that differs from what is common in medicine, engineering or education. Practical wisdom is related to the nature of the field, the prevailing practices in it, and the desired ethical values in it, as practical wisdom is a model for context-sensitive professional practices, and virtue is a form of Forms of moral wisdom given that professional activities in teaching call for personal qualities such as honesty, self-control, fairness, compassion, and patience. Kinsella & Osguthorpe, 2012:56))

2- Local wisdom: It is the local heritage that contains rules or views of life, behaviors and values within a specific geographical scope, and the characteristics of the members of a society with certain cultural and social characteristics that appear in their customs, traditions and value system. It is a body of knowledge gained from a series of activities such as observation, analysis, interpretation, and drawing conclusions related to a local area, and that local wisdom includes all forms of knowledge, beliefs, understanding or perceptions and habits that guide human behavior in life. Ahlee et.al,2014:45))

Local wisdom has several functions, including:

1- An argument to control the behavior of citizens.

2. A means of preserving the influence of exogenous values across relevance.

3- An adaptive strategy to modify the influences on cultural values from abroad and integrate them into the local culture. Tanjung et al,2018:81))

Wisdom related performance:-

At the Max Planck Institute in Berlin, Germany, a different approach to the study of wisdom was developed. Instead of relying on implicit theories in the study of wisdom, Baltes and Smith developed an explicit theory of wisdom, deriving from their own vision as researchers, where they defined wisdom as "the knowledge of experts that involves good judgment and advice on important uncertain matters in life." According to Balts and Smith, a wise person is one who embodies several basic criteria, including: rich declarative knowledge, rich procedural knowledge, contextual knowledge of life, relativity, and uncertainty. This construct was further enhanced by studying performance related to wisdom and its relationship to age, where they asked participants to think out loud while responding to life problems that faced ethical challenges. They measured wisdom through participants' performance in scenarios that were apparently looking for judicious responses, and their analyzes of participants' responses showed that younger people showed more wisdom in responses. Scenarios closest to their own experiences, while older participants were more likely to demonstrate wisdom in unfamiliar or non-standard scenarios, Balts and Smith conclude that there is weak evidence for an evolutionary trend in wisdom, and perhaps the most important finding is that performance related to wisdom can It is measured in a consistent manner using the method they suggested. Baltes& Smith, 1990:95 ))

Wisdom and chronological age:-

Several studies indicate that knowledge related to wisdom grows sharply from adolescence to adulthood, and studies indicate a sharp growth in knowledge related to wisdom between (15-25) years, but stability occurs between ages (20-89). These studies focused on the study of wisdom using standard criteria to assess levels of wisdom in participants' responses to virtual life situations. Baltes& Staudinger, 2000:130))

Conditions that facilitate the development of wisdom:-

Aladdin Ayoub explains that three conditions must be met to facilitate the development of wisdom, and these conditions are:

1- Orientation to learning): It means the direction of the person's participation and the level of his ability to acquire knowledge when he encounters others and activities, and this includes the person's orientation towards life according to different areas and situations, as well as the person's past as it appears in any new interactions.

2-Experiences: includes any organized or unstructured activity that occurs through interactions with others, sharing general experiences with others, and experiences with different people, such as relationships with family, friends, and those with influence and authority.

3-Environment): It means the general environment that provides the context and opportunities for the interaction of the individual with learning and others and various experiences in various combinations to produce wisdom. (Job, 72:2012)

The teacher's role in teaching for wisdom-based performance:

- Allowing students to discover their own intelligence: Students should be aware of their own abilities by dealing with the questions that are presented to them and realizing that they can find the answers.
- Paying attention to teaching students how to learn rather than what they learn.
- TCHStudents are encouraged to include their experiences in the discussion, so the students' perspective is given equal value to the teacher's.
- Directing students to think and not to reach a specific end point, but to teach them how they can evaluate and inquire about the topic through thinking.
- Encourage students to think about the issue through questions, rather than testing their knowledge of the topic, yet questions lead to unlimited discussion where nothing goes.
- Teach students how to distinguish between valid and invalid arguments, how much emphasis they can and should focus on their own experiences, and how they can benefit from theoretical perspectives to inquire about a topic.
- A catalyst and facilitator of learning, as the teacher's primary responsibility is to ensure that students remain on the learning path.
- Instruct students and demonstrate how they can gain insight into new topics and evaluate claims and arguments. (Hassan, 2021: 643-644)

Second: previous studies

Al-Obaidi Study (2015)

This study aimed to (identify wisdom and its relationship to psychological happiness among a sample of Baghdad University students), and to identify the differences in wisdom and psychological happiness according to the gender variable, and the variable of the school stage, as well as revealing the correlation between wisdom and psychological happiness. The research sample consisted of (365) Male and female students were randomly selected, and the researcher used the wisdom scale and the psychological happiness scale, and the following statistical methods were used: the t-test, the Pearson correlation coefficient, the t-test for the correlation coefficient, and the Elf-Cro-Nbach equation, and the results of this study reached to There are no statistically significant differences in wisdom according to gender and school stage, and there is a statistically significant correlation between wisdom and psychological happiness.

Fifth: Aspects of benefit from previous studies

The researcher reported from previous studies on several matters, the most important of which are the following:

- 1- Defining the research problem and objective.
- 2- Choosing the appropriate methodology for the study.
- 3- Determining the size of the research sample.
- 4- Use appropriate statistical methods.
- 5- See the standards and sources related to the subject of the current study.

### **Research methodology and procedures**

This chapter includes defining the method used in the current research and the procedures to achieve its objectives, starting with defining the population, selecting the appropriate sample, its specifications, the method of selecting it, determining its tools and measurement procedures, as well as adopting appropriate statistical methods in processing research data.

### **Approach Of The Research**

Based on the research problem and its questions, the appropriate approach for the current study is the descriptive approach, as it depends on the study of the phenomenon as it exists in reality and is concerned as an accurate description, and expresses it qualitatively or quantitatively (Obaidat et al., 2012: 289), and the use of the descriptive approach in the current research is due Because it is the most appropriate method appropriate to study the correlational relationships between variables and to reveal the differences between them in order to describe and analyze the phenomenon studied (Jaber and Kazem, 1987: 109) to reach a suitable explanation for the phenomenon to be studied.

### **Search procedures**

First: - Population of the Research

The research community means the total group with the elements that the researcher seeks to generalize about the research results related to the problem studied (Odeh and Al-Malkawi, 1992: 192),

and that it includes all the units of the phenomenon that we are going to study (Al-Baldawi, 2008: 21). The current research community is determined The history teachers of the fourth literary grade in Diyala governorate for the academic year (2022/2021) (), and the number of preparatory and secondary schools reached (244) schools, and the number of teachers reached (508) teachers and schools distributed by gender, males and females, as the number of males reached (289). teachers, while the number of females reached (219) schools, and Table (3) shows this:

Table (3) shows the research community (schools and teachers)

percentage	Total teachers	number of teachers		Total Schools	number of schools		Judiciary name	N
		male	Female		secondary	preparatory		
%36.61	186	113	73	80	58	22	Baquba	1
%17.72	90	54	36	41	28	13	Muqdadia	2
%30.12	153	82	71	74	57	17	AL-KHALIS	3
%6.30	32	16	16	21	13	8	Khanaqin	4
%7.87	40	19	21	19	9	10	Baladrooz	5
%1.38	7	5	2	9	7	2	Aabara and Qurtaba	6
%100	508	289	219	244	172	72		total

### Second: The Sample of the Research

The research sample represents a partial group of the research community, and it represents the elements of the community best represented. In choosing the current research sample, the researcher relied on the proportional random stratified method, and this type of samples is more representative of the original community. Because in addition to dividing the original community into classes, the researcher chooses a number from each class in a random manner so that this number matches its real size in the original community (Al-Baldawi, 2004:44), the school sample was chosen by (40%) of the research community of adults ( 244) schools, which is equivalent to (98) schools distributed according to percentages and randomly over the districts of Diyala governorate, and the sample size of teachers according to Stephen Thompson equation reached (218.988), and after rounding, the number is (219) with a percentage of (43.108%) distributed according to males and females over the districts of the governorate Diyala by stratified random proportional method within the specified percentage and Table (4) shows this: Table (4) Sample of schools and teachers

percentage secondary	Total teachers preparatory	number of teachers		Total Schools	number of schools		Judiciary name	N
		male	Female		secondary	preparatory		
%36.53	80	49	31	32	23	9	Baquba	1
%17.81	39	23	16	16	11	5	Muqdadia	2
%30.14	66	35	31	30	23	7	AL-KHALIS	3
%6.39	14	7	7	8	5	3	Khanaqin	4
%7.76	17	8	9	8	4	4	Baladrooz	5
%1.37	3	2	1	4	3	1	Aabara and	6

							<b>Qurtaba</b>	
% 100	219	124	95	98	69	29	Total	

**Third:- Research tool Research Articles of The**

(Anastasi-1976) defines the measuring instrument as an objective and codified method; To measure a sample of behavior (Abu Jadu, 2003: 398), and since the current research aims to know the wisdom-based performance relationship among history teachers, so it required the availability of a tool that has psychometric properties to achieve the research objectives, which are:

**Wisdom-Based Performance Scale:**

After reviewing the literature and previous studies that dealt with the subject of wisdom-based performance, the researcher adopted the wisdom-based performance scale prepared by (Al-Araji, 2019), which was built according to the theory of (Berlin Wisdom) and consists of (50) items according to (5) fields.

**Scale validity:**

Honesty is one of the important characteristics and conditions in psychological tests and measures. The honest test is that test that is able to measure the trait or phenomenon for which it was developed, and the validity of the test is related to the goal for which the test was prepared and the decision taken based on its grades (Allam, 2000: 254). This kind of honesty in the current scale when the items of the scale were presented to a group of experts in educational and psychological sciences to judge their validity

**Statistical means:**

In order to achieve the objectives of the current research, the researcher used the following statistical methods using the SPSS statistical program:

Chi-square, Pearson correlation coefficient, alpha-Cronbach equation, T-test, T-test, T-test, Z-test, multiple regression analysis.

**Presentation and interpretation of results**

This chapter includes a presentation of the results reached by the researcher according to the objectives of the research, and a discussion of those results in the light of the literature and previous studies that were presented.

**the first goal:**

Recognizing the wisdom-based performance of history teachers.

To achieve this goal, the arithmetic mean of the scores of the research sample of (219) teachers was extracted for the performance scale based on wisdom. For the scale with a value of (150) degrees and using the t-test for one sample, it was found that the calculated t-value equals (14.369) and when balanced with the tabular t-value of (1.97) at the significance level (05, 0) and the degree of freedom (218) it turns out that the value The calculated t-value is greater than the tabular 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 (25) illustrates this:

Table (25)

The results of the T-test to test the significance of the difference between the arithmetic mean and the hypothetical average to identify the wisdom-based performance of the research sample

Indication level 0.05	T value		degree of freedom	The hypothetical mean of the scale	standard deviation	The arithmetic mean of the sample	the sample
	tabular	calculated					
Statistical function	1,97	14.369	218	150	37.158	186.078	219

In order to find out the differences between each of the areas of performance based on wisdom in the research sample, the arithmetic mean, standard deviation and the calculated and tabular T-value were extracted as shown in Table (26):



Table (26) results of (T-test) to test the significance of the difference between the arithmetic mean and the hypothetical average to identify each of the areas of performance based on wisdom in the research sample.

the sample	Indication level 0.05		T value	degree of freedom	The hypothetical mean of the scale	standard deviation	The arithmetic mean of the sample	the sample
	tabular	calculated						
Statistical function	1.97	14.966	218	45	11.713	56.845	219	
Statistical function	1.97	10.488	218	39	13.002	48.215	219	
Statistical function	1.97	10.161	218	24	7.788	29.347	219	
Statistical function	1.97	10.932	218	24	8.116	29.995	219	
Statistical function	1.97	9.147	218	18	5.917	21.658	219	

It is clear from the table (26)

This result is attributed to: that the research sample, through their acquisition of various life experiences, including those related to the experiences in the school stages that they completed or experiences related to the life situations they faced, made them possess methods and strategies to solve the problems they face by making the right decisions, in addition to the ability of the research sample to benefit from From the previous information they have and combine it with the new information and employ it in the face of new situations, and the ability to effectively apply critical life experiences, self-control and the regulation of emotions. And education made them use abstract meditation and take correct objective decisions, and this richness of experience and knowledge resulted from their different life experiences (Baltes& Smith, 1990: 90).

This result is consistent with the study (Al-Araji, 2019), the study (Al-Obaidi, 2015) and the study (Orwoll&Perlmutter, 1990).

The second goal:

Finding the significance of the statistical differences in performance based on wisdom among the research sample according to the gender variable (male-female).

It is clear from Table (27) that there is no statistically significant difference at the level (0.05) in the performance scale based on wisdom according to the gender variable (female, male) in the research sample, as the average score of males reached (183.760), with a standard deviation of ( 35.707), the average score for females was (188.025) with a standard deviation of (38.376), and the calculated t-value was (-0.846), which is less than the tabular t-value (1.97) at a significance level of (0.05) and a degree of freedom (218).

table(27)

The results of the test of the significance of the differences between the mean scores of the research sample for performance based on wisdom according to the gender variable (male - female)

Indication	T value	degree of	The	standard	The	the
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level 0.05	tabular	calculated	freedom	hypothetical mean of the scale	deviation	arithmetic mean of the sample	sample
Statistical function	1.97	-0.846	218	35.707	183.760	100	Male
				38.376	188.025	119	Female

Third goal:

Finding the significance of the statistical differences in performance based on wisdom among the research sample according to the service variable.

It is clear from Table (28) that there is no statistically significant difference at the level (0.05) in the performance scale based on wisdom according to the service variable (less than 10 years - 10 years and more) in the research sample, as the average scores for teachers who have service Less than 10 years (184.677), with a standard deviation of (35,537), and the average grades of teachers who have service from 10 years and more (187.171) with a standard deviation of (38,484), and the calculated t-value was (-0.492), which is less than the tabular t-value (1.97) at the significance level of (0, 05) and the degree of freedom (218).

Table (28) results of the test of the significance of the differences between the mean scores of the research sample for performance based on wisdom according to the service variable

Indication level 0.05	T value		degree of freedom	The hypothetical mean of the scale	standard deviation	The arithmetic mean of the sample	the sample
	tabular	calculated					
Statistical function	1.97	-0.492	218	35.53664	184.677	96	Less than 10 years old
				38.48391	187.171	123	From 10 years and over

This result is attributed to: the success of the professional and scientific preparation programs in educational colleges, from a number of teachers who have the competencies and skills necessary to deal with the educational situation with wisdom, objectivity and high flexibility to overcome challenges within the school environment, whether inside or outside the classroom, as well as their possession of positive attitudes towards the teaching profession and a sense of responsibility In accomplishing their tasks, and learning about modern strategies and means and how to use them through the Internet, which allowed access to a huge amount of information as quickly as possible, which was positively reflected on their acquisition of practical and scientific experiences, and they had 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.

**First: Conclusions**

In light of the research results, the researcher reached a set of conclusions, the most important of which are:-

1. There is a statistical significance in the history teachers' possession of wisdom-based performance in favor of the arithmetic average as a result of the accumulated experiences in the different academic stages and life situations that were positively reflected on decision-making and choosing the most appropriate solutions to the problems they face.
- 2- There are no statistically significant differences in the performance-based wisdom of the research sample according to the variable of service and gender, because it is gaining self-confidence and adapting to the work environment and not feeling the fatal routine that leads to job burnout, in addition to that, the higher the degree of the individual, the higher his ability On thinking and his performance based on wisdom.

**Second: Recommendations**

In light of the findings of the researcher in this study, she recommends the following:-

1- Emphasizing to the concerned authorities the need for teachers of the fourth literary grade to be able to perform based on wisdom, due to the importance of this grade for the educational institution on the one hand, and for the student on the other hand.

2- The necessity of holding training courses prepared by special committees of the Ministry of Education in cooperation with the Ministry of Higher Education to develop and train history teachers on wisdom-based performance to enhance their culture and its reflection on the achievement of their students.

3- Spreading awareness and the culture of teaching performance based on wisdom through holding teaching workshops for male and female history teachers for the fourth literary grade who are still in service.

### **Third: Suggestions**

To complement the findings of the researcher from the results of the current research, she suggests conducting similar studies for the current study:-

1- Conducting a similar study to the current study on students of the history department in Iraqi universities.

2- Conducting a study similar to the current study to determine the availability of wisdom-based performance of history teachers in the primary stage and its relationship to their attitudes or the achievement of their students.

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