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THE EFFECT OF TEACHING THE ART OF DECORATION ACCORDING TO THE HABITS OF THE MIND ON DEVELOPING POSITIVE THINKING SKILLS AND ACHIEVEMENT AMONG SIXTH GRADE STUDENTS IN THE STATE OF KUWAIT

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ABSTRACT: *This study aimed to investigate the effect of teaching the art of decoration according to the habits of the mind on developing positive thinking skills and achievement among sixth grade students in the State of Kuwait. The study followed the quasi-experimental approach. In order to achieve the objectives of the study, a test consisting of (12) essay questions were prepared to measure the positive thinking skills of the sample members. A test was also prepared to measure the achievement of the sample members consisting of (20) objective questions. The study was applied to a sample of (48) students in "Ibn Zahr Al-Andalusi" School in Mubarak Al-Kabeer Governorate, and they were randomly assigned to two groups. Experimental and its members (25) students, control and its members (23) students. The study found a statistically significant effect of teaching using habits of mind in developing positive thinking skills and achievement among the members of the experimental group.*

KEY WORDS: habits of mind, positive thinking, achievement, art of decoration**.**

INTRODUCTION

Thinking is a human process that is characterized by continuity, and because it is a human process that he has taken as a basis for determining many of his life matters. The successful person became distinguished from others by using thinking, in the style and how it leads to success. Hence, teaching thinking has become an urgent necessity in this age, when intellectual production has become the hallmark of the advancement and progress of nations. In this regard, Cotton (2003) stated that teaching thinking takes place in two methods: The first is where he is taught and taught his skills and processes directly, regardless of the content of the school subjects, that is, in the form of skills independent of the subjects, and from here special programs for teaching thinking emerged. As for the second method, it is by integrating the teaching of thinking and its skills within the school subjects or the academic content.

Thinking is the highest level of mental activity and the most complex type of behavior. It is a series of mental activities that a person's mind performs after being provoked or exposed to a stimulus, and this is through one or more of the entrances to the mind, which are the five senses: sight, hearing, touch, smell, and taste. Thus, thinking has become a mental process by which an individual can do something meaningful with the experience he is going through.

THEORETICAL REVIEW

Thinking is a cognitive process that is characterized by the use of symbols and these symbols are in place of things and accidents. The thinking process is related to incidents that the individual remembers, or that he forgets, or that he imagines, as well as accidents that affect the senses. Thinking uses perceptions and current activities in the areas in which it is concerned, but acts with their meanings in a way that goes beyond the present. Hence, thinking increases the clarification of what you reach in both perception and sensation (Adas and Kattami, 2002; Bayer 2001).

As for the type of thinking that contributes to enabling the individual to achieve his goals and improve his life, it is positive thinking. This thinking also enables a person to overcome his difficulties, obstacles and problems. In other words, positive thinking is the beginning of the road to success. When a person thinks positively, he makes his mind positive in looking at life's issues and problems, to implement solutions in reality, by following the positive approach in the solution. This kind of thinking appeared when people were dominated by despair, frustration and anger, due to the tragedies of the first and second world wars. The term positive thinking was first developed by the scientist Balle, who is also the first to predict the power of this thinking and its ability to turn negative situations into positive ones, by focusing feelings and directing behavior towards achieving goals, and good planning for the future. Therefore, positive thinking has become synonymous with optimistic orientation in life, and it is the opposite of negative or pessimistic thinking, so positive thinking leads to success, with its positive expectations for success, happiness and achievement (Al-Faki, 2009; Al-Haraza, 2014).

Saheb and Ahmed (2014), and Ibrahim (2010) stated that positive thinking shows the student's ability to evaluate and control his thoughts and beliefs, and direct them towards achieving success. The character of this thinking is optimistic and aims to solve problems using special strategies, including self-leadership strategies for thinking. Hence, some considered it the true wealth of life, because it enables the individual to predict his positive abilities, to distinguish between facts and illusions, and to employ potential energies to achieve more goals, by developing capabilities and trends, and enriching attitudes to become more effective and successful (Fogarty, 2016).

The importance of positive thinking is evident, as indicated by Kirshon (2003), that it removes a person from a state of anxiety, tension and distress to a state of stability, balance and calm. Therefore, today it has become an urgent necessity, as the modern man is going through difficult circumstances in light of a complex life, with which he has become most in need of practicing this type of thinking, in order to reach optimism and hope, by looking at things, with a positive lens, in which it is possible to face challenges, and look to the future as it would be nicer.

Positive thinking has five dimensions, cited by Kirshon (2003) and Dundee (2013). These dimensions are: optimism and positive expectations, acceptance of personal responsibility, emotional control and control of mental processes, unconditional self-acceptance, and positive acceptance of difference from others. Positive expectations mean the tendency towards optimism and the expectation of good results in view of the bright side in life, and the possibility of achieving

positive results, despite the challenges and difficulties. As for accepting personal responsibility, it means taking responsibility, avoiding blaming the other, and having the courage to take responsibility for the decisions made by the individual, and this achieves distinction among others. Emotional control means monitoring and controlling emotions and feelings, with self-awareness, and the ability to identifying and naming emotions. Unconditional self-acceptance refers to the ability to fully and unconditionally accept oneself, in which case self-degradation is avoided to obtain attention and sympathy, and to establish social relationships dominated by mutual respect and love. Positive acceptance of difference from others means confirming the individual's level of flexibility and the extent of his understanding of different points of view, and realizing that the difference between people is a logical fact, and we are required to encourage difference and look at it with an open, positive perspective.

Teaster (2004), Al-Faki (2009), and Khuffash (2011) mentioned six strategies for positive thinking: self-talk, alternatives, problem solving, redefinition, the ideal, and the other person. The self-talk strategy means that the individual talks to himself on the condition that it is positive, and in which the speaker uses encouraging words and an affirmative statement aimed at promoting a specific idea. It avoids negative internal language, which reflects impotence, and leads to self-flagellation and blame. Positive talk replaces the unconstructive thoughts with constructive and fruitful ideas, so his thinking becomes positive thinking. As for the alternative's strategy, it means following the principle of multiplicity of solutions and diversity of alternatives, and this strategy needs complete flexibility and swift action to solve the problem. The problem-solving strategy means following practical, logical and sequential steps to face any difficulties or obstacles in the way of solving the problem. The attention and focus here is shown inanalyzing the situation in a logical manner and with calm feelings, so he learns from the problem itself, then adjusts in style, then acts positively, and as a result the problem is solved. The redefinition strategy includes the individual's ability to reinterpret the situation and reformulate it in a way different from the first explanation. If he is able to do so, he feels satisfied with himself, and his self-esteem increases. As for the ideal strategy, it relates to adopting a special point of view, beliefs and personal values, which are considered higher ideals in a specific field, as the individual believes in a number of principles and ideals, which help him to think in a positive way. The strategy of the other person refers to the ability to reverse roles, unlike personalities, so the individual acts as if he is another person's place, as this helps to see things from the other person's point of view, and here the individual transforms the way of dealing with challenges from negative to positive.

Ibrahim (2010) mentioned that there are multiple dimensions of positive thinking, which we can consider basic skills for thistype of thinking, and there are sub-skills for each of the main skills. Among these skills are: the ability to have positive expectations and optimism, the ability to emotional monitor and control of higher mental processes, love of learning and healthy cognitive openness, a general sense of satisfaction, positive acceptance of difference from others, tolerance and comfort, emotional intelligence, unconditional acceptance of oneself, and acceptance of personal responsibility, and positive risk. Among the sub-skills: the ability to tend to optimism, make more effort, change other people's thoughts, control emotions, monitor self-control in anger, stop worrying, resist stress, identify weaknesses, the ability to organize time, and do things satisfactorily, interacting with others regardless of opinion of them, the ability to contact with

others, the ability to interact with the opposite gender, the ability to forgetting the past, benefit from traumatic experiences, quickly forget about abuse, the ability to show admiration for others, the speed to form and maintain friendships, and deal with people according to their levels, accepting others' criticism, overcoming errors in words and actions, ability to assume responsibility, ability to challenge, and tendency to freedom of thought (Mousavi, Esmaeili, and Saless, 2015).

Students' positive thinking and achievement can be developed by following a variety of ways, methods and strategies in learning and teaching. Among these are the habits of the mind, which emerged, as Campbell (2006) pointed out, it is a framework of intelligent intellectual traits, successful and rational performance.
Habits of mind represent learned intellectual behaviors, which are chosen at certain times, to practice thinking, so that they perform a productive work, and then perform more intelligent actions. Habits of the mind tend to perform the behavior shown by the intelligent individual in response to a specific problem, the solutions of which may not appear immediately. In this case, the mind becomes a free critic, able to actively participate: mental habits are thus able to manage, organize and arrange mental processes, while establishing a system of priorities for these processes (Costa and Kallick, 2014).

A mental habit requires mental effort, and thus a push towards the right solution. Having strong mental habits helps make decisions and solve problems. In order for the habits of the mind to be effective, they must be characterized by the evaluation represented in choosing the pattern of intellectual behavior instead of other less productive patterns, the presence of the desire or tendency to apply the mentioned intellectual patterns, and be characterized by sensitivity, by realizing the existence of opportunities and attitudes appropriate for thinking and choosing the appropriate time for implementation, and to be characterized. By having the ability, i.e., possessing basic skills, with which it is possible to apply the various types of intellectual behavior, and to be characterized by commitment, i.e., to work fordeveloping the performance, and finally to be characterized by politics, i.e., rationality in actions, decisions and practices, and making that an approved policy (Datton, 2002; Anderson, 2016).

Both Costa and Kallick (2008) developed sixteen mental habits, which are: Perseverance: in which the competent individual is committed to performing the task assigned to him, and insists on completing it and does not succumb to difficulties. Control recklessness: It means slowing down and thinking before embarking on an action, and establishing a vision for an action, or some goal or mistake. Listening with understanding and compassion: It is the allocation of a large part of the time and energy to listening, empathy and understanding of the other's point of view, which is the highest form of intelligent behavior. Thinking flexibly: It is the ability to change opinions, be aware of multiple outputs and activities at the same time, and rely on a repertoire of stored problem-solving strategies. Thinking beyond thinking: it means the ability to plan thinking skills, contemplate strategies for that, the ability to evaluate their quality, the ability to perceive a person for his actions, and his influence on others. Striving for accuracy: It means taking the time to check the accuracy of production, reviewing the rules that must be adhered to, reviewing the models and visions that must be followed, and verifying the suitability of production to the standards used.

Questioning and posing problems: which is the tendency and the ability to discover and solve the problem, and raise questions that would fill the gap between what is known and unknown. Applying past knowledge to new situations: It means the ability to learn from experiences, and to resort to previous experience to solve the new confusing problem. Thinking and communicating clearly and accurately: It is the ability to refine language to enhance cognitive maps, the ability to think critically, and to enrich the details of language to produce effective thinking. Collecting data using all of the senses: it is the enjoyment of opened and alerted sensory entrances, the assimilation of information from the environment more than the assimilation of it from others, and the creation, perception, innovation, renewal: it is the ability to generate new, intelligent and ingenious solutions and methods, the ability to develop energies, and examine alternative possibilities from multiple angles.

Responding with amazement and awe: It means seeking and searching for problems, enjoyment of solving these problems, complete independence using expressions indicating that independence, and creative thinking coupled with a love for what the individual does himself. Taking responsible risks: it means showing evidence of risk-taking at work, testing a new strategy or method of thinking that is used for the first time, and being ready to test a new hypothesis even with doubt. Finding humor: here, energy is released on creativity, high-level thinking skills are stimulated, good relationships are found, and situations are perceived from a suitable, original and interesting location. Reciprocal thinking: It means realizing the importance of cooperation, thinking in consistency with others, the ability to justify ideas, and developing openness that helps to accept feedback from a critical colleague. A permanent readiness for continuous learning: here, the enjoyment of confidence coupled with curiosity, the tendency to open up to continuous learning, the tendency to ask questions to obtain feedback, and to increase experience with knowledge of the next more complex work (Dulaimi And Amaireh, 2020; Costa and Kellick, 2008).

Decoration is one of the main topics in the curricula of practical studies in the State of Kuwait, and in the sixth primary grade, the student learns a number of decoration topics in the carpentry and decoration book, and these topics include: an introduction to the types of wood and their uses, an introduction to ornamentation, an introduction to the types of decoration, and the drawing of ornaments on wood and its steps, the numbers used in the decoration and its uses, the process of hollowing out decorations, the final finishing processes for the decorations, and the safety and security aspects of the decorative work. The current study came as an attempt to investigate the effect of teaching decoration according to the habits of the mind on developing positive thinking skills and achievement among sixth grade students in the State of Kuwait.

Study problem

The researcher noticed - by virtue of his work as a teacher and supervisor for teaching carpentry and decoration topics, including the art of decorating on wood - students ’aversion to decoration topics, and by surveying the opinions of practical studies teachers and supervisors, they reported that there are multiple reasons that led to this, including: the usual teaching methods, which depend on indoctrination, and the teacher's presentation of decoration topics without any activities to develop the skill of their performance. The researcher noted that the majority of practical studies teachers in the basic stage overlook students ’positive thinking skills during their teaching, and

that some of the teaching strategies used do not work to properly impart these skills to students. It was noted also, that practical studies teachers rarely use modern strategies in teaching. As a strategy habits of mind, which prompted the researcher to conduct this semi-experimental study to investigate the effect of teaching decoration according to the habits of the mind on developing positive thinking skills and achievement among sixth grade students in the State of Kuwait.

Study questions

1- Are there statistically significant differences at the level of significance (a = 0.05) in developing positive thinking skills among students of the experimental and control groups due to the teaching method (habits of mindstrategies, the usual method)?

2- Are there statistically significant differences at the level of significance (a = 0.05) in improving achievement among students of the experimental and control groups due to the teaching method (habits of mindstrategies, the usual method)?

Study importance

The current study has theoretical importance which is reflected in the importance of studying the effectiveness of the mind habits to teach the art of decoration in developing positive thinking and achievement skills, as well as its importance for students. By using teaching strategies that are commensurate with their mental abilities. It also has practical importance that appears in the testimony of practical studies teachers and their supervisors to teach the subject matter strategies Habits of Mind.

Procedural definitions

- Habits of mind: Costa and Kellick (2014) define the habits of the mind as the individual's tendency to act in an intelligent way when confronting a problem, when the answer or solution is not available in his cognitive structures, as the problem may be in the form of a confusing situation, or a puzzle or an ambiguous situation. It is defined procedurally as the skills that were activated during the teaching of the art of wood decoration to students (the experimental study sample), which are: perseverance, accuracy investigation, questioning, posing problems, and applying past knowledge in new situations.

- Positive thinking: the ability of the individual to evaluate and control his thoughts and beliefs. This is because it has an optimistic nature that seeks to reach a solution to a problem, using self-leadership strategies for thinking, and strengthening the individual's confidence in achievement, by forming logical mental systems and systems of an optimistic nature (Saheb and Ahmed, 2014). It is measured by students' responses to the positive thinking skills test prepared for the purposes of the current study.

- Achievement: Khayyat (2010) defined it as the extent to which the learning objectives were achieved in a subject or course that the student had previously studied or trained in with specific work or tasks. In the current study, it is defined as the amount of knowledge acquired in the subject of decoration from the carpentry and decoration book for the sixth grade, and is measured by the degree achieved on the achievement test prepared for the purposes of the current study.

Study limits

The study limits are as follows:

• Human limits: Sixth grade students.

• Spatial limits: Ibn Zahr Al-Andalusi School in Mubarak Al-Kabeer Governorate in the State of Kuwait.

Time limits: The first semester of the 2019/2020 academic year.

• The study results can be generalized in light of the validity and stability of the two study tools, and the objectivity of the respondents.

• The study results are limited to some habits of mind, which are: perseverance, checking accuracy, questioning, posing problems, and applying past knowledge in new situations. Each of these four habits has indications that they are activated during teaching.

METHOD AND PROCEDURES

Study Approach:

The study used the semi-experimental approach with two groups (a control and an experimental group, and a pre- and a post-test), due to its suitability for the purposes of the study.

Members of the Study

The researcher chose the members of the study from Ibn Zahr Al-Andalusi School according to intentional method, as he is the supervisor of this school, and the experiment can be easily applied. Two divisions of the sixth grade were appointed, one of which represented the experimental group (25) students, and the other represented the control group (23) students.

Study tools

In order to achieve the objectives of the study, the researcher prepared two study tools, which are:

Positive thinking skills test

Positive thinking skills test was prepared by choosing one of the decoration designs on wood, the first one created by the student, and the other one prepared from the designs prescribed in the book. Six questions are formulated for each design, so that the question fulfills one of the positive thinking skills. For example, to achieve the skill of being able to direct attention, put the following question about the ready-made design: After you finished studying the design, your teacher asked you to focus your attention on the technical topic that this design is talking about. From the design that the studentsmake, and to achieve the skill of selecting expressive phrases and practices for the their-self, he put the following question: When you talk about yourself, you say: I did such-and-such, and I love to work, and so on. Explain where you expressed this in the design?

The maximum score for the test was (24), with two marks for each question.

In order to verify the validity of the positive thinking test, it was presented to a group of university professors, who put some notes on some of the test dimensions, and the researcher took them all, and the test took its final form.

To verify the stability of the test, an exploratory sample was chosen from outside the study members, consisting of (15) students. The two tests were applied twice with an interval of two

weeks. Using the Pearson correlation coefficient, the test stability factor was extracted, which reached (0.79). These stability coefficients are acceptable for the purposes of the current study.

Achievement test:

To achieve the aim of the study, a test was prepared to measure the achievement of sixth-graders in the material of carpentry and decoration, the unit of decoration, and the test may consist of (20) items, by following these steps:

1. Defining the study material, analyzing it, and enumerating the concepts contained in it: The researcher enumerated the main concepts contained in the unit. Relative importancewas given to each lesson based on the number of concepts and the number of classes. The purpose of the content analysis is to extract the relative importance of the unit objectives, in order to help in preparing the test items for the test.
2. Determination of outcomes and their levels: The test aims to measure the degree of achievement of sixth-grade students. Achievement was measured at the levels of cognitive goals according to Bloom's classification, which are (remembering, comprehension, and application), due to their relevance to the purpose of the study.
3. Building a table of test specifications: Prepare a table of specifications for the achievement test, as shown in Table (1).

Table (1). Table of specifications for the achievement test items

Application %15	Comprehension % 30	Remembering %55	Relative importance	No. of paragraphs	Content
3	**6**	**11**	**%100**	**20**	**unit of decoration**

4. The initial form of the test: the test paragraphs were built and formulated, the test instructions were drawn up, and the test was prepared in its initial form, so that it included (20) paragraphs in a multiple-choice format, and it was presented in its initial form to a group of specialized arbitrators, and they indicated that we need to amend the wording of some paragraphs, and their recommendations were taken into account.
5. experimenting the test: The test was applied to an exploratory sample consisting of (15) students, selected from outside the study individuals, in order to calculate the test time and stability parameters.
6. Analysis of the pilot test results: After applying the achievement test to the pilot sample students, the students result'answers were analyzed, with the aim of identifying:

• The ease factor for the test items: it ranged between (0.41-0.73), and accordingly, all the items are acceptable.
• The coefficient of discrimination for the test items: It ranged between (0.45-0.80), and therefore all the items are acceptable.
• Determining the test time: The time of students taking the test was calculated by the arithmetic average of the first and last student's responsetime, so the average time that the members of the exploratory sample took was (25) minutes.

Stability of the test:

The stability of the tool was verified in two methods:

- Half-segmentation method: The test was divided into two halves (single paragraphs and plural paragraphs). The correlation coefficient between the scores of the two halves was calculated using the Pearson equation, and the stability coefficient was (0.93). After correcting by using the Spearman-Brown equation, the overall stability factor was (0.89). These values indicate that the test is characterized by high stability.
- Cronbach alpha method: The test stability coefficient was calculated using the internal consistency method of the alpha Cronbach formula, where the overall stability coefficient reached (0.88), meaning that the test is characterized by high stability.

Study variables

The study dealt with the following variables:

1- Independent variable: the teaching method, and it has two levels: the regular method and teaching using the habits of the mind.

2-Dependent variables: It included positive thinking skills and achievement.

Statistical process

To answer the study questions, arithmetic average and standard deviations were extracted, and the accompanying one-way analysis of variance.

STUDY RESULTS AND DISCUSSION

The first question: "Are there statistically significant differences at the level of significance (a = 0.05) in developing positive thinking skills among students of the experimental and control groups attributable to the teaching method (strategies of habits of mind, the usual method)?"

To answer the study's first question, the pre, post and modified arithmeticaverage and standard deviations, were extracted among the study sample individuals, as shown in Table (2).

Table (2) Pre, post and modified arithmetic averages, deviations and standard errors of students' performance on positive thinking skills test for the experimental and control groups

Modified		Post		Pre		Group
SE	M	SD	M	SD	M	
0.50	14.52	4.14	15.07	3.38	14.98	Control
0.35	19.70	4.86	19.9	3.26	13.15	Experimental

It is evident from Table (2) that there are apparent differences between the modified arithmetic averages of the experimental and control groups, and that the modified arithmetic average for testing positive thinking skills after the control group is (14.52) and the standard error (0.50), while the modified arithmetic average of the experimental group reached (19.70) and the standard error (0.35).

In order to verify the statistical significance of the differences between the arithmetic averages of the study sample individuals, an analysis of common variance (ANCOVA) test between the averages was performed as shown in Table (2).

Table (3). Results of the analysis of variance of students' performance on the test of positive thinking skills

(η2)	Sig.	F	Mean squares (MS)	fd	Sum of squares (SS)	Source of variance
	0.003	0.693	168.72	1	168.72	Pre test
0.31	*0.000	12.987	243.216	1	243.216	Group
			18.729	46	635.456	Error
				48	1315.314	Total

*** Statistically significant at α = 0.05**

Table (3) shows that there are statistically significant differences at the level of significance (α = 0.05) between the arithmetic average of the experimental group students' performance and the arithmetic average of the control group students' performance in the test of positive thinking skills, where the value of F was (12.987) and corresponds to the level of significance (0.000). These differences in favored of the experimental group that studied using the habits of mind, as shown in Table (2). The value of the effect size using the ETA square (0.31), which is a significant value, indicates that the differences are attributed to the method of teaching using habits of mind, and this means that the teaching method has a positive effect on developing students' positive thinking skills, if compared to the regular method.

The researcher believes that the teaching method according to the habits of mind increased the students' awareness of the art of decorationtopics, which deepened their comprehending and understanding, perhaps this was reflected positively in their positive thinking skills. Perhaps the habits of mind themselves contributed to the development of positive thinking skills among students, through the habit of perseverance, which urges the student to perform the tasks required of them, and stimulates the inner motivation towards his learning, and the habit of listening with understanding and sympathy, which develops in them the understanding the views of others. The habit of thinking flexibly, which means not clinging to opinions, and accepting the idea of changing ideas and opinion, as well as the habit of creation, perception and innovation, which affects their capabilities, performance and skills in general, and positive thinking skills in particular. Perhaps the educational activities that were provided according to the habits of mind also contributed positively to enhancing the skills of students, as the diversification of teaching methods and experiences provided to students generates motivation and excitement among students, bearing responsibility, and a willingness to learn better, which positively affects positive thinking skills they have.

The second question: Are there statistically significant differences at the level of significance (a = 0.05) in improving achievement among students of the experimental and control groups due to the teaching method (habits of mindstrategies and the usual method)?

To answer the second study's question, the pre, post and modified arithmetic average and standard deviationsof the study sample, were extracted, as shown in Table (4).

Table (4). The pre, post, and modified arithmetic averages, deviations, and standard errors of students' performance on the achievement test for the experimental and control groups.

Modified		Post		Pre		
SE	M	SD	M	SD	M	Group
0.76	17.36	1.13	17.70	1.05	11.03	Experimental
0.76	13.00	1.26	14.66	1.12	12.07	Control

Table (4) shows that there are apparent differences between the modified arithmetic averages of the experimental and control groups, and that the modified arithmetic average of the post achievement test for the control group is (13.00) and the standard error (0.76), while the modified arithmetic average of the experimental group reached (17.36) and the standard error (0.76).
In order to verify the statistical significance of the differences between the arithmetic means among the study sample individuals, an analysis of common variance (ANCOVA) test between the averages was performed as shown in Table (5).

Table (5) Results of common variance analysis of students' performance on achievement test

(η2)	Sig.	F	Mean squares (MS)	fd	Sum of squares (SS)	Source of variance
	0,000	0.341	351.02	1	351.02	Pre test
0.24	0,005 *	54.675	1028.99	1	1028.99	Group
			18.82	46	2014.58	Error
				48	3417.90	Total

*** Statistically significant at α = 0.05**

Table (5) shows that there are statistically significant differences at the level of significance (a = 0.05) between the arithmetic average of the students' performance in the experimental group and the arithmetic average of the students' performance in the control group in the achievement test, where the value of F (54.67) corresponds to the level of significance (0.005). These differences came in favor of the experimental group that studied using habits of mind, as shown in Table (3). The value of the effect size using the ETA square (0.24), which is a function value, indicates that the differences are due to the teaching method, and this means that teaching using habits of mind has a positive effect in improving achievement, if compared to the regular method.

This may be due to multiple reasons, including: Students benefiting from the procedures prepared by the Habits of Mind strategy, so that these procedures helped students reach the desired results in their own learning, by actively participating in learning, and in these procedures multiple ideas were discussed, and listening to ideas from the participating students by brainstorming sessions, providing comments, criticism and responses, or feedback on each idea presented. The strategy focuses on the ideas of constructivism theory, which in turn focuses on the student's role in

personally constructing knowledge, and assumes that knowledge is not acquired in a passive manner from others. Likewise, the procedures used have contributed to improving students' grading. Because the strategy worked to develop the innovative capabilities of students, enhance the sense of achievement, increase the level of ambition and develop talents, and work on detailing ideas and facts. This result can be explained by the fact that the habits of mind philosophy requires that the student acquire how to think, how to build knowledge, and generate ideas on his own, and perhaps this matter reflected positively on students 'achievement. The steps taken by the Habits of Mind strategy may have played a role in diverting students from intellectual inactivity. This is a strategy based on the use of the mind to analyze the educational position, by supporting independent steps in forming an opinion on the topic and expressing it without shyness of failure or criticism. This enhanced self-confidence, and defense of opinions by presenting depositing ideas.

Recommendations:

In light of the studyresults, the researcher recommends to training carpentry and decoration teachers, and encouraging them with rewards and motivation, to use habits of mind in teaching, because of its positive effect on improving positive thinking and achievement among students. It is recommended that the process curriculum books include models for lessons according to the habits of mind, to help teachers use the habits of mind in teaching.

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