

The Impact of Contract Strategy on Achievement and Retention of Female Fourth Intermediate Students Class in the Subject of Arab-Islamic History Civilization

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Abstract

The world today progresses enormously in the field of knowledge and generate ideas to address the attitudes of life in the present and the future, and is not new a n cumulative knowledge and composition of the hierarchical base of prior knowledge, which is based on what is new interacting with her, and this vast amount of knowledge has grown need to reach the best ways And facilitate it to surround that knowledge and to be able to organize and interact with it to face the requirements of life that increase and get complicated with the progress and complexity of life. And that education need humanitarian supplies the individual and society actors by force that you pay for further scientific progress and it is a reflection of the needs and aspiration of society kept her scientific development in the various field of education to review the plans, goals and methods of learning and teaching. Modern education calls for making the learner the center of the educational process and focusing on his activity, uniqueness and differences, and considering that learning has a personality trait, and it takes place within the individual in highly personal and clear ways, and is unique in terms of the results, timing and process associated with it. Although it is not no way a particular represent the best ways to teach all subjects, but there are strategies and teaching methods directly play the teacher 's central role to control the process education in terms of planning, implementation and follow - up as the teacher has a learner in which participants a high proportion in the educational process is encouraged and motivated Emphasis on the focus and attention in this type of learning , and teaching learners self- reliance behaviors and to instill a spirit of competition, cooperation and proper adaptation, whether with himself or with the environment in which he lives

Keywords: Contracts Strategy, Achievement, Retention of Female Students, History of Arab-Islamic Civilization.

Introduction

Research problem: The history of humanity and the natural sciences, which dealt with T. relationship of man its own environment last caller, and e n our lives prompter Rh is only an extension of those life and the continuation of her. So difficult for us to understand the present e not through the past that shows us the emergence of this huge human heritage. (Al-Titi, 2002) It also includes a tremendous amount of facts and information which a characterized by diversity and abstraction, which offers a distant subjects from the lives of the learners became historical concepts constitute an obstacle to understanding and absorbed when the learner began through grumbling and boredom of history. (Zidane, 2015) The development of education in different eras had to be where the difference in the way of thinking Massa Liras era in which society lives, the afternoon through a close race in the field of science and innovation and become communities and countries subject as provided by the human sciences and creations which make them interested in the first

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place creative and Notepad minds. The educational systems in the present age are not only just to teach learners the various sciences and E. grew to seek investment capacity minority in their educational levels. Through the development of educational programs to develop different skills and mental abilities have Kaladrack, otherwise focus (Nabil, 2003). For the success of the learning process must follow the methods of learning a variety of t used in an effective level of students and access to the only d DONC optimal , which is not being E. not through programming learning and teaching according to scientific bases and modern teaching methods. Researchers have been touched by their experience modest and contact with the teachers of history to study prep , from the low level of students in this article , and for not wanting to study for being dry , as well as material from following the traditional teaching methods in communicating the information to the students so researchers have proceeded on the introduction of methods modern strategies for the change from the traditional way pattern and motivate students to study its material and participation in the class and strategies strategy learning contracts based on social and positive interaction among students in organizing information and save the easiest way and survival in their minds through followed the steps of this strategy .Through what progress can be a trustee research problem as: *The impact of the contracts strategy in the collection and retention of fourth-grade middle school applications in the history of Arab-Islamic civilization subject.*

Research objective: The current research aims at the knowledge of the impact of strategic contracts in the collection and retention of students in the fourth grade preparatory material history of the Arab - Islamic civilization.

Research hypothesis: No statistically significant differences between the average scores of the experimental group taught in accordance with the strategy of contracts and the average degree of control group taught in the usual way (traditional) at the level (0.05) in the collection of material history of the Arab - Islamic civilization.

Research limits: A sample of female students of the fourth year of middle school in the governmental preparatory day schools in the district for the academic year (2018-2019). The first semester of the academic year (2018-2019) The first three chapters of the book on the history of the Arab Islamic civilization to be taught to students of the fourth year of middle school for the academic year (2018-2019)

Impact (Effect): Al-Hafti defined it as the amount of change that occurs to the dependent variable after being exposed to the effect of the independent variable (Al-Hafati, 1999). David knew what was left after the absence of something, and it may be apparent or hidden that needs to be searched and examined to find out (David, 2008).

Strategy (Strategy): Attia, Defined set of procedures and practices taken by the teacher to reach out to the achievement of outputs that reflect the goals set so they include methods and activities and methods that help to achieve the objectives (Attia, 2009) And a strategy as part of a teacher 's role is evident in the exercise of the educational process and specifically seeks to achieve , and have to have alternatives adapted to the nature of the learning and educational attitude that is going through as well as the nature of the learners and address their thoughts as much as possible and the nature of the abilities of the variety. The researchers define it procedurally as: It is a set of steps and procedures that the teacher follows in the classroom to achieve the greatest amount of learning and reach the desired goals.

Contract strategy: Dahshan defined it as a strategy through which a specific agreement clearly between the teacher and the student contract or between a teacher and a group of students before starting the process of education ; And this a contract simply clear the purpose of this process is convincingly clear to students and the educational resources that will be taken and the nature of the activities that will they practice and the agreement on the method of valuation and timing (Dahshan 2009). It is defined by Kojak. It is a strategy or formula that depends on the student taking responsibility for the forms and patterns of his learning and making decisions about them with the help of the teacher. This formula is formed in a written manner between the teacher and the student and in light of it the student depends on himself in studying a particular topic or doing some tasks specific to the subject of the study (Kojak, 2008).

Collection (Achievement): Al-Aqeel defined it as the knowledge and skills acquired by learners as a result of studying a specific subject or educational unit (Al-Aqeel, 2004) .And Abdul Hamid defined it as for the learner from different science through the study and brief him as it shows the impact of this achievement in school tests and estimates of teachers (Abdul Hamid 2010). And the researchers define it procedurally as: (the amount of the students (sample) degrees in the achievement test and Sunday, which prepared for research purposes pressed to)

History: Al-Amin defined it as the science of studying past civilizations and revealing the factors that have combined to form contemporary civilization (El Amin, 1992). Moaenes defined history in reality is the accident w These incidents are the changes, and changes the result of time , or the course of time is to study every change occurred in the universe and the earth and had an impact on the lives of human beings. (Moaenes, 1984), and Researchers define it procedural as: (It is the content of the book on the history of Arab-Islamic civilization to be taught by the Ministry of Education for students of the fourth intermediate school for the academic year 2018-2019)

Literature review

The learning contracting a form of learning individualize learning, which began with (and Dalton) and are two plans represent some early effort in the thirties of the last century in individualize learning, divide the school day to part yen: in the morning is available for students time free to work and often be about Independent without interfering or obstructing them according to their speed in accomplishing what they are asked to do, and what they perform duties and appointments on the basis of contracts. The contracts represent for agreements p by students t poverty that they will do a specific academic work in the sciences and mathematics, for example, social studies, and included contracts at specific times to complete these academic tasks rather than leaving it open - ended. They may be contracted at a high level of achievement as it is achieved so that the student gets the grade (A) and the less difficult work; whose requirements are less, the student gets a lower grade. (Saettler.1968)

1. A strategy of Learning Contracts

The contract is defined clearly between the teacher and student or a teacher and a group of students and this contract , it is simply clear the purpose of this process convincingly for students and clear the educational resources that will turn e to the guardian and the nature of the activities contract and are in agreement on as Loeb valuation and timing are so (strategy learning contracts) illuminate the way for the student to step a self - line Watt calculated led to the goal and become the main engine of the process of education , and teacher tasks of preparing such contracts in a simplified and presented convincingly for students do not mind making some adjustments in the views of the substantive students that take into account the nature of the subjects and orientation and their previous experience and do not mind the intervention of the teacher to help them overcome some of the difficulties. (Kawthar, 2008) Learning contracts indicate that they are formulated with the knowledge of both the teacher and the student together to agree on the general framework of the educational process in terms of its main objective as well as the detailed objectives and governing rules for both the teacher and the student (Badra, 2009). It is an instructional formula that depends on the student taking responsibility for the forms and patterns of his learning and for making a decision regarding them with the help of the teacher, and this formula is based on negotiation with the help of the teacher until the student reaches a decision about his learning in which a contract or written document is drawn up in which the precise dimensions of the agreement between the teacher and the student are drawn up. The two parties are bound by the elements of this agreement during the course of the educational experience (Alawneh, 2007) from the above, it can be said that the contract is:

- A written agreement between the teacher and the student whereby the student relies on himself in studying a specific topic or performing some tasks related to the subject of study.
- The teacher the counting decade follows - up of the student and provides assistance when needed.
- It assists the student in determining what he does every day of the contract agreement days and also determines the interim goals and final goals, thus developing his educational and organizational capabilities.
- It allows the student to present his studies according to his own speed, readiness, and the extent of what he knows about the subject and important to achieve the agreed goals on the agreed date. (Assem, 2006)

2. The stages of the contract learning strategy

(Ebeid, 2009): The contract learning strategy passes through three phases that take place in the form of a contract in which the teacher negotiates with the students and can be explained as follows:

- The integration stage (Engagement) Is aware of the educated general picture of what they are learning, and they are required to learn, and not to do; realize the goals that learners are seeking to achieve and include negotiation among the educated b p per share some.
- Exploration phase (Exploration) Teachers explore the path that go where topics and the components of the sub and to identify the sources of learning target "set the book, and CD - ROMs" to determine the steps and the sequences and alternatives that are walking where to accomplish the required of them.
- Meditation phase (Reflection) Make sure the learner to achieve the results of the targeted e NH learning is expected to do and benefit aspects of what he has learned from and go beyond that to identify the new challenges to raise what they have learned to grow has self - motivation to learn continuously and to establish a principle a " What's next".

3. Elements of contract learning

In light of the above, the elements of contract learning can be identified as follows:

- The parties to the contract: for learning to contract two main teacher and student who n the people the mechanisms of learning and each specific role.
- Learning content (the subject of the contract): The purpose of the conclusion of this contract, to achieve certain goals and content helps to achieve (Aloune, 2007).
- Alternatives to the contract (negotiation): If there is a contract between the teacher and the student, there must be alternatives to negotiate around in order to conclude the contract, and alternatives are made through the different learning messages, their forms, and the different content delivery patterns.
- The contract (the document) : the final product of the negotiation process, liberating the alternatives that were negotiated and decided upon, a document that binds the two methods in turn , means of implementation, and implementation tools, and it is a flexible document that can be modified by the

student and the teacher in light of the circumstances facing them and the nature of the educational content provided (Assem, 2006)

4. **Characteristics of contract learning**

- Compulsory: Students bear the burden of learning and shall be obligated to achieve the goals it seeks to achieve and be within the framework of freedom in the choice of materials and the way and the means should not know them, and mandatory for teachers should be to provide assistance and materials and means for the student learns through it.
- Clarity of roles : for the teacher and the student, the features of the work and the roles of each of them are defined to achieve the goals that each of them seeks to achieve, represented by the accuracy of the contract concluded between the two parties, so contract learning is one of the formulas that do not neglect the role of the teacher, but increase the effectiveness and direction of the direction that achieves for him and his students independence in learning (Dahshan, 2009)
- Flexibility: This formula allows the student the freedom to change the alternatives that he chooses to learn in a flexible manner that allows him to achieve goals under the guidance and guidance of the teacher. And achieving the objectives of learning by taking into account the capabilities of the student and his interest as he does not have a full awareness of the learning resources and their characteristics.
- The diversity of sources and methods and methods of learning: This is the diversity me to provide alternatives for students to choose and negotiate around through the launch of the student freedom to choose what it deems appropriate a (Mari, 2002).

5. **Principles of contract learning**

Learning is based on contracting a set of principles from the philosophy of self-learning and the nature of the procedures through which are the following:

1. Taking into account individual differences: it is concerned with the student passing the methods, methods, materials, and means that enable him to achieve those goals and determine the time that suits him , and then the nature of a formula that gives him a wide space in which individual differences are taken into account for students, which is a basic principle of contract learning.
2. Interactive : on the basis of interactive learning activities not be the source of the teacher by a single a knowledge , as the student abilities through activity and interaction of e with learning resources pain of him in the classroom (Obeid, 2009).
3. Immediate feedback: It is important and necessary principle to guide students in the classroom and beyond to achieve the desired objectives of the educational process by relying on him and take responsibility for learning and testing methods, materials and methods of suitable WIG.
- 4 stimulate motivation: raising good motivation under the direction of motivation stimuli not is an obstacle A or foil means without achieving learning goals.
5. Responsibility: The two parties to the teacher contract and the student bear the responsibility to play the roles specified and not directed in the form of the contract agreed upon for each of them to achieve the goals, and they are subject to evaluation and evaluation to ensure that each of them performs the assigned role (Hassan, 2010).

The teacher's role in learning by contract can be summarized as follows:- Role as a guide prompt for the recipe: performed by his students through the liberalization of the contract and the negotiation, or by engaging to study educational materials, and is doing all sincerity and dedication you my student feel through trust and safety, and feel the student Ba n the teacher wants him and not to take him to accomplish Tasks and goals achievement.

- His role as a negotiator: He is a negotiator of another model that does not take into account his interests, but takes into account the interest of the other party (the student) by clarifying the defects and advantages of his choice and the educational obstacles that he faces if he prefers one alternative to the other from the different learning alternatives for activities or teaching methods and educational content.

- Subject to the provider feedback: based on the provision of feed and evaluate feedback to avoid poor selection of students and modifies the educational track in accordance with the good and tight calendar, e y the role of infectious rectifier tools calendar continuous evaluation and feedback spot for students to help them correct paths of learning and Do not negotiate with them again to approve a new contract form (Obeid, 2009).

The student's role in contract learning:- His role as a negotiator: The learner plays the role of a negotiator with the teacher to choose the best alternatives to achieve learning and facilitate his achievement of goals through his passing through the learning experience and be fully aware of his abilities and understand the teacher's directives for the defects and advantages of the presented alternatives and learn how to restrain himself to achieve his ambition to choose the appropriate for him from the learning alternatives that Compatibility of his capabilities. - His role in implementing the assignments and activities: He plays an active and active role to implement the required learning activities, and adheres to a schedule that he sets for himself, and through the help of the teacher or without him and according to his choice of a place specified in the contract, and the capabilities are available, and he must also answer the duties and assignments that are in the contract form, And adhere to the dates of attendance. - His role to help his colleagues according to the contract and the agreed formula: he must provide assistance to his colleagues at specific times and provide

facilities to help his colleagues to learn or help him to learn by receiving better alternatives from the colleagues of those participating with him in the contract.

6. Previous studies

- Abu Omran Study (2014) : aimed at identifying after the use of contracts in the teaching of irrigation in the collection of students grade Cataracts o basic direction towards her, as the study tried to answer two questions: (different achievement , and the different teaching strategy) , and (a difference Trends in different strategy) as an intentional sample consisting of (74) students from the sixth grade was chosen, distributed into two divisions or two experimental random groups, the number of its members was (37) students who studied using the strategy of contracts, and a control group numbered (37) students who studied in the traditional way , and to achieve the objective of the study a festival design educational material contracts in accordance with the strategy and achievement test prepared , and gauge students ' attitudes towards mathematics has been verified sincerity and persistence of , and the result was that there are differences of statistical significance for the benefit of the experimental group.
- The Asha Study (2013): The Impact of Contracts Strategy on Ninth Grade Female Students ' Achievement in the Concepts of Life Sciences and Reflective Thinking for them. The study sample consisted of (78) female students from the Amman Camp Female School of the UNRWA in Jordan. The sample was divided into two groups. An experimental group of her students (39) and a group officer number of her students (39), and studied the experimental group using a strategy of contracts and the control in the traditional way. The achievement of the study sample was measured by applying an achievement test prepared for the purposes of the study and the reflective thinking scale was applied to the study sample , and the analysis of variance accompanying the testing of the study hypotheses was extracted and it reached the existence of statistically significant differences between the average marks of the experimental group students and the average marks of the control group students in favor of the group Empirical in both the achievement test and the reflective thinking scale .
- wales study (2003): the impact of contracts in the collection of students in English writing skill at the University of the House and the limited sample study on the students of the second semester of the academic year (2001-2002) and the number of them (177) students divided into three divisions, pulled out four students and six others did not apply to the final test, and the sample was intentional sample was divided into two groups , one experimental and included 84 students and the other officer and the number (83) students , researcher has used the contracts consisted of ten that Meh died written in varying The degree of its difficulty in addition to the conditions and rewards that were granted to the students in the event that the tasks were completed according to the agreed terms.
- Study (Schwartz, 2000): The relationship between the contract strategy and the development of the learner's ability to self-control and individual learning was tested, as the study was applied to students studying the English language who were not native speakers of it and were assigned specific tasks that were agreed upon to accomplish and follow basic steps in the learning strategy in contracts and it was revealed through an interview. Participating students and record their views on this strategy have strengthened their ability to deliver and take responsibility towards the achievement of educational goals agreed upon.

Methodology

Research method: The experimental approach was used for its relevance to the nature of the research and its objectives, as experimental research is the closest research to solving problems by the scientific method and the most valid approach to solving theoretical and applied educational problems and developing the educational environment and its various systems (Melhem, 2010).

Experimental Design (Experimental Design Selection): The experimental design is like the only strategy set by the researcher to collect the necessary information, and adjust the variables that can affect this information and then answer hypotheses (Abdul Rahman, 2005), so the adoption of the experimental design is located in the same design field partial adjustment It fits the conditions of his research and as follows:

The form of (1) Research Experimental Design

the group	The pretest	Independent variable	Dependent variable	Testing of the dimensions
Experimental	Previous information	Contract strategy	Achievement test	Achievement test
Control		The usual way	And keep the article	And keep the article

Research community: Represent the research community for all i Unqualified grade the fourth only Dubai in schools preparatory and secondary day pulp Nat in the province of Diyala / center Khalis district.

Schools sample : The selection of students grade the fourth preparatory in major junior for girls to be research and scope for the application of the experiment , the total number of women (63) students of

distributed two divisions and by (32) , a student of the Division of (a) and (31) Student Division (b) , then chose way simple random clouds , Division of (a) to represent the experimental group taught according (contracts strategy) , and Division (b) to represent the control group taught according to ordinary method (traditional) and T. found failed students in a sample Research , and Table (1) shows that.

The Table (1) Number of girls in both groups

the group	Division	Number of students
Experimental	a	32
Control	B	31
Total		63

Equivalence of the two samples: The calculation of parity between members of the two groups of research before the beginning of the experiment, which began on 13/10/2019, and these variables are:- *Chronological age of students is calculated in months* The calculated age external baht in months and by observing the results show that there are no significant differences statistically between the mean age of external baht in the two groups at the level (0.05) , which means equality of the two sets of research in this variable, and the table (2) shows that:

The Table (2) the equivalence of the baht between the two research groups indicates the chronological age variable calculated in months

the group	the number	Arithmetic mean	standard deviation	Degree of freedom	Values of Altaia of		Indication level(0.05)
					Calculated	Tabular	
Experimental	32	16.244	8,244	61	1,33	2	Is not statistically significant
Control	31	11.232	7,111				

- *The information of the historical past:* The application of a test summative tribal on i Unqualified two groups of research, in order to find out what this Unqualified sample information tactful about material history of the Arab Islamic civilization , and be the test of (30) paragraph test of the type of objectivity by tests (10) Items of the type of multiple choice with three alternatives, and (10) items of the type of (fill in the blanks), and (10) items of the test of true and false, and after using the T-test for two independent samples, it was found that the calculated T value is (0.93) , which is less From the tabular (1.78) at the level (0, 05) and with a degree of freedom (61) , which indicates that the experimental and control groups are equivalent in previous knowledge, see Table (3).

Table (3) the experimental and control groups are equivalent in the variable of previous historical information

the group	The number of the sample	SMA	variance	Degree of freedom	T-value		Indication level0.05
					Calculated	Tabular	
Experimental	32	13,344	11.356	61	0,93	1,78	Is not statistically significant
Control	31	22.245	10.265				

- *Raven's IQ test:* Selection has occurred on this test to the fact that has been applied to Iraq more than once the environment, as E. NH enjoys a high degree of validity and reliability, as well as easy to apply to a large number of people because it is non-verbal, and is suitable for age groups in line with the research sample (Allam, 2000). And when using the T-test (T. Test) For two independent samples, it became clear that the difference was not statistically significant at the level of significance (0.05) and the calculated T value was (0.174), which is less than the extreme tabular T value (2) and with a degree of freedom (61), and this indicates that the two groups are statistically equivalent In the IQ test, Table (4) illustrates this.

Table (4) it shows the equivalence of students of the two groups of research in the IQ test

the group	the sample	Arithmetic mean	standard deviation	Degree of freedom	T-value		Indication level (0.05)
					Calculated	Tabular	
Experimental	3 2	18.289	6.378	61	0,174	2	Not statistically significant
Control	3 1	12.222	4.288				

Control of internal Variables: Must be up research to the correct scientific line not be e not by adjusting the variables that affect the search one way or another , the quest does not succeed E. No e y the researchers seized these variables.

Research Requirements: The current research requirements included the following:

Scientific material: Subject Scientific Covered Search Which Researchers will teach it to female students During the experiment On according to Vocabulary The history of the Arab Islamic civilization book Scheduled Teaching it By the Ministry Education for the class The fourth literary 2019 was relying on the plans and only HD FM the public And behavioral. - However, top scorer the public Of the article Scholastic: It assists in selecting and organizing educational content , in a manner Conform And ready External filleting and his motives and background school And social , as well as help in identifying the appropriate teaching methods to achieve this Goals , and modalities Calendar Necessary To measure it as you prepare editing However , e Duff the public destination in a Importance about to me the operation Educational , because only scorer Represent data Which throw The teacher investigated it On Students From Through Processes Educational (Alhela, 2002) .

editing Objectives Behavioral: it was Determined however, e Duff Behavioral And chosen Command It makes learning process And learning More effective , since is being Clear in The target teacher who J try that J has achieved its b means Necessary and methods Occasion To achieve it (Abu Libda, 2008) and after the looking at On However , Duff the public in a Matter History of the Arab Islamic civilization , a number was chosen From However , top scorer Behavioral in a Light the material And its academic content for the first and second semesters From Book The date , and reached Number of (116) target Behaviorally It was presented to a group of experts in the field of competence of educational sciences and psychological measurement and evaluation and has been deleted a number of only scorer , it has been in Its formula Final Distributed On The first three levels From the field Cognitive To classify Bloom(Bloom)(Do not remember, not understand , do not apply) .

Preparing the teaching line: In the light of the content of the lobe Lin of a well and the second from the book (the history of civilization Arab Islamic) to be taught to i Unqualified grade the fourth of a Dubai behavioral goals, have been prepared (18) teaching plan for the experimental group and 18 teaching plan for the control group, Examples of the two plans were presented to a group of experts and specialists in the fields of education, psychology , and methods of teaching history *Search Tool:*

I- Preparing the achievement test:

Objective tests are used because they have a high degree of reliability, and students 'answers in them are not affected by their linguistic abilities, in addition to being corrected without subjectivity or bias (Abbas. 2009). The following is an explanation of the steps taken by the achievement test preparation:

- Search tool: it requires a search current Declaration Dad test the achievement of after the completion of the experiment to learn about the impact of the strategy (contracts strategy) or lack of impact; And the consideration of the lack of testing the achievement of ready - A is characterized by honesty and consistency have been prepared in achievement test, following the following steps in the construction of the test:

- *E. schedule specification counter (optional map)* : The number of test map of the topics that will be examined in the experiment and behavioral objectives for the first three levels of the cognitive domain of Bloom 's Taxonomy, has calculated weights subjects and weights content levels of goals depending On the number of behavioral goals at each level according to the goals of each topic to the total number of objectives , and the number of test items was determined to be (30) objective items distributed on the optional map as shown in the table (5) .

(5) Table Optional map

seasons	Relative importance To the content	Behavioral goals				Optional paragraphs			
		remember				remember			Total
ChapterI	40 %	20	15th	9	40	7	4	3	14
Chapter II	60 %	2 6	19	11	60	5	3	2	10
Total	100%	46	34	20	100	16	8	6	30

- Formulation of paragraphs achievement test : was selected tests objective of the type of choice of multi - which is of more testing flexibility and can be used in evaluating the objectives of learning from the levels of knowledge different , as useful in overcoming the problem of correct answers to a number large of the students, in addition to the said chances of guessing , and increase stability in the sincerity of judgments , and the economy at the time , was preparing a test of the type of selection of a multi - component a of (35) , paragraph checksums, and following each paragraph (4) alternatives , it was displayed test on a group of experts to ascertain the validity of its paragraphs , and amended some paragraphs deleted five paragraphs , and thus became the number of paragraphs the final test (30) paragraph test ' got a semi - agreement of by the experts (80%) .

- Test Instructions: - Write the name and the division on the question paper. - Not choosing more than one alternative. - Giving an illustrative example of how to solve the test items. - Put a circle around the character swing right.

-Correction Instructions: Allocated (grade one) only paragraph that are correct, and (zero) paragraph that are answered wrong and treat paragraph abandoned the treatment wrong.

Honesty :Test sincere measures actually what put to measure , and achieve the goals that the development of the created by the adoption of honesty virtual and sincerity of content , and the display paragraphs test on a number of experts and specialists in the methods of teaching in science and educational and psychological to express their views and their observation in the validity of the paragraphs of the lack of validity, according to

Notes experts and their opinions amended some paragraphs and deleted 5 paragraphs because they did not get the percentage of approval that identified by experts amounting to (80%).

3- Exploratory sample: The Medicine's test grades on a sample of (80) students of the i Unqualified grade the fourth literary in junior high (prophecy) for Girls on 5/ 1 /201 9 some d be sure to complete the teachers at the school of the topics covered in the experiment, After agreeing with them in advance, and the average time spent in answering is (45) minutes.

4- Analysis of the test paragraphs: The purpose of the statistical analysis of the test items is to improve the test and its suitability for application (Scanell, 1975) and her researcher as follows:

- Paragraph difficulty factor: Extract the difficulty factor for each paragraph of the test and range from (0.2 6 -0. 69) This means that all the paragraphs of the test is acceptable in terms of the degree of difficulty as paragraphs are acceptable if the coefficient of difficulty ranges from (0. 19 -0.80) (Bloom, 1971).

- Discriminatory Power of Paragraphs: When you calculate the coefficient of discrimination each paragraph found ranging from (0. 23 -0.75) indicates Brown To the fact that the paragraph is considered good if its discriminatory ability is (20% or more) (Brown, 1981).

- Third: The Effectiveness of the False (Camouflaged) Alternatives:

After calculating the effectiveness of the wrong alternatives for each of the test paragraphs, it was found that it ranges between (-0.01 - -0.53), and the more negative and large the gravity, the more attractive and effective the camouflage is, and it is recommended to keep it in the paragraph (Al-Nabhan, 2004).

5- Test stability: The stability of the expense of testing retail mid - term manner, and using the Pearson correlation coefficient validity and reliability coefficient reached (0.76) and is the stability coefficient for half of the test, and corrected the reliability coefficient using Spearman equation - Brown was the reliability coefficient (0.86), which is the stability of a high and a good coefficient. Thus, the test is valid for final application.

Application of the test to the research sample : After completing the test requirements, the search experience on Sunday 13/10 / began in 2019 to distribute information to form a sample experiment, and after the previous test information, and then was Medicine IQ test, and then were taught the two groups. Before the end of the experiment is notified external Unqualified that there is a test of a comprehensive will be for them in the material chapters I and II , which has been studied a , and the applied test on the two sets of research in school (Grand junior Zainab) on 15 /1/20 20 after having created T. Hall In agreement with the test e - school management has overseen T. personal of the process of testing the application of a gel to maintain the integrity of the experiment, and the time allocated for the test (45 minutes) , and then the correct answers external baht . The result was in favor of the experimental group, as it reached the highest score (49) and the lowest score (22), while the control group reached the highest score (46) and the lowest score (20).

To apply the test to measure retention : t test again on Sunday on (28 /1/20 20) Any two weeks after the application of the achievement test on the sample itself to determine the extent of retention of scientific material studied, it applied the test itself with a change in the order of questions , and was The result is also in favor of the experimental group, as it reached the highest score (49) and the lowest score (22), while the control group reached the highest score (46) and the lowest score (15)

Statistical Means: Using statistical methods, namely, (T. Test) For two independent samples, the coefficient of difficulty, the discriminatory strength, the efficacy of the alternatives, the Pearson and Spearman coefficient).

Results

1- The results of the application of the test achievement of the dimensions:

First Hypothesis: (There are no statistically significant differences at the level (0.05) between the average degree of collection external baht in Group Libya the T studying material the date on according to the strategy of contracts and the average degree of collection external baht in the control group the T is considering n a substance itself In the normal way) By balancing the results of the achievement test of the experimental dimensions of the two groups and the control, it appeared that the average scores i baht experimental group of not t studying the material history according strategic contracts reached (33.451) standard deviation (5.356) while reached The average scores of the control group who taught the traditional way (31.234) and standard deviation (5467). And by using the T-test (T - test) For two independent samples appeared that the T value was calculated (3786), the largest value of T Tabulated adult (2,011) at the level (0.05) and the degree of freedom of (61) which shows the superiority of i Unqualified experimental group of No T studied n material the date on according to the strategy (contracts) on the i Unqualified control group of not studied traditional collection in the test of the dimensions of which applied after the end of the experiment and the table (6) Explains that .

Table (6) the arithmetic mean, standard deviation, and the calculated and tabular T-value For two groups of research in the post achievement test

Groups	Sample volume	SMA	standard deviation	Degree of freedom	T-value		Significance level (0(0 5 .
					Calculated	Tabular	
Experimental	32	33,451	5,356	61	3,786	2,011	Statistical

Control	31	31,234	5,467				function
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In light of this result rejects the null hypothesis and accept the alternative hypothesis of any E. NH, there are statistically significant differences at the level of significance (0.05) between the average group scores of the experimental and control group in the test collection J of the dimensions, this shows the superiority of i Unqualified experimental group of not T studied article in accordance with the strategy of contracts on Unqualified the combined anguish control of not t studied n Article tiles traditional leaflet in the material history .

2- Retention test results of the dimensions

The second hypothesis: (no statistically significant differences at the level (0.05) between the average scores keep external baht information the historical when i Unqualified the experimental group the T studying material the date on according to strategic contracts and between the average scores for external baht in the group control of the T He studies the same subject according to the usual method). By balancing the results of the test of the dimensions to keep the experimental groups and the control, it appeared that the average scores i baht pilot of the Group T examines n material the history according strategy (contracts) amounted to (35.177) and standard deviation (5.444) The medium arithmetic mean of the control group not t studying n the same article in the traditional manner reached (32.012) and standard deviation (4.347). And using the T-test (T - test) For two independent samples of the balance between these two SMPS shows there are differences in a statistically significant and in favor of the experimental group , which reached the T value calculated by (3.77) which is greater than the T value Tabulated adult (2.011) at the level (0.05) and the degree of freedom (61) this shows the superiority of Unqualified experimental group of not studied material the date on according to the strategy of contracts on the i Unqualified control group of not t studied n material the same way as the traditional test retention which was applied after the end of the experiment table (7) Explains that.

**Table (7) the arithmetic mean, standard deviation, and the calculated and tabular T-value
For my group research a retention test**

Groups	Sample volume	Arithmetic mean	standard deviation	Degree of freedom	T-value		Significance level (0.05) . Statistical function
					Calculated	Tabular	
Experimental	32	35.177	5.444	61	3.77	3.77	
Control	31	32.012	4.347				

In the light of this result rejects the null hypothesis and accept alternative E hypothesis E. NH There are statistically significant differences at the level of significance (0.05) between the mean scores of i Unqualified experimental group of not studied an article in accordance with the strategy (contracts) and i Unqualified Group the control does not t studied n tiles traditional leaflet in the material history.

■ Interpretation of the results

Showed results outweigh i Unqualified experimental group Unqualified control group in the collection and retention, and can be attributed to the reason for this to one or more of the following reasons: 1- The subjects studied in the course of the experiment of subjects taught to fit in accordance with the (strategic contracts) and develop the achievement of the Unqualified grade the fourth literary in the material history. 2- Stage nature of the school, as is the stage of the preparatory stages that help the emergence of such results and that of confirmed previous studies.

Conclusions

- 1- For decades, the strategy used the impact of effectively the increase in the achievement of the external baht and increase the proportion price retain information the historical in their memories, because this educational method allows the opportunity Unqualified to discuss the opinions and put forward ideas and finding the right answers, and working on continuous encouragement Baht during the lesson.
- 2- Contracts strategy consistent with the goals of modern education with a general picture and the goals of the teaching of history in particular, and which emphasizes the role of the core of the educational process and the need to be snipe mental processes.
- 3- Despite the confirmation of the use of the contract strategy in teaching, but this does not eliminate the teacher's role in classroom management and supervision of this educational process and the effective role he plays in preparing questions related to the topic of the lesson dealing with the main ideas, concepts and facts in order to compare them with what is put external baht questions.
- 4- Give strategic contracts on air school classroom more fun and excitement of the answers by the unexpected and strange questions fairway and this contributes to the attention of the tightening external baht towards the lesson material.
- 5- Emphasis on a lot of strategic contracts not of its impact on the expansion of the horizon of external baht and raise the level of the Open and retaining scientific article.

- 6- The necessity of training history teachers on the types of classifications of class questions, including the contract strategy, through training courses for teachers on these questions and how to prepare teaching plans in light of them.
- 7- The need for educational supervisors to emphasize the use of the contract strategy during their field visits to history teachers and their teachers.
- 8- The need for the use of strategic contracts in order to create an atmosphere, democratic and reduce the atmosphere of the teacher in the authoritarian the row by accepting answers external baht and their opinions.
- 9- The diversity of teaching methods, and not only the way, or style in teaching, especially in the teaching of history.
- 10- The necessity of creating effective teaching supplies, including modern halls and classrooms, furniture, equipment, and educational methods by the Ministry of Education that will help the success of the teaching process according to modern methods and strategies.
- 11- A similar study to study the current on i Lab grade the fourth literary, for the current research was limited to external baht only.
- 12- Conducting a study similar to the current study in other middle and middle school classes for both genders.
- 13- Conducting a similar study to study preset in other social material.
- 14- Conducting a study similar to the current study in developing some mental abilities (such as thinking, reasoning, and self-confidence, and in developing some variables such as tendencies and attitudes towards the subject, curiosity, etc.).

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