

**The Effectiveness of an Educational Program Based on Values Teaching Strategies in the Achievement of History Subject among Secondary School Students in Iraq**

<sup>1</sup>Muhammad Owaid Jassim

<sup>1</sup>Svfsqd12@gmail.com

<sup>2</sup>A. M. Dr. Muhammad Kazem Al-Hamdani

<sup>2</sup>College of Basic Education, Babylon University

**Abstract**

The current research aims to identify (the effectiveness of an educational program based on values strategies in the achievement of history for secondary school students in Iraq). The researchers adopted the two research methods (descriptive and experimental). As a methodology for their research procedures, which includes an independent variable (the educational program, the usual method) and a dependent variable (achievement), the researchers rewarded the two research groups to obtain accurate and objective results in the following variables (chronological age calculated in months, educational attainment of the parents, previous knowledge test scores, intelligence, scientific background) and the researchers set out to prepare the requirements for the application. The data for the two research groups were analyzed statistically by using the Statistical Package for Social Sciences (SPSS) program. The results showed that the experimental group was superior to the control group in the academic achievement variable.

**Keywords:** Educational Program, Values Teaching Strategies, Achievement.

# **The Effectiveness of an Educational Program Based on Values Teaching Strategies in the Achievement of History Subject among Secondary School Students in Iraq**

## **Chapter One**

### **Introducing the Research**

#### **First: The problem of the research**

In the last years of the twenty-first century, the world witnessed a huge knowledge explosion that covered all areas of life in general and education in particular. As a result of this development, educational research and studies have developed that aim to improve and develop the skills of learning and teaching practices, active interaction in the educational situation, and the acquisition of experiences, knowledge, trends, and values. (Al Yamani, P. 19, 2009).

Despite this, the reality of teaching in our schools is still a reflection of the traditional philosophy that emphasizes formal training (memorizing, reciting, and repeating). (Al-Zubaidi, P. 185, 2010). Teaching using values teaching strategies is one of the important means in raising the level of student achievement by emphasizing his active participation in the educational process. Based on the foregoing, the researcher formulated the research problem with the following question: (What is the effect of an educational program based on strategies for teaching values on high achievement in the subject of Arab and Islamic history).

#### **Second: The importance of the research**

The era in which we live now is the era of scientific and technological development, development, and innovation that includes various aspects of life, especially the field of education. Education plays a close role in the lives of developed and developing peoples through the preservation and promotion of cultural heritage and the advancement of individuals and their progress in social and national peace (Al-Titi, P. 23, 2013).

History as a study subject is no longer a narration of events but rather has become a kind of knowledge that contributes to the moral and ethical upgrading of the individual and society, etc... as well as an understanding of contemporary issues. (Al Jamal, P. 8, 2005). Secondary education is of great importance as it

draws the contemporary map of the (economic and social) developments of societies by providing them with skills, knowledge, and values. (Al-Najjar, P. 21, 2009).

educational programs achieve a distance from indoctrination and work according to methods that increase classroom interaction, and educational programs arose as a result of the urgent need to alleviate educational problems, to link theory with practice to achieve effective educational results with the least cost and effort. As well as alleviating the learning burden by designing effective teaching methods in line with technological development. (Al-Zind, P. 179, 2004).

Values strategies focus on developing students' ability to evaluate their values and rely on a set of skills and mental processes that make students review and judge their values (Al-Jallad, P. 173, 2005). It is possible through values to develop thinking, and motives for learning, which can be observed in the performance of students through their classroom activities. (winer, P. 213, 1992).

In light of the foregoing, the importance of the research can be summarized from both the theoretical and practical perspectives as follows:

**First: Theoretical aspect:** Choosing the best programs, strategies, methods, and appropriate teaching methods, and their effectiveness in raising the level of student achievement.

**Second: the practical aspect:** presenting modern procedural models in the teaching of history.

**Third: Research objective and its hypotheses**

The current research aims to identify: (the effectiveness of an educational program based on values strategies in the achievement of history).

To achieve the goal, the researcher formulated the following null hypothesis:

(There are no statistically significant differences at the level of significance (0.05) between the average scores of the experimental group students who study according to the educational program based on value strategies and the average

## **The Effectiveness of an Educational Program Based on Values Teaching Strategies in the Achievement of History Subject among Secondary School Students in Iraq**

scores of the control group students who study according to the usual method in the achievement test)

### **Fourth: The limits of the research**

The search is limited to:

- 1- Time limit: the first semester of the academic year (2020-2021).
- 2- Spatial limit: secondary and preparatory schools for boys affiliated to the General Directorate of Education of the Holy Karbala Governorate.
- 3- The human limit: a sample of fourth-grade literary students in secondary and preparatory schools affiliated with the education of the Holy Karbala Governorate.
- 4- The scientific or cognitive limit: A book on the history of Arab-Islamic civilization to be taught to fourth-grade literary students by the Iraqi Ministry of Education for the academic year (2020-2021) 1, 2019.

### **Fifth, defining terms**

#### **1. Tutorial**

Zeitoun (2001) defines it as a teaching system consisting of several studies or teaching units that unite a central topic designed to achieve specific teaching goals and that it takes a semester or an academic year to teach" (Zaytoun, P. 153, 2001).

#### **2. The strategy**

(Schunk, 2000) as: "directed plans to perform tasks successfully or to produce systems to reduce the level of dispersion between the current knowledge of the individual and the goals he wants to achieve". (Schunk, P. 113, 2000).

#### **3. Values**

(Al-Jazzar, 2008) as: "judgments made by the individual to prefer or not to prefer subjects or things in the light of his assessment of these subjects or things, and it takes place through the interaction between the individual with his experiences and expertise and the representatives of the civilizational framework

in which he lives and acquires through this knowledge and experiences". Al-Jazzar, P. 97, 2008).

#### **4. Achievement**

(Al-Khalidi, 2008) as: "a student's mental and cognitive activity that is inferred from the total scores he obtains in his performance of the study requirements" (Al-Khalidi, P. 93, 2008).

## **Chapter Two**

### **Theoretical aspects and previous studies**

#### **Theoretical aspects**

Values are standards that a person acquires from multiple sources, and they are the source of morals, happiness, and a decent life. to creativity. (Al-Jallad, P. 23, 2005).

Values form the basis for the behavior of the individual, and the loss of values causes the individual to engage in random actions. Values represent the individual's beliefs in his ability to find meaning in his life (Farhan, P. 4, 2004).

#### **Value Teaching Strategies**

The teaching strategy is defined as systematic, sequential procedural steps that are comprehensive, flexible, and considerate of the nature of learners, which represent the true reality of what is happening in the classroom from the exploitation of available capabilities, to achieve desired educational outcomes. Some strategies contribute to instilling and developing values. Strategies have been selected according to which teaching leads to the development of values and which are compatible with the subjects of history to be taught for the fourth literary grade, namely:

(values clarification strategy, moral growth strategy, problem-solving strategy, story strategy, Gesco strategy)

#### **Previous studies**

**The Effectiveness of an Educational Program Based on Values Teaching Strategies in the Achievement of History Subject among Secondary School Students in Iraq**

n o	Name of the researcher, year and location of the study,	study title	study objecti ve	study method	sampl e size	study stage	study tool	statisti cal means
1	(Nafehs study 1992) Egypt	The effective ness of the moral discussio n strategy and activities to clarify values in teaching history on the developm ent of values and academic achievem ent among students	Knowi ng the values that must be availa ble in the conten t of histor y books	Experime ntal	300 stude nts	midd le scho ols	Value scale  achievem ent test	Statisti cal bag for the social science s (spss)

### Chapter Three

#### Research methodology and its procedures

It includes a presentation of the measures taken to achieve the research objectives.

#### Experimental design

It included an independent variable (the educational program) and a dependent variable (the academic achievement). Therefore, the experimental design with partial control of the experimental and control groups was used in the study as in Figure (1).

Group	the independent variable	the dependent variable	research tool
Experimental	educational Academic program	Academic achievement	Achievement test
Control	the usual way		

Figure (1) Experimental Design

#### The research community and its sample

The current research community consists of a sample of secondary school students who are affiliated with the Karbala Education Directorate for the academic year (2020-2021). And by random drawing, we have two groups, the first was called the (Baghdad) group, to represent the experimental group that will be taught according to (values teaching strategies), and the (Karbala) group represents the control group, which is taught in the usual way, and the number of students in the two research groups was (60) students in both groups.

**The Effectiveness of an Educational Program Based on Values Teaching Strategies in the Achievement of History Subject among Secondary School Students in Iraq**

Group	Group name	Total number of students
Experimental	Baghdad	30
Control	Karbala	30

Table No. (1) shows the research sample

### **The equivalence of the two research groups**

The two researchers made statistically equivalence between the two groups (experimental and control) in some variables that affect the results of the experiment, (chronological age calculated in months, parents' academic achievement, previous knowledge test scores, students' academic background).

### **Variables adjusting**

The researchers made an equivalence between the following variables: (accidents accompanying the experiment, experimental extinction, sample selection, maturity factor, the effect of experimental procedures).

### **Preparing research supplies**

These supplies were:

(The scientific material represented in the history of Arab-Islamic civilization for the fourth literary grade and is taught by one of the two researchers for the two research groups. The researchers formulated (135) behavioral goals. The researchers prepared the 13 teaching plans. A model of the plans was presented to the specialized experts and their observations were taken.

### **The research tool**

#### **Academic achievement test**



The test is defined as a systematic procedure to determine the amount of what students learn during a certain period (Abu Saleh, 2000: 110). The researchers formulated (40) objective items and (5) essay items.

### **Test Validity**

The validity of the test is the ability of the test to measure the trait to be measured, and it does not measure something else as a substitute or as a participant in it. (Khidr, P. 369, 2014). The researchers confirmed the apparent validity of the test and the validity of the content and obtained a percentage of (80) % by the arbitrators. As for the validity of the content, the results showed that all test items are statistically significant.

### **Statistical analysis of test items**

**1. The difficulty level of an item:** The researchers found that the items' difficulty coefficient is limited to (0, 0, 30 - 60), and thus all test items are considered good and of appropriate difficulty.

**2. Item discrimination level:** The researchers found that the test items ranged with a discriminatory strength that ranged between (0, 78, 0, 38).

**3. The effectiveness of the wrong alternatives:** the values of the wrong alternatives for the two test items ranged (-13 and 0, 0, 35), and thus the researchers kept all the test items.

**The stability of the Test:** Stability is one of the basic characteristics that must be available in a good test, and it is defined as the test that gives close results if it is applied more than once in similar conditions. (Al-Hariri, P. 145, 2008). the researchers used the split-half method, and by using the Pearson correlation coefficient, the results were obtained.

### **The application of the research tool**

The two researchers informed the students of the two research groups (experimental and control) of the date of applying the achievement test a week before it was conducted, and it was applied after the end of the experiment period simultaneously and under the supervision of the researchers.

### **Statistical Tools**



experimental	30	30,87	3,67	13,47	58	5,369	2,00	function
control	30	26,17	3,05	9,30				

It is clear from the previous table that there are statistically significant differences in the scores of the two research groups in the dimensional achievement test and in favor of the experimental group that studied using value-teaching strategies compared to the control group, which studied in the usual way and thus rejects the null hypothesis.

### **Second: The discussion and Interpretation of the Results**

Through the results, it is clear that there is a statistically significant difference at the significance level (0.05) in favor of the experimental group, and the researcher attributes this superiority to:

A. The educational program contributed to creating an integrated educational model. These strategies depend on active and cooperative learning among students.

B. The strategies for teaching values work to get the student out of the routine of memorization and memorization to the method of gradual integration and active participation in the educational process.

**Conclusions :**The researchers reached the following conclusions:

Using strategies for teaching values in teaching makes the student's role active and generates excitement, motivation, and suspense for the lesson, which increases students' academic achievement.

**Recommendations:**

## **The Effectiveness of an Educational Program Based on Values Teaching Strategies in the Achievement of History Subject among Secondary School Students in Iraq**

Emphasizing on teachers the importance of teaching according to the strategies of teaching values and their role in achieving effective learning.

### **Suggestions**

- 1- Conducting a study similar to the current study in different educational subjects.
- 2- Benefiting from the current study in teaching students.

### **References**

- Al-Hariri & Rafida. (2014). *Teaching Methods between Tradition and Renewal*. Amman, Jordan: Al-Fikr Publishers and Distributors.
- Al-Jallad & Zaki, M. (2005). *Learning and Teaching Values: A Theoretical and Applied Perception of Methods and Strategies for Teaching Values*. Amman, Jordan: Dar Al Masirah for Publishing, Distribution and Printing.
- Al-Jazzar & Muhammad. (2008). *Values in shaping human behavior*. Cairo, Egypt: Book Center.
- Al-Najjar, Saleh, N. (2009). *Contemporary Secondary Education*. Amman, Jordan: Dar Al-Masira.
- Al-Titi & Hamad, M. (2013). *Social Studies, its nature, objectives, and teaching methods*. Amman: Dar Al-Masira.
- Al-Yamani & Ali, A. (2009). *The Philosophy of Educational Values*. Amman, Jordan: Dar Al-Shorouk.
- Al-Zubaidi & Hassan, S. (2010). *Social subjects' curricula and methods of teaching them*. Amman, Jordan.
- Dewi, A. K. ., & Saputra, N. (2021). Problems Faced By Students in

Writing English Academic Summary. *Middle Eastern Journal of Research in Education and Social Sciences*, 2(2), 126-135.  
<https://doi.org/10.47631/mejress.v2i2.257>

El-Gamal & Ahmed, A. (2005). *Teaching History in the Twenty-First Century*. Cairo: World of Books.

Hafez & Abdel Karim, N. (2002). *The Role of Values in Facing the Threat of Globalization*. Baghdad, Iraq. Al-Ajyal Magazine, No. 1, Al-Farzeh Office for Computer Works.

Schunk, D, H. (2000) *Learning theories. An education perspective*. Prentice , Hald, (2nd) New, Jersey,2000.

Wiener, B. (1992). *Human motivation metaphors, Theories and research*, New York, CA. Say, pp.1.