THINKING SKILLS COURSE AND STUDENT'S ACADEMIC SELF-EFFICACY

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Abstract - **The purpose of this study is to examine the impact of thinking skills courses on undergraduate students' academic self-efficacy. The study also examines the differences between students who have been involved in thinking skills courses and those who have yet to enroll in thinking skills course. The study also investigates the relationship between gender and students' academic self-efficacy. The study is limited to students of the Faculty of Islamic Revealed Knowledge and Human Sciences (KIRKHS), International Islamic University, Malaysia who have been enrolled in RKGS 2010 thinking skills course. Data was collected from 260 (male-female) undergraduate students. The *College Academic Self–Efficacy Scale* (CASES) instrument was used for data collection. The study used SPSS version 17 for the purpose of data analysis. The internal consistency reliability test was used to check the reliability of data measuring students' academic self-efficacy. The findings of this study support the hypothesis that thinking skills has direct relationship with academic self-efficacy. Thinking skills have influenced students' academic self-efficacy. In other words, the results support the effect of thinking skills courses on students' academic self-efficacy. Therefore, this study recommends that the duration of teaching thinking skills courses be lengthened as it has tremendous impact on students' academic self-efficacy .**

Keywords: Thinking Skills, Academic Self Efficacy, CASES, Learning Outcome

1. INTRODUCTION

Thinking skills are necessary in any and all individuals when dealing with daily activities and with other people. Therefore, we need to ensure that our children are equipped with the right tools as they progress through their school years and into what is taking, the information age.

> Perhaps most importantly in today's information age, thinking skills are viewed as crucial for educated persons to cope with a rapidly changing world. Many educators believe that specific knowledge will not be as important to tomorrow's workers and citizens as the ability to learn and make sense of new information (Gough, 1991 as cited in Cotton, 1991)

Many different people have suggested a variety of definitions and strategies concerning thinking and thinking skills, they all focused on mind activities, critical use of information, logic and reason. According to Beyer (1991) thinking is considered to be a mental manipulation of sensory input and recalled the perception (of thoughts and information stored in memory) or to find a way to reason about or to formulate thoughts and judge.. While De Bono (1983) defines thinking as the skill with which the acts of exploitation of information on experience, he finds that perception and thinking have a crucial relationship, which is frequently and insufficiently explored. Abu Khalaf (2001) states that thinking involves the ability to operate the brain effectively, as with any skill there is opportunity for improvement, development and level of investment that involves the acquisition of knowledge and skills of others.

Some educators originated their theories from works in psychology as in Feuersteins' 'Instrumental Enrichment Theory' which was initially developed in 1980. Others developed concepts taken from philosophy such as "Critical thinking and Philosophy for Children' and Matthew Lipman's

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