

# The need for knowledge among students of the fourth literary grade in the subject of history

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## Abstract

The current research aims to identify- The need for knowledge among literary fourth-grade female students.

The research population consists of (928) literary fourth-grade female students for the academic year 2021-2022 in Baqubah district. In order to achieve the objectives of the research, the researcher adopted the descriptive (relational) approach as a research methodology for her study. The researcher prepared the need for knowledge scale, consisting of (30) items and she identified five alternatives for the scale (always, often, sometimes, rarely, never) and the weights of these alternatives (5, 4, 3, 2, 1). The psychometric properties of the scale were extracted. To complete that, the tools were applied to the basic research sample of (269) female students from the research population mentioned above. Then the data has been analyzed using the statistical package for social sciences (spss) and the results were as follows:

The literary fourth grade students have a need for knowledge.

In light of the research results, the researcher presented a number of conclusions, and Recommendations.

**Keywords:** Need, Knowledge, Fourth literary.

## INTRODUCTION

Research problem:

Students in general and middle school students in particular suffer from apparent and clear weakness in their achievement of history. They also suffer from a problem in understanding its various phenomena and different topics, with the inability to comprehend the events that took place and understand their causes or factors that led to them, and then they suffer from their inability To take advantage of this information in their educational life and benefit from it in their knowledge and historical inventory and increase their historical and scientific culture, and this was confirmed by many studies and literature as a study (Al-Dulaimi 2001, Ibrahim 2012, Al-Obaidi, 2013)

History subject, despite its great importance, still suffers from students' weakness in acquiring the knowledge and information it contains and at various academic levels (Al-Rashidan and Jainani, 2002, 43).

This is what the researcher notes through her work in the field of teaching, as well as through the exploratory questionnaire that she directed to male and female secondary and middle school teachers in Baquba district, which included two open-ended questions, as the first question was: Did you notice the students' interest and practice in the variable of the need for knowledge?

The problem of learners' weakness in acquiring history subjects has become one of the problems present with most teachers and in most academic levels, despite the efforts made by researchers to overcome such difficulties, but those efforts have not yet reached those successful solutions in solving these problems, and the reason may be due To not pay attention to the educational variables that effectively affect the process of teaching history, and among these variables are thinking, motivation, readiness, and the need for knowledge, which are also of great importance in their impact on students' achievement in history and at all academic levels (Hallaq, 2008-88). From this point of view, the researcher wanted to do this study in order to help reduce this problem or reduce its significant effects by formulating the problem of the current research in the form of the following question:

Do fourth-grade literary students enjoy the need for knowledge variable in history?

#### Research importance:

The great scientific progress that the world is witnessing today, especially in the field of education, requires those in charge of the educational process to keep pace with this progress and work hard to find ways and methods that help advance the education process (Al-Fatlawi, 2008, 145).

The science of education is the strongest pillar among the pillars of society that helps to achieve the loftiest educational and cultural goals in society and the human being within it. Marei and Al-Hila, 2000, 46).

In order for the history teaching process to achieve its desired goals in developing the students' various abilities and acquiring the skills and ability to conduct the processes of analysis, discussion, synthesis and conclusion with them.

The need for knowledge is the basis of learning, and it is the effective medium for the learner in developing his cognitive and intellectual abilities and skills, as by means of which he can develop his cognitive abilities by acquiring and developing his thinking abilities and developing his skills in understanding, awareness, observation, conclusion, information analysis and composition, induction to issues and problem solving, and the ability to recognize and explain causal relationships and the ability to Predicting things and being able to consciously observe and control and many other skills that open up to the learner when the need for knowledge is optimally completed and when it is stable, he has an important basic need that he seeks to develop continuously until the ability to control it as a stable skill for him (Al-Zahir, 2009, 8), and from The previous presentation shows the importance of the research as follows:

1- The importance of the need for knowledge as it is one of the basic needs of the human being in general and the student in particular.

2- The importance of correlational studies as descriptive and analytical studies that are concerned with discovering the relationships between variables and revealing the practical benefit that can be gained from them in the educational and psychological arena.

Research Objectives: The current research aims to identify:

The need for knowledge among students of the fourth literary grade.

Research limits: The current research is determined by the following:

1- Human limits: fourth-grade literary students in government secondary and preparatory schools for girls affiliated to the General Directorate of Education in Diyala / Baquba City / Baquba District Center for the academic year (2021-2022).

2- Spatial boundaries: the governmental secondary and preparatory schools for girls affiliated to the General Directorate of Education in Diyala / Baquba City / Baquba District Center.

3- Time limits: the first course (the first semester of the academic year 2021-2022).

4- Scientific limits: the need-to-know scale, the degrees of the need-to-know scale.

Define terms:

First, the need to know:

\*- I knew it (Cacioppo & Petty: ((The individual is preoccupied with cognitive activities that require great effort))

Caeipoppo & Petty, 1998; 116)).

\*- Al-Atabi (2013) defined it as ((a state of tension in the form of questioning, research and curiosity that arises in the individual as a result of his inability to understand, interpret and conclude a number of practical and theoretical situations that he faces in life)) (Al-Atabi, 2013, 8).

The researcher defines it procedurally as: the total score obtained by the students of the fourth literary grade (the research sample) on the scale of the need for knowledge that was applied to them.

Third: - History: He defined several definitions, including:

\*- That it is an art that tells us about the conditions of the prophets in their lives and the kings in their countries and their politics so that the benefit of following that is achieved for those who seek religious and worldly conditions (Ibn Khaldun, 1997, pp. 9-10)

\*- That it is an investigation process into the historical incident, and this is done through a trip or a sighting. (Al-Masoudi, 1984, p. 84)

Fourth: The fourth literary grade: It is the first grade of the preparatory stage within the literary branch. (Ministry of Education - Social Sciences Curriculum Division, 2016).

\*- Procedural definition: it is what the students of the research sample obtained from facts, concepts, principles and historical generalizations that were included in the book on the history of Arab-Islamic civilization for students of the fourth literary grade to be taught by the Ministry of Education in Iraq.

## Theoretical aspects and previous studies:

The importance of the need to know:

The study of the need for knowledge is one of the very important things in the world of research and study in the fields of education and psychology, as it is one of the variables that affect and are affected by many other behavioral variables that man does and considers very important for his public life in general and his study life in particular, that the need for knowledge is affected by factors including intelligence, memory, attention, thinking, mental strength and mental abilities, and all of these variables are among the biggest challenges of the modern era in the world of knowledge and academic achievement, as they are the basis on which man depends in discovering the world, knowing and organizing his life, and mastering the skills necessary for a better understanding of reality and the future. (Abdullah, 2003, 72) I have already conducted a large number of studies and research that dealt with the issue of the need for knowledge and its relationship with other educational variables that affect and are affected by it, especially the issue of memory, which is one of the important foundations in learning and academic achievement. And strong between the need for knowledge and memory, which is one of the variables on which many learning processes are built and is one of the pillars of the success of the learning and teaching process. (El-Desouky, 2014, 22)

Dimensions of the need to know:

Since the need for knowledge is the individual's desire to learn, explore knowledge, curiosity, and identify the unknown, it represents the individual's own tendency towards curiosity, knowing new things and information, and knowing the reality of the individual and his external surroundings. Main is the following:

- 1- The field of cognitive depth: the cognitive depth is represented by the individual's need to know how to enjoy and work in a way that is immersed in deep and long continuous thinking, which is represented by depth and challenge, that is, the individual's challenge to his own abilities in order to learn new ways of productive and useful thinking.
- 2- The field of cognitive perseverance: cognitive perseverance means the tendency of the individual to engage in thinking and constantly delve into thinking in a continuous and complex manner.
- 3- The field of cognitive confidence: It refers to the individual's tendency to listen and to engage in finding new solutions to all the problems that direct him by adopting thinking methods and adopting thinking as a way of life and learning style for the individual in carrying out his educational responsibilities that depend thinking in most cases.

(Melhem, 2017, 140)

previous studies

1- Al-Khazraji's study (2003):

The study was conducted in Iraq, University of Baghdad, and aimed at (the need for knowledge and its relationship to solving problems among students of the University of Baghdad), and included three faculties of humanities, (Arts, Education, Ibn Rushd, and Languages). After defining the analytical descriptive study method, and then defining the study sample with (300) male and female students who were selected by the stratified random sampling method from within the research community for the academic year (2002/2003) and the results showed the following:-

- 1- University students enjoy the need for knowledge.
- 2- The students of the university outperform the female students in their enjoyment of the need for knowledge.
- 3- There is a positive relationship between the variables of the need for knowledge and the method of generating ideas among university students. (Al-Khazraji, 2003).

2- The study of Al-Khalidi and Iman (2015)

The study was conducted at the University of Baghdad / College of Fine Arts, and aimed to know (the need for knowledge and problem solving among students of the Institute of Fine Arts) and to know the correlation between the need for knowledge and problem solving among students, the study followed the descriptive research method, and the research community was identified from the students of the Institute Fine Arts in Baghdad (morning study for both sexes) and for the academic year (2013-2014), a sample of (400) male and female students were randomly selected. Five scales, while a problem-solving scale was built, consisting of (53) items, and the two research tools were applied, then data were collected and analyzed by appropriate statistical means. The study reached the following results:

1- The students of the Institute of Fine Arts have a problem-solving style and they have a high level of need for knowledge, and that males have a higher level than females in solving problems and in the need for knowledge.

2- There is a positive correlation between the need for knowledge and problem solving among students of the Institute of Fine Arts. (Al-Khalidi and Iman, 2015)

\*- Aspects of benefiting from previous studies: - The researcher has benefited from previous studies in the following matters.

1- Formulate the research problem.

2- Seeing and benefiting from the theoretical aspects.

3- Draw the steps for conducting the current study of the research methodology.

4- Choosing the appropriate statistical means.

## Research Methodology and Procedures

This chapter includes the procedures of the research method from defining the population, methods of selecting the sample, how to build the research tool and its procedures, down to the statistical methods used.

First: Research Methodology:

In her study, the researcher relied on the correlative descriptive approach, which is more suitable for studying most human fields, as the descriptive research method is one of the most widespread types of scientific research. Its various elements, and it does not stop at the limits of description, but goes beyond that to analyze, interpret, compare, and evaluate in order to reach meaningful scientific designs on the phenomenon (Al-Zoba'i and others, 53:1981).

Second: search procedures

1 - Research community:

The research community is represented by all the individuals, things or elements who represent the subject of the research problem, and it is possible for the researcher to generalize the results of his study to them (Al-Asadi and Faris, 2015, p. 114)

The current research community consists of students of the fourth literary grade who study in the government secondary and preparatory schools for girls affiliated to the General Directorate of Education of Diyala Governorate, Baquba District / Center for the academic year (2021/2022), and their number is (928) students.

\*-The research sample:

The research sample is a subset of the research community, and it is the best representative of the elements of the community, so that the results of that sample can be generalized to the entire community and make inferences about the parameters of the community (Abbas et al., 2009, p. 218).

Since the current research community consists of (928) students, the researcher chose a percentage of (29%), which represents (269) students out of the research community representing the basic sample.

**Table (1)** The schools of the research sample and the number of their students

The number of her fourth-grade literary students	School name	ت
85	w/ Adnaniyah for girls	1
66	A/ Ghaida Kambash for girls	2
42	w/ Jumana for girls	3
76	A/ Thuwaibah Al Islamiyah for Girls	4
269	the total	

3- Search tool:

To achieve the objective of the current research in measuring the need for knowledge of the fourth literary female students (the research sample), and after reviewing the literature and previous studies that targeted the subject of the need for knowledge, the researcher built a scale of the need for knowledge as the researcher identified three areas: The first (the field of cognitive depth), the second (the field of cognitive perseverance), and the third (the field of cognitive confidence) and 32 paragraphs were formulated, and each paragraph had five alternatives (always, often, sometimes, rarely, never) and two paragraphs were omitted because of the arbitrators' disagreement with them, and Table (2) shows the areas of The need for knowledge and the number of its paragraphs.

**Table (2)** Domains of the need-to-knowledge scale

relative weight	Paragraph numbers	number of paragraphs	Main areas
31,25	10-1	10	cognitive depth field
34,37	21-11	11	Cognitive perseverance
34,37	32-22	11	Cognitive confidence domain
%100		32	the total

The bikes (5, 4, 3, 2, 1) were allocated to answer the scale, as the score (150) represents the highest score that the respondent can get on the scale, while the score (30) represents the lowest score that the respondent can get with a hypothetical average of (90) degrees.

\*- Validity Scale: The validity of the scale was verified through the following:

a. Virtual honesty: Face - Validity

&This type of honesty was achieved in the scale when its paragraphs were presented to a group of experts and arbitrators, and approval was obtained by more than (85%), as mentioned in the validity of the paragraphs.

B. Constructive Validity: The researcher worked to verify structural validity through the following:

\*- The relationship of the degree of the paragraph with the total degree of the field to which it belongs:

To find the relationship with the degree of the paragraph and the domain to which it belongs, the Perion correlation coefficient was used because the correlation coefficient represents the validity coefficient of the paragraph (Anastasi: 1988; 210). , 96) at a level of significance (0.05) and a degree of freedom (353), and Table (3) shows this.

**Table (3)** The values of the correlation coefficients The relationship of the degree of the paragraph with the total degree to which it belongs for the need-to-know scale

Calculated T-value	Correlation coefficient value	Paragraph sequence	the field
15.774	0,643	<b>1</b>	<b>cognitive depth</b>
12.799	0,563	<b>2</b>	
7.934	0,389	<b>3</b>	
8.949	0,430	<b>4</b>	
6.906	0,345	<b>5</b>	
14,165	0,602	<b>6</b>	
13,837	0,593	<b>7</b>	
9,180	0,439	<b>8</b>	
9,923	0,467	<b>9</b>	
6,838	0,342	<b>10</b>	
10,790	0,498	<b>11</b>	<b>cognitive perseverance cognitive confidence</b>
10,934	0,503	<b>12</b>	
10,561	0,490	<b>13</b>	
13,517	0,584	<b>14</b>	
10,533	0,489	<b>15</b>	
15,322	0,632	<b>16</b>	
10,364	0,483	<b>17</b>	
8,949	0,430	<b>18</b>	
6,838	0,342	<b>19</b>	
14,239	0,604	<b>20</b>	
10,504	0,489	<b>21</b>	<b>cognitive confidence</b>
10,225	0,478	<b>22</b>	
10,905	0,502	<b>23</b>	
14,055	0,599	<b>24</b>	
17,095	0,673	<b>25</b>	
9,025	0,433	<b>26</b>	
9,077	0,435	<b>27</b>	
10,675	0,494	<b>28</b>	
15,322	0,632	<b>29</b>	
8,151	0,398	<b>30</b>	

The value of the tabular correlation coefficient at the significance level (0.05) and the degree of freedom (353) equals (1.96)

\*- Experimentation:

The exploratory experiment is important because it supports the opinions of the arbitrators in order to ensure the clarity of the instructions and paragraphs of the scale and the extent to which the sample members understand the answer alternatives. The scale was applied to a random sample of the research community, which numbered (40) students on Wednesday 19/1/ 2022 and it was found that all the paragraphs are clear And understandable in terms of meaning, wording and style, as it was found that the average time for answering the items of the scale (26) minutes on the scale of the need to know.

\*-Statistical analysis of the scale items

1- The discriminatory power of the paragraphs through the method of the two extreme groups. The results showed that all the paragraphs are distinct between the upper and lower groups.

2- The relationship of the paragraph's degree with the total degree of the scale: it was found that all the paragraphs of the scale are related to its total degree.

3- The relationship of the paragraph's degree with the domain to which it belongs: it was found that all the paragraphs of the scale belong to the domain of each of them.

4- The relationship of the scale domains with each other and the total score (the internal correlation matrix), and it was found that all correlation coefficients for each domain with the other domains and the total score are statistically significant, and this indicates that all domains measure the same attribute.

\*- Scale stability:- For the purpose of finding the stability of the need-to-knowledge scale, the researcher relied on:

1- Half-segmentation method:-

The researcher worked on calculating the invariance by the method of split-half, as the same statistical analysis sample forms were withdrawn, then the scale items amounting to (30) items were distributed into two groups according to their sequence to the group of individual items and the set of even items, and the Pearson correlation coefficient was calculated, which amounted to (0.84). Then it was corrected statistically by the Spearman-Brown equation, so the test reliability coefficient became (0.91) and this is a high indicator of the scale's stability (Odah and Al-Khalili, 1988: 146).

2- The Facronbach method:

The goal of finding the reliability coefficient in this way is to ensure the consistency of the individual's answer on the scale from one item to another, as the homogeneity of the items indicates the stability of the responses of the individuals on the scale, and that the content of the scale whenever it is homogeneous, the stability of the internal consistency will be high (Al-Zamili et al., 2009, P. 276) and to extract stability accordingly, the Facronbach equation was applied to the responses of the statistical analysis sample, which amounted to (150) students, and the value of the reliability coefficient reached (0.77).

Describe the scale in its final form

The construction of the scale of the need for knowledge in its final form consists of (30) items, distributed over three domains, with (10) items for the domain of knowledge depth, (11) items for the domain of cognitive perseverance, and (9) items for the domain of cognitive confidence, in the light of which the examinee chooses from Five graded alternatives, ranging from (5) to (1) according to the alternative that approaches or diverges from the need for knowledge, so the highest score that the respondent can obtain on the scale is (150) degrees and the lowest score is (30), while the mean is The hypothesis of the scale is (90) degrees.

\*- The ultimate application of the search tool:

After completing the preparation of the research tool and with the aim of achieving the goal of the research, the researcher applied to the research sample consisting of (269) female students from (4) schools through her visit to schools (the research sample) and with the help of history teachers, and the application period continued from Tuesday, 18/1/ 2022 until Thursday, January 20, 2022.

\* Statistical Means: The researcher used the appropriate statistical means to address the research procedures through the Statistical Portfolio for Social Sciences (19) edition (spss).

## Presentation and Interpretation of Results:

The first goal: to identify the need for knowledge among the students of the fourth literary grade:

1. To achieve this goal, the scale of need for knowledge was applied to the research sample of (269) students, and the results

showed that the arithmetic mean of the research sample of fourth-grade literary students (116,747) and the variation of (418,652) for the level of statistical significance (0.05), While the hypothetical mean of the scale was (90), and using the t-test for one sample, it appeared that the difference was statistically significant, as the calculated t-value amounted to (39,332) and it is statistically significant greater than the tabular t-value of (1.96) and at the level of significance (0, 05) and a degree of freedom (353), which indicates that the research sample of fourth-grade literary students is characterized by the need for knowledge. Table (4) illustrates this.

**Table (4)** Arithmetic mean, standard deviation, and (t) value for one sample on the need-to-know scale for fourth-grade literary students in history

Indication level Statistics(0,05)	value (t) tabular	value (t) calculated	hypothetical mean	variance	SMA	the sample	variable
Statistical function	1,96	39,332	90	11,153	116,747	269	need to know

The result of the current research was in agreement with the results of the study (Al-Khazraji 2003, Al-Khalidi and Iman 2015).

Second: Interpretation of the results:

The researcher tries to discuss the results in light of the research objectives as follows: The results of the first objective, which states (recognizing the level of need for knowledge among the literary fourth grade students), showed that the fourth literary grade students are characterized by the need for knowledge. This result can be explained in the light of the characteristics of female students in this age group on the one hand and the nature of the concept of the need for knowledge on the other hand. of knowledge, information and facts, and this is consistent with the nature and characteristics of the concept of the need for knowledge that pushes the individual to obtain more information permanently and continuously in pursuit of information acquisition and increase.

## Conclusions, Recommendations, Suggestions

First: Conclusions: Based on the findings of the research in the current study, the researcher concluded the following:

- 1- The students of the fourth literary grade have a good level of need for knowledge, and that the students carry out scientific and historical activities in the classroom as a result of a self-act that provokes their cognitive thinking.
- 2- The students who learn the need for knowledge get higher grades in the achievement exams than the students who do not learn the need for knowledge by increasing their learning because the need for knowledge is the effective tool for achieving fruitful classroom learning.

Second: Recommendations:- In light of the results of the research, the researcher can recommend the following:

- 1- The necessity for male and female teachers to pay attention to the need for knowledge and their interest in the school environment and the mental, psychological and social needs of students in order to help and encourage them to accept information, know different skills, search for knowledge, and bear the difficulties and troubles in order to obtain it.
- 2- Urging female students to hold various scientific and cultural seminars and competitions, assigning them to projects and scientific research, and rewarding female students who contribute to distinguished scientific activities.
- 3- Benefiting from the need for knowledge scale by using it to test the students at the beginning of each academic year in order to distribute the students according to their needs for knowledge and the different values they tend to, which works to increase their academic achievement.

Third: Suggestions: To complement the requirements of the current research and to develop it, the researcher suggested a number of proposals, including the following:

- 1- Conducting an empirical study to find out the effect of socialization methods on the level of need for knowledge among university students.
- 2- Detecting the need for knowledge for other stages of study, such as the university and according to the colleges and the scientific specialization of the study.
- 3- Building an educational program to develop the need for knowledge among middle school students in Iraq.

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