The effect of using the peer learning strategy on achievement among fourth grade students in the Social studies

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Research Summary:

 The research aims to identify the effect of the use of the peer-to-peer learning strategy in the achievement of fourth-graders in primary school

The limits of the research: fourth grade primary students / Directorate of Education, the first Rusafa / Baghdad

Defining terms, peer education, achievement, primary school

The second chapter, previous studies dealing with peer education strategy and its effect on achievement in a number of dependent changes

Chapter Three: Experimental Design: The researcher adopted an experimental design with two experimental groups and a control group

She rewarded the researcher with the (age time of students calculated by months, academic achievement of parents, academic achievement of mothers) and prepared a test for achievement after the statistical procedures in terms of difficulty, discrimination and persistence

After completing the requirements of the experiment, the research experiment started 20/2/2019 and the achievement test was applied on 24/4/2019, thus the research experiment ended on

Chapter Four: Conclusions

• The peer teaching strategy affected the students 'achievement in line with the goal of modern teaching methods

Recommendations: The necessity of introducing a peer education strategy in the modern curricula of primary schools because of its importance to raise the scientific level of students.

Suggestions: - Conducting a study similar to the current one at intermediate or intermediate stage.

The first chapter introduces research

1: 1 research problem

The development of societies and the spread of knowledge has led to the use of various methods and modern strategies for teaching, but most teachers of social subjects in primary schools do not want to use modern methods and methods of teaching, they do not believe that the old teaching methods increase knowledge and that the student at this stage needs to store and preserve the facts No to presenting opinions and dialogues (Saada, 2003: 71) and this led to a problem

Educators and educators have worked and many conferences have been held to solve this problem, but most solutions and recommendations have not been taken (Al-Azzawi, 1985: p. 1) that the teacher's use of modern methods and strategies makes the lesson vital and not boring and therefore leads to a high level of achievement for them because these methods confirm Students should participate in the lesson and encourage them to be positive and that the follower to teach social studies in the fourth primary class notes that some need a teacher and summarize the material and teach it a step by step, and this causes an effort on and overwork for this, so the researcher's art is using a strategy that achieves S some aspects of learning within the limits of specific material and human capabilities, which is the peer-to-peer learning strategy and its effect on their achievement. Such strategies that are part of cooperative learning are necessary for the influence of students who have higher knowledge on their peers, working together, performing tasks, and solving problems with each other.

2: 1 Importance of Research:

The attention of educators and officials is directed to the use of new learning strategies that contribute to increasing interaction between students and making them the main axis in the educational process. Several conferences were held for that purpose which called for attention to teaching methods, strategies and methods, and it recommended the need to develop effective teaching methods that contribute to developing students 'capabilities and preparations

There is a set of methods and strategies used by the teacher that enable students to obtain educational experiences and reach the desired educational goals (Jamal, 2002: p. 18). One of these strategies is peer education, which is a teaching system in which students help each other based on the fact that education is directed and centered around The learner under the supervision of the teacher promotes metacognition at a faster rate than can be achieved when the student works independently and this thus leads to an increase in their achievement in the academic subject. (Al-Rahawy, 2006: p. 8).

Peer education provides learners with a wide freedom in the field of self-exploration, and the peer group is often seen as fun and entertaining groups for learners, but sociologists emphasize its importance and educational role that it plays in numbers and formation intellectually and socially, and they consider it as an educational system that seeks to achieve its functions: , 316)

Many educators and researchers emphasized the effectiveness of the peer teaching method as it supports active and effective education by promoting and addressing learning difficulties (Al-Harthy, 2007, 4).

The peer teaching method helps the teacher to reduce the pressure on him and uses such education in classes with large numbers and varying achievement levels and makes this method centered on students instead of the teacher and thus the students become active and positive participation.

Peer education promotes metacognition at a faster rate than can be achieved when the student is working independently, in which pupils are organized in the form of small groups by the teacher, an interactive method and some have classified it as coming within what is called parallel education that this strategy eliminates boredom and is

The lesson is exciting and interesting, and many studies have recommended the need to use a peer teaching strategy because of its positive and effective teaching effect.

• So what is the importance of the peer education teaching strategy?

For the student ((it gives the student self-confidence. Spreading the spirit of cooperation between the students, giving the student the opportunity to ask without shame or fear because he asks him and not the teacher

For the teacher ((This strategy gives an opportunity for the teacher to follow up on other work related to the lesson, the subject teacher's distance from speech and traditional methods to follow the lesson, and this leads to the consolidation of trust between the teacher and students and leads to an increase in their achievement of the subject

* The stages of implementing the peer education strategy:

 Preparation stage: This stage is determined by preparing the student and informing him of how to use this strategy

The subject teacher determines the groups of students, the responsibility and role of each student in the group, the preparation of the educational material and the assessment tools

 - Implementation phase: apply what was prepared in the previous stage, and the pupil and teacher will make corrections to the students

The evaluation stage: The first two steps are the interim evaluation: During the course submission, the second is the final evaluation: The students are evaluated by asking questions at the end of the lesson and answering them (Attia, 2009: p. 78)

Conditions for using the peer teaching strategy

((The psychological closeness and acceptance of the peer to the peer, and the interaction with the peer, that the peer is able to the subject of the required lesson, that he has a personal strength that affects the learners, provide the academic climate in the classroom, prepare the assessent tools to identify the changes that occurred with the learners (Abdel Karim, 2008: P. 29)

* Peer education models

1. The peer form inside the classroom

The pupils in this form are organized into groups, each consisting of two students and more, whose members meet at teaching times (in the classroom). It requires little supervision and guidance from the teacher.

2. A model for educating students from higher grades to associate with lower grades

Students from the higher classes help them to associate with the lower classes

3. Sergeant model

The teacher divides the class into groups and assigns one of the students a corporal for each group. This student takes the position of the teacher inside the group

4. Out-of-school education model

This model is intended for students who drop out of school or students whose needs are not adequately met in school (Al-Rahawy, 2006: p. 23).

 * The importance of peer teaching

1. Students deal in a cooperative way and this generates love and appreciation between them and the improvement of social relations between them

 2. It leads to the development of academic skills for students and pairing

3. Accustom the student to take responsibility and develop oneself towards himself and his colleagues

4. It leads to overcoming the negative effects of some students, such as poor hearing or speech, and this leads to poor self-confidence (Al-Harthi, 2008: p. 28) (Abdullah, 2010: p. 103)

Peer teaching aims to join students and work together to reach elected goals, diagnose errors, and how to remedy them

From the above, the importance of the study is demonstrated.

1. Peer teaching is one of the modern teaching strategies, and it pays attention to the student and emphasizes his abilities in learning

2. This study is in response to the recommendations of the conferences by introducing modern strategies to raise students' achievement in school subjects.

3. Developing students 'creative capabilities and opening horizons for them to implement modern teaching strategies

4. Lack of studies dealing with the pairing strategy (as far as the researcher is aware and familiarized with it) in the achievement of fourth-grade primary school students with social studies.

Based on the foregoing, the researcher decided to prepare this study to identify the effect of using the peer learning strategy in achievement among fourth-grade primary students in the subject of social studies.

1.3 Research objective:

Current research aims

Identify the effect of using a peer-to-peer learning strategy on the achievement of fourth-grade primary students

4: 1 research hypothesis

There were no statistically significant differences between the mean scores of the experimental group that used peer learning to control the achievement.

1: 5 Research Limits

1: 5: 1 The Human Domain: Fourth-grade primary students in the first Rusafa education

2: 5: 1 Timeline: From 5/11/2019 to 8/1/2020

6: 1 Defining Terms:

1: 6: 1 pairing instruction

* Define it (Ibrahim, 2004): "A method by which individuals teach one another, such as some students teach one of the most important ones with less or less age and achievement in their fundamentals" (Ismael 2006), 8 (Abraham, 2006).

Al-Muhairi (2009): A learning represented by a trained student who trains a student with an undergraduate academic level *

* Othman (2011) defined it as a "method for training students to perform a specific skill based on fellowship in order to provide mutual assistance and support through mutual observation and return feedback in the performance of the recurring feedback in (the following recursive feedback):

Procedural definition of peer teaching: It is a teaching process that is characterized by the participation of two students, one of whom is highly educated, and she is teaching another student with a solid achievement in order to raise their level of achievement in the subject of social studies.

2: 6: 1 academic achievement

* Abu Gado (2003) defined him as: "The result of what the student learns after a certain period of time has passed and can be measured to the degree that the student gets in an achievement test for the purpose of knowing the success of the strategy that the teacher devises and plans and what the student gets that is translated into degrees" (Abu Gado , 2003, p. 425).

* Abdul-Hamid (2009) is a codified tool consisting of paragraphs from questions intended to measure the individual's previous learning in one or several academic subjects (Abdel-Hamid, 2009: p. 78).

3: 6: 1 Elementary school: This stage is considered the primary stage within the educational ladder in Iraq, as it begins in the first grade of primary school and ends in the sixth grade after that, the student is granted the primary certificate after graduating from this stage and its duration is six years

Chapter II

2 previous studies

1: 2 Study El-Desouky (2016) The Impact of an Organized Association Teaching Strategy Based on Integrated Learning in the Development of Some Indesingn Program Skills and Problem Solving Skills for Professional Diploma Students E-Learning

Research Sample: The sample consisted of (20) male and female students from the Professional Diploma students / College of Education / Minia University

Research tool: The researcher prepared a cognitive test and a card to observe learners' performance of the program skills and used the scale of problem-solving skills among university students from the numbers of Muhammad Ahmed Shaheen (2013)

Research results: peer education strategy, systems based on combined learning led to improved cognitive achievement, thalamic, and problem-solving skills for study-specific students (Desouki 2016: p. 73)

2: The Al-Ghamdi Study (2012)

 The name of the study: The effectiveness of the peer teaching strategy in developing the skills of memorizing the Holy Qur'an, its effect among the fifth primary students in the Holy Qur'an schools (Makkah)

Research sample: The sample consisted of (38) female pupils from the fifth primary class

Research tool: The researcher followed the semi-experimental approach

Research Findings: The presence of significant differences in each of the skills of Quran memorization for the benefit of the experimental group (Al-Ghamdi, 2012: p. 1).

3: 2 Study of Al-Hayali and Ammar (2011): The effect of using the peer education strategy in developing some of the reading skills and retaining them in special education students in the subject of reading

Research sample: Restricted to the third primary pupils of both sexes, the experimental group (11), the control student (9)

Research tool: The researchers developed tools to measure the three skills

Research Results: * The presence of statistically significant differences in favor of the experimental group in developing the speed of reading skill

 * There were no statistically significant differences between the experimental and control groups (in developing the skills of reading health and accuracy), while the retention test was in favor of the experimental group in reading skills and accuracy (Al-Hayali and Ammar, 2011: p. 1).

Benefits from previous studies

1 Using it to determine the research problem

2 Choose both the research methodology and the sample and how it is equivalent.

 3 Enable the researcher to set up the search tool

4. Benefiting from the recommendations made by previous studies

Chapter Three Research Methodology:

Experimental research is one of the types of educational research and it is considered one of the most accurate (Al-Zobaie, 1981, p. 87).

1: 3: - experimental design

 The experimental design is a blueprint and a work program for how to carry out the experiment and aims to identify the research groups and choose the appropriate statistical means. Figure 1 shows this.

Figure 1 experimental design

Dependent variable	Independent variable	the group
Achievement test	Peer education strategy	Experimental group
	Without activity	Control group

3 Research community and sample:

    The current research requires choosing a primary school from Baghdad schools, provided that the number of people in it is not less than two divisions. The researcher has chosen the Arbid Primary Mixed School intentionally due to the proximity of the

school and the expression and cooperation by the school administration with the researcher

The researcher randomly selected the Division (B) of the experimental group that will study the pairing teaching strategy (A), the officer who will study in the traditional way.

The number of pupils of the two divisions reached (55) pupils. After excluding the students who failed from the two divisions because they possess previous experience, which may affect the accuracy of the research results and they numbered (5), the sample became (26) pupils of the experimental group, and (24) pupils of the control

3: 3 Equivalence of the two research groups: The researcher equated the two research groups with some variables, which are:

 (The chronological age of students, calculated in months) (Academic achievement of parents) (Academic achievement of mothers).

1: 3: 3 chronological age calculated in months:

The researcher used school cards to obtain the required information about the sample members with regard to the age, as the average age of the experimental group students reached (131.00) months, and the control (128.00), (0.05), as the calculated T value (0.55) was less than the T value Table (2,11), and with a degree of freedom (48), which indicates that the two research groups are statistically equivalent in time age, and Table (1) illustrates this.

Table (1)

Parity of students of the two research groups in chronological age, calculated in months, using the T-test for two independent samples

Statistically significant at the level (0.05)	Value t		Degree free	Standard venation	variance	SMA	No. person sample	the group
	table	calculate						

Significance level	12.1			11.55	135.839	131.00	26	Experimental group
		0.55	48	13.49	210.221	128.00	24	Control group

2: 3: 3 Academic Achievement for Parents:

The two research groups were statistically equivalent in the academic achievement of parents, as data results using the Chi square showed that the calculated value of (Ca2) (0.89) is smaller than the value of (Ca2) tabular (5.991) at the level of significance (0.05) with a degree of freedom (2) and table (2) Show that.

Table (2) Frequencies of Academic Achievement for Parents of Students of the Two Research Groups and Calculated and Tabulated (Ka2) Value

Statistical significance at (0.05) level	Value ka		Degree free	Academic achievement level					Sample volume	the group
	table	calculate		b.sc	Institute	Prep	Medium	Primary		
Not function	5.991	0.88	2	1	1	5	9	10	26	Experimental group
				3	1	5	7	8	24	Control group

3: 3: 3 Maternal Academic Achievement:

It is clear from Table (3) that the two research groups are statistically equivalent in the academic achievement of mothers, as data results using the Chi square showed that the calculated value of (Ca2) (0.140) is smaller than the value of (Ca2) tabular (7.810) at the level of significance (0.05) and a degree Freedom (48).

Table (3) Repetitions of the academic achievement for the mothers of students of the two research groups and the calculated and tabulated value (Ka2)

Statistical significance	Value ka	Degree free	Academic achievement level	Sample volume	the group

at (0.05) level	table	calculate		b.sc	Institute	Prep	Medium	Primary			
Not function	7.810	0.140	3	3	3	5	5	10	26		Experimental group
				0	4	6	5	9	24		Control group

3 Adjust for exotic changes

The control of extraneous variables is the essence of experimental research

So the researcher adjusted those variables that affect the integrity of the experiment (accompanying accidents, experimental extinction, maturity, the measuring instrument's selection, the procedures of the experiment)

5: 3: Research Requirements: Current research requires the following:

1: 5: 3. Determining the scientific subject:

The researcher has determined the scientific subject to be taught to the students of the experimental and controlling research groups, which is scheduled to be taught to the fourth primary class students for the academic year 2018/2019,

2: 5: 3 Formulating Behavioral Goals:

The researcher has formulated (70) behavioral goals and presented them to a number of experts and specialists in the methods of teaching social sciences. After reviewing their views, the amendments were made by (30) targets for the level of knowledge, (25) targets for the level of understanding, (15) targets for the level of application.

3: 5: 3 Preparing Teaching Plans:

The researcher prepared the teaching plans that she will teach during the experiment for the students of the two groups. Models of these plans were presented to a group of experts and in light of what the experts showed, the necessary adjustments were made to them and they are ready for implementation.

6: 3 search tool:

1: 6: 3 Preparing the Achievement Test:

The researcher prepared an achievement test for the subject of social studies to measure the effect of the peer education strategy on the achievement of students of the two research groups, and I used in that the specifications table that I prepared for this purpose.

2: 6: 3 preparation (specification table):

The specification table included the behavioral goals for the first three levels of the knowledge field of Bloom classification, (knowledge, understanding, and application), and determined the importance of the topics in light of the number of pages of each topic, while the importance of the goal levels was determined in the light of the number of behavioral goals in each One of the three levels to the total number of goals. (Return, 1985, pp. 148-150)

3: 6: 3 formulation and validation of test clauses

The researcher formulated the achievement test paragraphs, the objective paragraphs of the multiple choice type, in four alternatives

It was presented to a number of experts in teaching methods to express their views. The test obtained an approval rate of (85%) of the total of experts and then the researcher applied the test to the exploratory sample to identify the clarity of the paragraphs and the time taken to answer the test was applied to the statistical analysis sample and extract the discrimination factor Paragraphs and the coefficient of difficulty and effectiveness of the wrong alternatives, and thus the test became ready and applied to the research sample.

4: 6: 3 statistical analysis of test items

1: 4: 6: 3 Level of difficulty of the paragraph:

The aim of identifying the difficulty of the paragraph is to test the paragraphs with the appropriate difficulty and to delete the very easy or difficult paragraphs (Al-Zuwayi, 1981: 77).

The researcher calculated a coefficient of difficulty in the test items and found them ranging between (0.25) and (0.70). This means that the test paragraphs distinguished

between the two groups (upper and lower), so all the paragraphs remained, and Al-Zuwai'i believes that the paragraphs are distinct if the strength of their identification is higher than (0.25)

2: 4: 6: 3 The power of paragraph recognition

The researcher calculated the discriminatory power of each of the test items and found them ranging between (0.33) and (0.60), so the researcher maintained all the paragraphs without deleting or modifying

3: 4: 6: 3 Calculation of the Fixed Coefficient:

The researcher chose the re-test method to calculate the stability of the achievement test if the scores of the statistical analysis sample were adopted and then re-applied the test after two weeks and applied it to the same sample The stability factor reached (80%)

4: 4: 6: 3 The final image of the test, after the completion of the procedures related to the test and paragraphs, has become in its final form the first (15) paragraphs of multiple choice of the second (15) paragraphs of the complement type of the third (10) paragraphs of the type of right and wrong

7: 3: Apply the experiment:

1. The researcher began applying the experiment to the two research groups, on Wednesday 20/2/2019, by teaching two classes per week for each group. The experiment The experiment showed the students, and before starting the actual teaching of the two research groups, how to deal with the teaching method of each group. delegation

The researcher taught the two groups on their own and according to the plans prepared for the experiment, they applied the achievement test to the students of the experimental and control groups at the same time on 04/24/2019.

8: 3 Statistical means: The researcher used statistical means T-test, Kay square, difficulty coefficient Paragraph discrimination coefficient Pearson correlation coefficient Spearman Brown equation (Al-Bayati, 1977, p. 260) (Odeh, 1985, p. 141)

the fourth chapter

1: 4 Result display:

To verify the hypothesis, the researcher calculated the arithmetic mean and the variance for the degrees of the two groups using the T-test for two independent

Significance level		Value t	Degree free	variance	SMA	sample	the group
	table	calculate					
0.05	2.13	2.15	48	24.07	26.0	26	Experimental group
				46.60	23.12	24	Control group

samples. The calculated T value (2.24) is greater than the tabular T value at the significance level (0.05) and the degree of freedom (48) Table (4) shows that

Table (4): The arithmetic mean, the variance, and the calculated and tabulated T value of the students 'scores for the two research groups in the post achievement test.

This means that there is a statistically significant difference between the experimental and control groups in the achievement variable, and in the interest of the experimental group whose pupils studied the peer education strategy and rejected the null hypothesis.

2: 4 interpretation of the result:

The result resulted in the rejection of the null hypothesis, which means that the experimental group students in the achievement test who studied using the pairing teaching strategy surpassed the control group students who studied using the traditional method,

The researcher believes that this result may be due to the following reasons:

1- The peer education strategy has spread the spirit of responsibility not only to the consort, but to all students, because they considered themselves to be responsible for learning.

2- The peer education strategy provides immediate reinforcement by answering the questions and correcting the mistakes among the students themselves

3- The peer education strategy promotes a spirit of cooperation and a love for help among students

4- The result can be attributed to the fact that the use of the peer education strategy led to an increase in student assimilation and consequently an increase in achievement

5- The pupils in the primary stage are more inclined to imitate their peers, and since the peer in this strategy is the one who gives the information in cooperation with the pupils in the class, this has led to that the pupils have increased their achievement so that they are in the peer position.

6- Using modern strategies that encourage students, reduce boredom and monotony, and renew activity by providing an opportunity for participation and returning them to alertness, attention, and ideals.

3: 4 conclusions

• The peer teaching strategy affected students 'achievement in line with the goal of modern teaching methods

• That teaching with a peer-to-peer education strategy has developed self-confidence in the experimental group

4: 3 - Recommendations:

In light of the research result, the researcher recommends the following:

1- The necessity of introducing the peer education strategy in the modern curricula of primary schools because of its importance in raising the scientific level of students.

2- Consideration should be given to the use of more than one method during teaching, especially the grammatical style method, which is one of those effective educational methods that give the opportunity to participate and diversify by displaying the readable material.

3- The necessity of preparing training programs for teachers to train them on how to apply modern strategies, including peer education, how to develop plans to implement this strategy.

4- Conducting workshops for modern strategies that increase students' motivation for the academic subject

3: 4 proposals:

In light of the results of the current research, the researcher suggests conducting the following studies:

1- Conducting a study similar to the current one at intermediate or intermediate stage.

2- A study similar to the current study to know the effect of peer teaching on other variables such as acquisition, retention, and critical thinking

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