

The Effect Of Push And Pull Strategy On Acquiring Social Concepts For Fourth-Grade Literary Students In Sociology

Prof. Dr. Ismail Hassan Abdullah¹, Salim Muhammad Shabadeh²

¹University of Baghdad/College of Education /Ibn Al-Rushd for Human Sciences

² Researcher : University of Baghdad/College of Education /Ibn Al-Rushd for Human Sciences,
Saleemmouammed4@gmail.com

Abstract

There are no statistically significant differences at the level of significance (0.05) between the average scores of the experimental group students who studied according to the push and pull strategy in acquiring social concepts for sociology, and the average scores of the control group students who studied according to the traditional method of the same subject in acquiring concepts Social

The researcher adopted the partially controlled experimental design for the two research groups (experimental and control) with a post test.

The researcher conducted an equivalence between the two research groups in a number of variables, namely (the chronological age of the students calculated in months, the intelligence test (Raven), the prior knowledge, the academic achievement of the parents).

After completing the study experiment, the researcher applied the social concepts acquisition test for sociology for the students of the two research groups (experimental and control), and the data was statistically processed using the T-test for two independent samples.

Summary of the research

The current research aims to know “the effect of the push and pull strategy on acquiring social concepts for fourth-grade literary students in sociology.” To verify this research, 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 studied according to the push and pull strategy in acquiring social concepts for sociology, and the average scores of the control group students who studied according to the traditional method of the same subject in acquiring concepts Social.

chapter one

First - the research problem:

It is well-known that sociology for the fourth grade literary subjects has a great impact on the student’s social and cultural life, and the interest in teaching sociology is considered a prominent sign of the interest of nations and is prohibited, especially that most societies suffer from major transformations in their political and educational systems, including in a way Especially the Iraqi society, which has suffered a lot from these transformations, such as displacement, immigration, and many problems and chaos, where the research problem emerged from the educational reality, which indicates a decrease in the level of acquisition of concepts among students of the fourth literary class in sociology, so we urgently need to keep pace with this development. In the educational field, through activating and using modern strategies and methods in teaching, these strategies make the student the focus of the educational process so that the student becomes able to develop his

ideas, experiences and abilities that help in acquiring social, cultural and intellectual concepts in the light of the modern vision in the field of education . As a result of the foregoing, the researcher found an actual problem in the low level of fourth-grade literary students in acquiring social concepts in sociology, so the researcher surveyed the opinions of a number of teachers of sociology for the fourth literary class by taking a random sample of (10) teachers, about By presenting an open questionnaire with three questions as shown in Appendix (3), the researcher noticed that most of the sociology teachers follow the traditional methods of teaching this subject. Through all of the above, the problem of the current research can be formulated in the following question

Does the use of the push and pull strategy have an effect on acquiring social concepts for fourth-grade literary students in sociology?

Secondly research importance :

The importance of the research can be summarized in the following points:

1- Education's interest in developing all aspects of the individual, physically, mentally, socially and psychologically, and its contribution to the formation of the full personality of the individual.

2- Modern strategies should be used in teaching, including the (tug-of-war) strategy, as it is an unfamiliar strategy in our educational reality, which activates the mental processes of the student and trains him to solve problems faced by various methods, develops his learning process, increases his ability to participate in learning and makes him The focus of the educational process.

3- The importance of sociology as one of the important social sciences in the preparatory stage as well as being a life subject rather than a scientific subject as it deals with social issues and problems specific to the individual and society.

4- The importance of acquiring concepts as one of the main objectives in teaching sociology, and teaching it helps to acquire scientific knowledge, because it helps the learner to learn, plan, and interpret any educational activity he undertakes.

Third - Research Objective:

The current research aims to know (the effect of push and pull strategy on acquiring social concepts for fourth-grade literary students in sociology)

Fourth - Research Limits:

The current search is limited to:

- ❖ Students of the fourth literary grade from Al-Quds Preparatory School for Boys / affiliated to the General Directorate of Babylon Education / Hashemite Education Department for the academic year (2021-2022) morning study.
- ❖ The study material for the sociology book for the fourth literary grade of chapters (first - second - third fourth) scheduled by the Ministry of Education twelfth edition for the year 2019.

Fifthly. Defining Terms:

First, the effect:

A- Language: It came in Lisan Al-Arab with stirring that is what remains of the drawing of the thing or the effect of keeping the trace in the thing (Ibn Manzur, 2003: 6)

B- Idiomatically: It is a desirable or undesirable change that occurs in the learner as a result of the learning process (Shehata, Al-Najjar, 2003: 22).

The researcher defined the procedural effect: it is the knowledge of the change brought about by the strategy of (tension and attraction) for students of the fourth literary grade in acquiring social concepts for the subject of sociology.

Secondly, the strategy:

- ❖ **Definition of strategy language:** "The researchers pointed out that the word origin is derived from the Greek word (Strategia), which refers to the art of leading the army in war, or in other words the ability to set plans and manage the fighting forces in the battlefield (Abujado and Nofal, 2007: 177).
- ❖ **Defining strategy idiomatically:** It is the art of using the available means in an optimal way to achieve the goals

in the best way, meaning that they are specific ways to address a problem using scientific methods to achieve a specific goal (Shaheen, 2011: 22).

- ❖ **Procedurally defined by the researcher:** It is a set of organized and sequential procedures, which were prepared by the researcher in advance, and implemented by the researcher during his teaching of sociology subjects for the two research groups to achieve the objectives of the research.

Third - push and pull strategy:

It is one of the active learning strategies affiliated to the constructivist theory. It is distinguished in its application in terms of ease and objectives. It includes skills in asking classroom questions. These skills lead to better education that the teacher uses to ask questions to students to form their knowledge. Also, this strategy is suitable for all levels of study, and for all subjects. It is also suitable for all students according to their skills, experience and levels (Muhammad Ali, 2017: T-C).

Perhaps one of the most prominent modern teaching strategies that pays great attention to the learner is the (pull and pull) strategy. This strategy is based on activating the learner's thinking and helping him to remember and link the previous information with the new and also the development of their knowledge, i.e. the concept may be known to them previously, but by providing them with new information it will expand their knowledge about this concept (Ron&Karin, 2011:40).

The researcher defined it procedurally: It is the strategy that makes the teaching process enjoyable and competitive among students so that they are the focus of the educational process competing among themselves in answering the questions posed by the teacher to them. The students receive the correct and incorrect answers, then the researcher determines the correct answer for the student, as the researcher praises him through positive reinforcement words

Fourth - Concept acquisition:

It is to help the teacher to the student to collect examples of the concept in a way that enables him to reach the intended concept that he wants to acquire (Al-Azrajawi, 1991: 327).

The second chapter

the theoretical framework:

In this chapter, the researcher deals with the strategy of (push and pull) and the acquisition of concepts as a theoretical background for this research.

First, the push and pull strategy:

It is considered one of the modern educational strategies that were distinguished in application in terms of ease and objectives. We find that the push and pull strategy has increased competition and challenge among students and helped them to respond quickly to the teacher. This strategy is suitable for all educational levels and for all subjects, whether theoretical such as Arabic language or subjects Social or practical such as mathematics or physics, as well as it suits all students with different skills, experiences and levels, and the general principle of the push and pull strategy is based on the teacher asking a question to a small group of students in succession without commenting on any answer in terms of its validity until everyone finishes to determine the most answer Correctness is among the answers offered (Ali and Hassan, 2017).

The goal of the push and pull strategy:

The push and pull strategy is characterized by many goals and advantages, which made it an educational necessity. Among these goals are the following:

- ❖ Linking the previous knowledge of the learners on any topic with the new knowledge gained from this topic.
- ❖ Creating an atmosphere of challenge and honest and positive competition among learners.
- ❖ The push and pull strategy develops learners' self-reliance and enhances their ability to take responsibility.
- ❖ Acquisition of learners to higher creative thinking skills (Ali and Hassan, 2017: 18).

Push and pull strategy steps:

- The teacher begins by defining the questions from the academic content to which the strategy is to be applied.
- The teacher divides the learners into small groups of three to five research,

these groups are diverse in knowledge, experience and skills.

- When the first student answers, the teacher moves to hear the answer of the second student without approving or rejecting the answer of the first student, and then moves to the third student and the fourth like this.
- After the students' answers are finished, the teacher mentions the correct answer with the student's name, as if he says the third student's answer is correct
- Finally, he moves to the second group and asks them a different question, and the process continues in the same way (Ali and Hassan, 2017).

The researcher believes that the push and pull strategy is one of the strategies that effectively develop the learner's personality through the advantages it offers to the learner. The collective between both the teacher and the learners, as well as the development and enhancement of the learners' abilities through the cooperation and presentation of ideas by the learners. And acquire the concepts of sociology topics that they study and can apply and benefit from them in their daily lives.

Second: Concept acquisition:

The acquisition of concepts is a basic rule in the process of learning and teaching because it is the basis on which the learner builds his scientific knowledge, from which theories and special applications are formed. A specific standard and the process of discovering concepts leads to simplifying, facilitating and arranging past and present information, and because the comprehensive property of academic concepts works to teach the learner part of the parts of scientific knowledge because the learner has gone beyond his personal experiences, which makes him able to absorb and interpret the new information he has acquired (Al-Titi, 2004: 48).

And Peter defined the concept :as an idea that we get out of as a result of our experience of things, and these things are similar in some attributes and differ in some attributes (Peter, 2011: 21).

The researcher defined the concept: it is a brief description of the reality of things, or it

is an intellectual image formed in the mind of an individual to describe something.

Stages of concept acquisition:

The acquisition of concepts goes through three factors:

First - factors related to the learner himself, including:

- ❖ The learner's motivation to learn the concept.
- ❖ Reinforcement provided to the learner upon learning the concept.
- ❖ What the learner possesses of experiences and information about the concept.
- ❖ Omar Al-Muttalim (Al-Qaisi, 2008: 42).

previous studies:

Al Dulaimi Study (2021)

This study was conducted in Iraq, its aim is to know (the effect of the strategy of push and pull on the acquisition of Arabic grammar for fifth graders of primary school). Partial control, that is, the experimental group and the control group as well as a post-test only. The researcher deliberately chose her sample of (38) female students from the fifth grade of primary school. The researcher worked on distributing her sample into two groups, the experimental numbering (19) and the control group, which numbered (19) students. The researcher rewarded her two research groups with the following variables (chronological age calculated in months, Raven's intelligence test, Arabic language scores for the previous year (fourth primary) (parents' academic achievement), the researcher used the strategy of (push and pull) in teaching the experimental group, while the control group used the traditional method. (normal), the duration of the experiment lasted one semester (the first semester), the researcher prepared an achievement test to measure the achievement of the student. The researcher used the following statistical methods (eta square, effectiveness of alternatives, alpha-Cronbach equation, coefficient of difficulty, coefficient of discrimination, man and ten) and the results of the study carried out by the researcher outperformed the students of the experimental group who studied Arabic grammar according

to the strategy of (push and pull) In the achievement of the control group that studied the same subjects in Arabic grammar on the traditional (ordinary) way (Al-Dulaimi, 2021: 50-85)

Chapter III

Research Methodology and Procedures:

In this chapter, the researcher presents the procedures that he took to achieve the goal of the research, in terms of relying on the appropriate experimental design, choosing the research community and its sample, equivalence of the two research groups, defining the scientific material, setting teaching plans for each concept, formulating behavioral objectives for the scientific material, as well as preparing the research tool. Taking into account the selection of appropriate statistical means for data processing.

First - Research Methodology:

Research method: It is all the procedures that the researcher takes to verify the validity of the hypotheses that were developed to discover the new relationships between the phenomenon to be studied and related phenomena to facilitate the process of solving this problem facing man (Al-Jabri and Sabri, 2015: 7).

Where the researcher adopted the experimental research method consisting of the two equal groups, the first experimental and the second control, to achieve the goal of the research, and that the experimental research method is the appropriate method for research procedures to reach the results. The contrast that controlled all the variables except for the variable whose effect the researcher is interested in studying (Al-Halbousi, 2016: 71).

Second - experimental design:

Experimental design is one of the first basic steps that falls on the researcher's shoulders in conducting his study, as the safety and validity of the experimental design are the basic and accurate guarantee to reach very accurate results, as determining the type of experimental design depends on the nature of the problem and the conditions of the sample. The experimental design is an easy work program. The researcher has to apply his experience in light of the circumstances and factors that surround the phenomenon to be studied (Al-Jabri and Sabri, 2015: 73).

The researcher adopted the experimental design with partial control for two equal groups with the post-test, as the researcher used the strategy (tension and attraction) in teaching the experimental group, while the control group studied in the usual way. Figure (3)

Figure 3 Experimental design of the research

Tool	dependent variable	independent variable	Group
Concept acquisition test	Acquisition of social concepts	Push and pull strategy	Experimental
		_____	Adjuster

Here, the researcher means the experimental group in this design, the group whose students are exposed to the independent variable strategy (tug and pull) and the control group that studies its students according to the usual (traditional) method. The researcher means the acquisition of concepts (the dependent variable), which is measured by an achievement test prepared by the researcher himself and applied after the end Experience

Third - the research community and its sample:

I. Research community:

Determining the research community is one of the basic steps and the first important stages, and this requires a clear and precise identification of the community, because each community has one characteristics or characteristic that distinguishes it from other communities. Or the things that are the subject

of the research problem, and society may be individuals, or educational or scientific activities, so if the researcher studies the problems facing secondary school students, then collectively it will be high school students in Iraq (Muhammad, 2001: 148).

The current research community is represented by students of the fourth literary grade in middle schools in the Hashemite district, the Hashemite Education Department of the General Directorate of Education in the province of Babil.

2. Research sample:

The sample is a model that includes a part or part of the units of the original community concerned with the research and is similar to it, because it bears its common characteristics, and that this part or model enriches the researcher to study all the units of the original community and its vocabulary (Al-Jabri and Sabri, 2015: 151).

3. The equivalence of the two research groups:

Since the students of the two groups (experimental and control) are from one school, and from a similar social environment in many areas, the ages of the students were similar, but the researcher made an equivalence between the two groups in some variables that may affect the safety of the research, and the researcher obtained a Data related to the age variable by distributing an information form to students.

(Chronological age in months, intelligence, parents' educational attainment, previous knowledge)

4. Measuring tool:

Adjusting this factor by using one measuring tool for the two groups (experimental and control), which is (concept acquisition test) and under the same conditions. In addition, the researcher himself corrected the answers of the students of the research sample, and these procedures reduce the effect of the measurement tool.

5. Maturation related processes:

This factor has no effect on the conduct of the research experiment, because the duration of the experiment is short, as it took an entire

semester, i.e. (the first semester), and this short period does not allow the emergence of this factor and that the sample members are exposed to the same amount of growth.

6. Experimental procedures

The researcher was keen to make this factor not affect the course of the experiment, as represented by the following:

- Confidentiality of the research: The researcher agreed with the school administration and the subject teacher to maintain the confidentiality of the experiment, because of its impact on the accuracy of the results. With the experiment, and then affect the results of the experiment.
- Determining the study subject: The researcher selected the same subject for the two groups (experimental and control), which is the first, second, third, and fourth chapters of the fourth literary class sociology book.
- Duration of the experiment: The duration of the experiment was equal for the students of the two research groups, which is the first half of the academic year (2021-2022), as the experiment began on Sunday, 11/21/2021 and ended on Monday, 17/1/2022.
- Distribution of quotas: The researcher controlled the effect of this factor in the experiment through the equal distribution of lessons between the two research groups. The researcher studied four lessons per week at a rate of two lessons for each. The researcher agreed with the school administration to organize the two groups' classes (experimental and control) on two days (Sunday, Monday).

7. Experimental application procedures:

During the implementation of the experiment, the researcher followed the following procedures:

- ❖ The researcher conducted the process of equivalence between the two research groups (experimental and control) in both the chronological age

and educational attainment of the parents and intelligence before starting to apply the experiment.

- ❖ The researcher applied the prior knowledge test for the two research groups (experimental and control) on Sunday 14/11/2021.
- ❖ The researcher applied the Raven intelligence test for the two research groups (experimental and control) on Monday 15/11/2021.
- ❖ The researcher started applying his experiment in the first semester to the two research groups (experimental and control) on Sunday 21/11/2021 and finished applying the experiment on Monday 17/1/2022.
- ❖ The researcher taught the two research groups (experimental and control) by himself, the experimental group studied it according to the strategy (tension and attraction) and according to the plans prepared for that according to the steps of the strategy, while the control group taught it according to the usual (traditional) method and according to the teaching plans prepared for that.
- ❖ The researcher applied the concept acquisition test to the exploratory sample on Wednesday 12/1/2022, and the researcher informed his

exploratory sample of the test date a week before the test was carried out with the help of the two school administrations.

- ❖ The researcher applied the concept acquisition test to the two research groups (experimental and control) on Monday 17/1/2022, which is the day the researcher finished his experiment.
- ❖ The duration of the experiment for the two research groups (experimental and control) was limited to the first half of the academic year (2021-2022) and the sociology course for the fourth literary grade.
- ❖ Statistical means: The researcher used the (Spss) program.

Chapter Four:

Presenting the findings, recommendations and suggestions

First - Presentation of the result: The researcher corrected the answers of the students of the two research groups (experimental and control) in the concepts acquisition paragraphs using the T-test for two independent samples. The researcher reached the results shown in the table

The table shows the arithmetic mean, standard deviation, and T-value of the concept acquisition test for the two research groups

Statistical significance 0.05	Tabular t value	Calculated t value	Degree of freedom	standard deviation	SMA	number of students	Group
function	2	4.035	58	2.76597	26.9333	30	Experimental
				2.86477	24.0000	30	Adjuster

The table shows that the average of the experimental group students was (26,9333) and the standard deviation was (2,76597), while the average of the students of the control group amounted to (24,0000) and the standard deviation was (2,86477), and the calculated T-value amounted to (4,035) 0.05) between the average of the students of the experimental

group who studied according to the strategy of (push and pull) in acquiring concepts for the sociology subject and the average of the students of the control group who studied according to the usual (traditional) method of the same subject in acquiring concepts.

Second - Interpretation of the result:

We infer from the previous result presented by the researcher to the superiority of the experimental group students who studied the concepts of sociology according to the (push and pull) strategy over the students of the control group who studied the same concepts in the sociology subject according to the usual (traditional) method that the reason for the superiority of the experimental group over the group The officer attributes it to the following reasons.

- Teaching students according to the strategy (pull and pull) makes students the focus of the educational process and increases the ability of students to build their knowledge by asking questions, which makes their learning based on understanding and this leads to the consolidation of information in an organized way so that it can be called and applied in similar situations at times other.
- The (pull and pull) strategy has a prominent role in increasing students' focus and interacting positively with the curriculum, and this leads to an increase in students' academic achievement.
- The (pull and pull) strategy proved to be effective in its positive results achieved in acquiring the concepts of the fourth literary students compared to teaching students in the traditional way.
- Teaching students according to the strategy of (push and pull) makes all students participate in the lesson without exception.
- The (pull and pull) strategy enhances students' motivation for joint interaction and students' understanding of each other, as well as activates previous experiences and links them to new experiences and situations for understanding.

Third - Conclusions: Based on the results reached by the researcher in his current research, the researcher concluded the following conclusions:

- ❖ The use of the (tug and pull) strategy in teaching led to positive results in the acquisition of concepts for students who study according to the strategy of

(tug and pull) more than the students who study according to the usual method.

- ❖ The application of the strategy of (push and pull) in the classroom makes the student the focus of the educational process, and this is what modern active learning strategies advocate.

Fourth - Recommendations:

In light of the results of the current research and its conclusions, the researcher recommends the following

- ❖ The Ministry of Education adopts modern teaching strategies such as the (push and pull) strategy in teaching fourth-grade literary students of Sociology because of its effectiveness in raising the level of achievement and therefore acquiring concepts.
- ❖ Forming a link between the Ministry of Education and the Ministry of Higher Education to benefit from specialists in the field of modern teaching strategies to provide them with new modern teaching strategies and their application in schools because of their effective importance.

Fifthly, the suggestions:

To complement the researcher's findings in his current research and to develop it, the researcher suggested conducting the following studies.

- ❖ Conducting a study to find out the effect of the (tug-of-war) strategy in acquiring concepts for other academic levels and in all academic subjects.
- ❖ Conducting a similar study to the current study to identify the effect of the (tug-of-war) strategy with other dependent variables such as achievement, motivation or development.

Sources:

- 1- Ibn Manzur, Jamal Al-Din Muhammad, (2003): Lisan Al-Arab, 3rd Edition, Dar Sader, Beirut.
- 2- Abu Jadu, Saleh Muhammad Ali, Nofal, Muhammad Bakr, (2007): Teaching theoretical thinking

And Application, 1st floor, Dar Al-Masira for Publishing and Distribution, Amman, Jordan.

3- Al-Azerjawi, Fadel, (1991): Foundations of Educational Psychology, University of Mosul, Dar Al-Kutub for printing.

4- Boutros, Hafez Boutros, (2011): Developing the scientific and mathematical concepts of the kindergarten child, 3rd floor, Dar Al Masirah, Amman, Jordan.

5- Al-Jabri, Kazem Karim, and Sabri, Daoud Abdel Salam, (2015): Scientific Research Methods, 1st Edition, House of Books and Documents, Al-Fikr Publications, Baghdad

6- Al-Halbousi, Saadoun Najm, (2016): Scientific Research Methods, 1st Edition, Al-Amir Library for Publishing and Distribution, Baghdad.

7- Al-Dulaimi, Maryam Ahmed Salih, (2021): The effect of the push and pull strategy on the acquisition of Arabic grammar for fifth grade female students, Master's thesis, College of Basic Education, Al-Mustansiriya University.

8- Shehata, Hassan, and Al-Najjar, Zainab, (2003): A Dictionary of Educational and

Psychological Terms, The Egyptian Lebanese House, Cairo.

9- Shaheen, Abdel Hamid Hassan, (2011): Curricula and Teaching Methods, 1st Edition, Iskenderun University, Publishing House, Amman.

10- Al-Titi, Muhammad Hamad, (2004): The cognitive structure for acquiring and teaching concepts, 1st Edition, House of Work for Publishing and Distribution, Irbid, Amman.

11- Ali, Mohamed and Hassan Ahmed, (2017): Modern Teaching Skills and Methods, a series of articles published on the Internet on the New Education Blog.

12- Al-Qaisi, Raouf Mahmoud, (2008): Educational Psychology, 1st Edition, Dar Degla, Amman, Jordan.

13- Muhammad, Ali, (2017): Teaching Methods, Articles Published on the Internet on the New Education Blog.

14- Ron Ritchhart & Mark Church & Karin Morrison (2011) Making Thinking visible, David Perkins, B-Joss Ey-Bas