

THE EFFECT OF THE KARRIN'S MODEL ON ACHIEVEMENT AND MOTIVATION IN HISTORY FOR SECOND-GRADE INTERMEDIATE STUDENTS

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ON ACHIEVEMENT AND MOTIVATION IN HISTORY FOR SECOND-GRADE
INTERMEDIATE STUDENTS-Palarch's Journal Of Archaeology Of
Egypt/Egyptology 18(1), ISSN 1567-214x

Abstract

The current research aims to identify the effect of the Karrin's model on achievement and motivation in history for second-grade intermediate students. To the goal of the research, the researcher formulated the following two hypotheses:

- There is no statistically significant difference at the level of significance (0.05) between the mean scores of the experimental group students who study history according to Karrin's model and the average scores of the control group students who study the same subject in the traditional way in the conceptual acquisition test.
- There is no statistically significant difference at the level of significance (0.05) between the mean scores of the experimental group students who are studying science according to the Karrin's model and the average scores of the control group students who study the same subject in the traditional way in the dimensional motivation scale 0.

The two researchers chose an experimental design with two groups, one experimental and the other a control. The two research groups (experimental - control) were rewarded with the following variables (chronological age - intelligence).

The researcher confirmed the validity and reliability of the conceptual acquisition test consisting of (18) test items and applied the test to the experimental and control groups. The results of the research showed the superiority of the experimental group over the control group in the concept acquisition test. I also presented the motivation scale to a group of experts and made sure of its validity and reliability, and then applied it to the two research groups, as the results of

the research showed the superiority of the experimental group over the control group in the motivation test.

Research Problem

The decline in academic achievement among middle school students is one of the main problems facing teachers of academic subjects in general and history in particular. Several studies have been conducted in this field that have proven that the problem of low achievement is present and existing, including the study of Al-Ajrash (2013) and the study of Al-Saadi (2014). The reality of teaching history depends on indoctrination, memorization, and giving students multiple and different ideas that distract students, so they cannot distinguish between them for the rapprochement between the concepts included in the curriculum. The traditional methods are still used in teaching this subject. Also, recently, the problem of a decrease in the motivation of students towards the academic subject has also appeared, and it was reflected negatively at the scientific level, and a large disparity appeared between them. Therefore, the education process must be established on the basis of the individual's needs and motives to ensure the achievement of all learning objectives and results. Therefore, strategies and models that work to raise the scientific level and motivation of the student to perseverance, participation and love of scientific material and work to stimulate motivation by using the teaching models that help in this, so the researcher chose the Karrin's model as a modern teaching method that helps raise the level of achievement and increase the motivation of students. The current research seeks to reduce this problem or raise the level of achievement of second-grade intermediate students and increase understanding and distinction between the concepts contained in the history book. Through the above, the current research problem can be identified by answering the following question:

- *What is the effect of the Karrin's model on the acquisition of concepts and motivation in history for second-grade intermediate students?*

Research Significance

1. The importance of the sociology subject as it is one of the basic study subjects that are taught in the various academic levels, as it enables students to learn about the civilizational, geographical and national role of our country and the ideas and opinions it presented in various fields of knowledge.
2. The importance of the history course, as it is the most important resource for social studies because it links a person with his past and the reality in which he lives and makes individuals able to deal with past events and issues, which develops their historical participation.

3. The importance of concepts, as they are the cornerstone of the knowledge structure of the academic subject and its learning, and it is directly related to the method of research and thinking used in every science and contributes to the reorganization and construction of knowledge so that concepts are axes that organize knowledge on its basis.
4. The importance of the Karrin's model being one of the generative models that is expected to contribute to the acquisition of the concepts of history in middle school.
5. The importance of the intermediate stage as it is a middle stage between the primary stage and the secondary stage
6. The importance of motivation, as it is an important factor in raising the scientific level of students.

Research Objectives

The current research aims to find out the effect of the Karrin's model on the acquisition of concepts and motivation in history for second-grade intermediate students.

Research Hypotheses

1. There is no statistically significant difference at the level of significance (0.05) between the mean scores of the experimental group students who study history according to Karrin's model and the average scores of the control group students who study the same subject in the traditional way in the conceptual acquisition test.
2. There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study the science subject according to the Karrin's model and the average scores of the control group students who study the same subject in the traditional way in the dimensional motivation scale.

Research Limits

1. The human limit: female students of the second intermediate grade for the academic year (2017-2018).
2. The spatial limit: the governmental middle schools for girls in the morning in the district of Amara of the General Directorate of Education in Maysan Governorate.
3. Time limit: the second semester of the academic year (2017-2018).
4. Scientific limit: the date book to be taught for the second intermediate grade by the Iraqi Ministry of Education for the year (2017).

Terms Definition

Karrin's Modal

Al-Maghawri defined it in (1997) as: an integrative, diversified model consisting of multiple methods on theoretical foundations from meaningful learning by Lausbel and Piaget's constructivist theory makes the learner the focus of the educational process (Al- Maghawri, 1997, p.10).

Procedural definition

It is a scheme consisting of seven interrelated steps, one that complements the other, which the experimental group will undergo to see its effect on their acquisition of concepts in the history course.

Acquisition

(Abu Jadu, 2003) defines it as: 'The first stage of learning through which the learner is represented by the new behavior to become part of his behavioral outcome' (Abu Jadu, 2003: 37).

Procedural definition

It is the number of concepts that were distinguished from others by female students from the historical concepts contained in the history book for the second intermediate grade, and this can be determined by the degree that the students obtain in the conceptual acquisition test prepared by the researcher for this purpose.

Concepts

Salama et al. (2009) define it as: 'a category used to collect similar events, ideas, topics and people, as they are abstract things that do not exist on the ground, but rather in the form of individual examples that help to organize huge amounts of information that can be dealt'.

Procedural Definition

It is what has been learned from the historical concepts contained in the history book for the second intermediate grade and is determined by the extent to which the students answer the test prepared for this (Salama et al. 2009: 55).

Motivation

Al-Thubaiti and Al-Otaibi (2017) defined it as: "The individual's willingness to exert an effort or strive in the way of achieving or satisfying a specific goal, but in the event that this willingness or inclination enters into the actual or explicit investigation, this means motivation as an active process." (Al-Thubaiti and Al-Otaibi, 2017: 6).

Procedural Definition

An internal stimulus that moves the behavior of the second grade students towards learning the history course and is measured by the grades

obtained by the students by answering the items of the motivation scale towards the history course.

Date

The researcher knows operationally: Topics for the scheduled date course for female students of the second intermediate grade for the academic year (2017-2018).

Chapter Two

Model

Mayer defined it as an educational technique that depends on learning theories in the form of schemes aimed at helping learners to form mental models of the system to be studied from which the main objectives and actions of this system are set (Mayer, 1989, p43).

The teaching model is an applied format for learning theories in the classroom, and it is a heuristic scheme that depends on a specific learning theory and proposes a set of specific and structured procedures that will guide the process of implementing educational and learning activities in a way that facilitates the achievement of educational goals, cognitive, emotional and psychomotor (Samara and Al-Adili, 2009, p.83).

The teaching model is a specific style of education that is coherent, comprehensive, and recognized. It is also a tool for thinking about teaching in the classroom, as it contains a group of carefully arranged concepts to clarify what the teacher and student do in the classroom and how they interact? How do they use educational materials? And how do these activities affect what students learn from here. Each teaching model aims to achieve two results, first: teaching content, and secondly: teaching a specific type of thinking (Zaitoun, 2001: 125).

Teaching models help the teacher in planning and implementing his educational activities in an appropriate classroom environment that ensures effective learning that is reflected in a desirable performance or achievement.

Characteristics of the teaching model

The teaching model has the following characteristics:

- 1- Concentration: The model is characterized by focus, because it works on highlighting some of the characteristics by focusing on some of its components and realizing the relationships that exist between them, which gives scholars great flexibility in dealing with reality and employing them for the plans and walking steps that have been identified.

- 2- Shorthand: The educational reality is a complex and complex reality, in which the components and elements are intertwined and overlap, and the basic purpose of the teaching model is to simplify reality, be able to solve its components, and understand the nature of the relationships that control it.
- 3- Discovery: What distinguishes the model is its revealing methodological values, in addition to its descriptive and analytical function, so that it can be considered as a tool that helps researchers develop their theories and discover new and more complex models and crystallize them (Al-Hamooz, 2008: 166).

Teaching Design Models

The teaching models take multiple paths because they combine common denominators because they are a source of social interaction between learners in the classroom and as a source for processing information and personal experiences of the learner as well as a source for modifying learners' behavior according to specific strategies.

There are many different models for teaching, and most of them are based on the systematic approach, including:

- Claire and Hayman-Driver-Hilda-Tapa-Scholes and Kump-Dick and Carrie-Davis-Karrin and other teaching models. The researcher chose the Karrin's model for its effectiveness in teaching.

Steps of Karrin's model:

These steps are as follows:

1. Reviewing previous information: activating the cognitive structure by stimulating awareness and awareness of students with experiences related to the subject of learning, where the previous information related to the learner is linked to the idea of the advanced organizer to form an integrated knowledge structure.
2. The hierarchical organization of the content: This is done by organizing the concepts of the content in the form of a concept map, that is, organizing the concepts in a gradual manner from the most general concepts to the less general ones and clarifying the relationship between them.
3. Definition of the concept: The phrase formulated to define the concept must include its distinguishing features.
4. The stage of presenting the advanced organizer: the teacher presents the advanced organizer to the learners written on the blackboard or orally and the organizer is presented as follows:
 - Giving examples for each concept.
 - Repeating the pronunciation of each concept if it is a new term.

5. Maintaining the attention of learners throughout the duration of the presentation of the educational material. The teacher can maintain the attention of the learners by using many educational techniques such as raising appropriate questions, posing problems, giving examples and using illustrative aids.
6. 6- Using the principles of gradual differentiation: Gradual differentiation is the process of analyzing the big ideas into the lesser and lesser ones, and it is by showing differences and distinguishing between ideas and this distinction continues gradually with the general concept or the big idea until it reaches the group of concepts or initial ideas.
7. 7-The stage of evaluating the knowledge structure: This stage aims to establish and establish new information in the knowledge environment for the learner and includes the following:
 - A. The use of complementary reconciliation: This process is carried out by identifying important common similarities between ideas and related concepts after the gradual differentiation phase showed the difference between concepts, which leads to learners' acquisition of concepts.
 - B. Encouraging active receptive learning: This means that the learner is not passive, but rather he has to do many classroom activities and outside activities (Salama and others, 2009, pp. 310-311).

Concepts

A concept is a group of objects or symbols that are grouped together on the basis of their common characteristics and characteristics that can be combined into one category and may be referred to by a specific name or a special symbol (Al-Hashemi and Taha, 2008, p. 32).

Implications for Acquiring Concepts

- Name examples of the concept and distinguish them when viewing them.
- Giving some features of the concept that he knows.
- Distinguish between examples belonging to and not belonging to the concept.
- The student applies the learned concept to new situations that have not been presented to it before (Khudhir, 2006, p.333).

The formation of the two concepts can be inferred through several methods, namely:

1. Placing an object with a group of things based on the distinction between its elements.
2. Foretelling.
3. Interpretation.

4. Problem Solving (Al-Deeb, 1986, p. 93).

The Importance of Concepts in Teaching History

The benefits of teaching concepts in history are as follows:

1. It helps to define goals, select and organize content, educational aids and evaluation methods, thus reducing the complexity of the facts of history resulting from the absorption of details and parts.
2. The concepts help the learner to interpret and apply, and this means that learning historical concepts helps to explain new situations or events that the student has not previously learned (Abu Dayya, 307: 2011-309).

Types of Motivation

Internal motivation is the motivation that is related to the subject of learning and when the subject to be learned is the motivation for learning or the engine, the behavior that is acquired is the behavior that is acquired while the external motivation is a motivation far from the subject of learning and it is found when the engine for learning is not included in a goal but is outside it as a desire to have a high esteem or a desire to avoid punishment.

The external motivation that is not related to the topic of learning or its goal leads to the student losing the love of learning and not being useful in their future life (Soliman, 1999, p. 205).

Previous Studies

1. Study of Al-Ashiqi 2010

The effect of the Karrin's model on the acquisition and retention of geographical concepts among the fourth-year middle school students. This study was conducted in Iraq, Al-Mustansiriya University, College of Basic Education, and aimed at knowledge. The effect of the Karrin's model on the acquisition and retention of geographical concepts among the fourth year middle school students. The research sample consisted of (80) female students consisting of (40) female students for the experimental group and (40) female students for the control group. The researcher had sufficiently prepared the two research groups statistically in variables (intelligence, previous knowledge, academic achievement, chronological age calculated in months, academic achievement of parents).

To achieve the goal of the research and its hypotheses, the researcher prepared an achievement test of the multiple-choice type consisting of (30) items distributed at the first levels of Bloom's classification (knowledge, understanding, and application). Difficulty coefficient, discrimination and the

equation of the effectiveness of false alternatives, Spearman Brown's equation, Kiuder's equation (Al-Ashiqi 2010).

2. Abu Ragheef 2011

The effect of using the Karrin's model on the acquisition and retention of biological concepts among second-grade intermediate students

This study was conducted in Iraq and aimed to find out the effect of using the Karrin's model in acquiring and retaining biological concepts among second-grade students. The research sample consisted of (61) students by (31) for the experimental group (30) for the control group. The researcher prepared a test consisting of (66) items. The type of multiple choice was verified its validity by presenting it to a group of arbitrators in education and methods of teaching science, measurement and evaluation and extracted its stability using Richardson's equation, as it reached (0.91) and after processing the data statistically, the research proved the superiority of the experimental group that was studied according to Karrin's models over the control group that studied in the usual way (Abu Ragheef, 2012).

3. Al-Janabi Study, 2015

The effect of the Woods and Landa models on the acquisition of historical and motivational concepts towards the subject among second-grade intermediate students

The study was conducted in Iraq and aimed to know the effect of Woods and Landa models on acquiring historical and motivational concepts towards material among second-grade intermediate students. The research sample consisted of (60) students, (30) in the experimental group and (30) for the control group. From (72) items, the outward verification of the subject, the difficulty, the discrimination, and the effectiveness of the wrong alternatives were obtained. As for its stability, it was extracted by the Cronbach Alpha equation, which reached (0.83) (Al-Janabi, 2015).

A Balance Between Previous Studies and The Current Study

Objectives

The current study agreed with the study of (Al-Asheqa, Abu Ragheef and Al-Janabi) regarding the goal in terms of acquiring concepts

- The school stage: The current study agreed with the Al-Janabi study in 2015 and the Abu Ragheef study in 2012 in terms of the intermediate stage and

differed with the Al-Asheqi 2010 study, which was conducted in the preparatory stage

- The study subject: Al-Aashqi 2010 chose the geography course. As for the Abu Ragheef 2012 study, the biology and al-Janabi study 2015 agreed with the current study in the subject, which is history.
- Statistical methods: The current study agreed with previous studies regarding the statistical means used to extract the results.

The location of the study

The current study agreed with the previous studies in the place of the study where it was conducted in Iraq.

Chapter Three

First - Methodology of Research

In this research, the researcher followed the experimental method because it is compatible with the nature of the research in order to know the effect of the Karrin's model in acquiring concepts and motivation towards history for second-grade intermediate students. Empirical research represents the most accurate types of research that can affect the causal relationship between the independent variable and the dependent variable in the experiment, instead of to limit the description of what is found, the researcher introduces the changes and notes the results by studying the opposing situations that have control all the variables except for the variable that the researcher is interested in studying (Wolfolk, 2015: 87).

Second - Experimental Design:

The researcher adopted the experimental design with partial control for two independent groups, the first representing the experimental group being studied according to the Karrin's model and the second representing the control group being studied according to the traditional method of post-test for both the achievement test and the motivation scale as shown in the figure.

Figure (1) Experimental design of the research

Prior Selection	Dependent Variant	Independent Variant	Efficiency	Group
Motivational Concepts Acquisition	Motivational Concepts Acquisition	Karrin's Model		Experimental
		Traditional Method	Control	

Third. The Research Community and Its Sample

A- Research community

The current research community consists of female students of the second intermediate grade, in governmental middle and high school day schools for girls in the Maysan Governorate Center / Amara District for the academic year 2017-2018.

A. Research Sample

The current research requires choosing one school from among the middle schools.

The researcher chose the random drawing method * Division (A) to represent the experimental group that will study the history subject according to the (Karrin) model, while Division (B) represented the control group, which will study the history subject according to the traditional method, and the number of students in the experimental group reached (30 1), and the number of students from the control group is (30) students, after the researcher excluded all (4) female students, by one student from the experimental group, and three students from the control group. The researcher believes that they have experience in the topics that are taught over the duration of the experiment, which affects the accuracy of the research results while keeping them inside the classroom in order to maintain order in the school, and excluding them only from the results. Thus, the research sample in its final form became (60) students, and Table (1) illustrates that.

Table (2): Number of Female Students from the Two Groups of Experimental and Control Research Before and After Exclusion

Group	Section	Number of Students	Number of unpassed female students	Number of female students after exclusion
Experimental	A	31	1	30
Control	B	33	3	30
Total		64	4	60

Fourth - parity of the two research groups

A- Chronological age calculated in months: -

For the purpose of parity between the members of the two groups, the arithmetic means and standard deviation of each of the experimental and control group were extracted, as the average age of the experimental group students was (196.22) months, and the average age of the control group was (197.54) months, by using the T-test. test) for two independent samples, the results showed that there were no statistically significant differences at the function level (0.05) with a degree of freedom (58), as the calculated T-value reached (0,201), which is less than the tabular value (1.99), which indicates

that the experimental and control groups are statistically equivalent in this variable, and Table (3) illustrates that.

Table (3) The arithmetic mean, standard deviation, T-value, and statistical significance for the ages of the students of the two research groups, calculated in months

Group	Sample Size	Mean	Std. Dev.	Freedom Degree	T-Value		Statistical Value
					Tabulated	Calculated	
Experimental	30	196,22	8,49	58	0.201	1.99	Not Sig.
Control	30	197,54	6,88				

4. Grades for The First Semester of History

The researcher obtained the grades of the students of the two research groups in the subject (history) for the first academic semester (02017-2018), from the register of the grades of the school administration Appendix (6). The control group (61,7) with a score, and when using the T-test for two independent samples to find the significance of the statistical differences, it was found that there are no statistically significant differences at the level of (0.05) as the calculated T value was (0,799), which is less than the tabular T value (1.99), and with a degree of freedom (58), which indicates that the experimental and control groups are statistically equivalent in the scores of the history subject for the first semester, and Table (4) illustrates that.

Table (4) The arithmetic mean, standard deviation, T-value, and statistical significance for the grades of the students of the two research groups for previous achievement

Group	Sample Size	Mean	Std. Dev.	Freedom Degree	T-Value		Statistical Value
					Tabulated	Calculated	
Experimental	30	63,27	9,74	58	0.799	1.99	Not Sig.
Control	30	61,7	9,4				

5. Intelligence Test

In order to verify the equivalence of the two research groups with the variable of intelligence, the researcher used the **Auts** test of general mental ability, which is a version that combines reliable and valid measures of intelligence, as well as the infinite ease of presentation and grading as presented by (Arthur S. **Auts**) in 1954 at Massagost University in America The test consists of (80) various items, and its purpose is to

measure general mental ability, and the total score is calculated by adding the scores on all the test items.

Each student's answer was corrected in light of the correction key for the test, Appendix (10), as it is given one score for each correct answer, and zero for each wrong or abandoned answer. And that the highest score that the student can obtain is 72 degrees, and the lowest score is (zero), and after the researcher extracts the final score for the students of the two research groups, Appendix (13) and according to the arithmetic mean, and the standard deviation of the experimental group students, as if the arithmetic average is (36.43), with a standard deviation (10.22), and while the arithmetic mean of the control group reaches (34.65), and with a standard deviation of (8.43). When using the T-test for two independent samples to find the significance of the statistical differences, it became clear that the difference was not statistically significant at the level of (0.05), as the calculated T value reached (0.081), which is smaller than the tabular amount of (1.99). With a degree of freedom (58), which indicates that the experimental and control groups are statistically equivalent in this variable, and Table (5) illustrates that.

Table (5) The arithmetic mean, standard deviation, T-value, and statistical significance for the grades of the two groups of research students for intelligence

Group	Sample Size	Mean	Std. Dev.	Freedom Degree	T-Value		Statistical Value
					Tabulated	Calculate d	
Experimental	30	36,43	10,22	58	0.081	1.99	Not Sig.
Control	30	34,65	8,43				

Search Requirements

1. Defining the Scientific Material

The researcher determined the scientific material for the research, which will be taught to the students of the research sample during the period of the experiment based on the content and vocabulary of the subject book Date Part Two scheduled for students of the second intermediate grade (2017-2018).

1- Chapter Three: Conditions of the Arabian Peninsula before Islam

2- Chapter Four: The History of Mecca before Islam

3- Chapter Five: The Messenger Muhammad (PBUH) in Makkah Al-Mukarramah

4- Chapter Six: The Messenger Muhammad (PBUH) in Medina

Setting the behavioral goals

The researcher prepared behavioral goals according to the behavioral goals included in the chapters (third-fourth-fifth-sixth) of the book on sociology for the second intermediate grade. It included (6) a historical concept. The researcher has (18) behavioral goals (Appendix 1) and verified their validity by submitting them to a group of experts in the field of teaching methods, educational and psychological sciences and history, and approved a percentage of agreement (80%) to maintain the item.

Preparing Teaching Plans

The researcher prepared teaching plans in the history subject for the subjects that were taught throughout the duration of the experiment, and the total number of teaching plans was (14) plans for the duration of the experiment. It concerns the students of the control group, and the plans were presented to a group of experts and specialists in teaching methods in the educational and psychological sciences to explore their opinions, observations and proposals to improve the formulation of those plans and make them sound to ensure the success of the experiment. 4) explains it.

Two Search Tools

1. Concept acquisition test

The researcher prepared the historical concepts acquisition test in light of the behavioral objectives (definition - discrimination - application), where the test included (18) test items of the multiple-choice type after confirming their validity by presenting them to a group of experts in the field of educational and psychological sciences and approving an agreement rate of (80%) to retain the test item and all items have been approved.

2. Motivation scale

One of the requirements of the current research is the preparation of a scale used to measure the motivation of the second-grade intermediate students towards the subject of history. The researcher built a motivation scale consisting of 20 (items) Appendix (3) that was verified by presenting it to a group of experts in educational, psychological and history disciplines. Items by expert agreement.

Applying Two Search Tools:

The researcher applied the historical concepts acquisition test on the students of the two research groups on Sunday 4/21/2018 after informing the two research groups of the test date one week before it was conducted in order to achieve parity among the research sample students in preparing for the test. The highest score is (1) and the lowest score is (zero).

As for the measure of the trend towards the subject of social studies, it was applied to the students of the two research groups on Thursday, 25/4/2018, and the students' answers were corrected so that the measure of motivation towards history consists of (20) paragraphs Appendix (3)

Statistical means

The researcher used the appropriate statistical means in the current research with the help of the statistical package program SPSS.

Chapter Four Result Presentation

1. Results of the first hypothesis

(There are no statistically significant differences at the level of significance (0.05) between the average scores of the experimental group students, who study using the Karrin's model, and the average scores of the control group, who study in the traditional way in the concept acquisition test).

In order to verify the validity of the first hypothesis, the researcher used the T-test for two independent samples, and it became clear that the average grades of the experimental group students, who studied the history material on according to the (Karrin) model, reached (35.7) degrees and with a standard deviation (4.1), while it reached an average The scores of the control group who studied history using the traditional method are (30.81) degrees, with a standard deviation (4,01), and when using the T-test for two independent samples to find the significance of the statistical differences, it became clear that there are statistically significant differences at the level (0). (05), in favor of the experimental group, as the calculated T value was (4,122), which is greater than the tabular T-value (1,99), and this means that there are statistically significant differences, and in favor of the experimental group, and thus rejects the first null hypothesis, and the table (6) explains that.

Group	Sample Size	Mean	Std. Dev.	Freedom Degree	T-Value		Statistical Value
					Tabulated	Calculate d	
Experimental	30	35.7	4.1	58	4,122	1.99	Not Sig.
Control	30	30.81	4.01				

2. The results of the second hypothesis

Table (7) Arithmetic Means, Standard Deviations, T-Value, Tabular and Computed in The Measure of Motivation Towards the Material of History

Group	Sample Size	Mean	Std. Dev.	Freedom Degree	T-Value		Statistical Value
					Tabulated	Calculate d	
Experimental	30	17,7	2,117	58	4,028	1.99	Not Sig.
Control	30	16,5	1,571				

(There are no statistically significant differences at the level of (0.05), between the average scores of the experimental group students, who study using the Karrin's model, and the average scores of the control group students, who study in the traditional way in the motivation scale.

In order to verify the validity of the second hypothesis, the researcher used the T-test for two independent samples, and it became clear that the average scores of the experimental group, who studied history on according to the (Karrin) model, in the motivation scale were (17.7), with a standard deviation (2,117), while the arithmetic mean of the group was Control (16,5) with a standard deviation (1,571), as the calculated value reached (4,028), which is greater than the tabular value (1,99) and with a degree of freedom (58). This means that there are statistically significant differences, and in favor of the experimental group, and thus the null hypothesis is rejected the second and table (7) above illustrate that.

The second and table (6) above illustrate that

Conclusions

1. Teaching using the Karrin's model has proven to be more effective than the usual method.
2. Karrin's model helps to organize knowledge in a coherent manner in the acquisition of concepts.
3. The importance of models in teaching and their effectiveness in increasing participation, motivation and understanding of the scientific material.

Recommendations

1. Intermediate school history teachers rely on using the Karrin's model in teaching history.
2. Holding training workshops for history teachers to train them in the use of modern models and strategies in teaching.
3. The necessity for history teachers to use teaching models that increase motivation in the lesson because they contribute to increasing learning, such as the Karrin's model.

Suggestions

1. Conducting a study similar to the current study, in other stages and subjects.
2. Conducting a study similar to the current research, with other variables.
3. Conducting a study aimed at finding out the effectiveness of the Karen model in middle school achievement.

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