

The Effect of Corrective feedback on the attainment of fifth grade students in the subject of social studies

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Abstract

This research is aimed at determining the impact of Corrective feedback on the socialization of students in the fifth grade of primary education. The research was limited to a sample of 60 students in the fifth grade of primary education at a primary school for boys in the Nile area of the province of Babylon. The researcher identified the scientific material for research students, the third unit comprising (chapter I and II) of the social book scheduled by the Ministry of Education. It prepared behavioural targets in accordance with the content of the 119 study. The first three levels of the classification were defined for the knowledge field and were offered to a number of specialists. For the purpose of the research, the researcher developed a zero hypothesis and selected a pilot design with partial seizure of two sets, one experimental and the other controlled.

Chapter I

The Search Problem

The rapid change in all spheres of life and the explosion of knowledge and technology makes the introduction of modern means necessary to achieve the goals of educational institutions and to meet the challenges (Scream, 2007, p. 17). The educational process undoubtedly faces considerable challenges in the face of changes in educational and educational theories and other currents (Jacobi, 2011, p. 5). We note that the role of the teacher has not changed for two decades to teach the subjects described to students and prepare a preparatory plan on the subject. The teacher does not propose any additional readings for students except the school book (Tile, 2002, p. 293). This is no longer logical and unacceptable in the era of the information revolution and its invasion of the time and space limits (Gbisi, 2001, 234).

Importance of research

Many teachers and parents complain about students neglecting their lessons and even the glory of them not doing everything in their abilities during school, for many reasons, but most importantly because students don't know how to learn. They used to give the teacher things to them and do experiments and solve

issues, and even if they do work themselves, they often do it in a robotic way because the teaching methods that they teach rely most on to meet and give ideas are ready. (Abd al-Karim, 2001, p. 50)

Education emphasizes the need to adopt appropriate methods at the primary level that are consistent with children's level of thinking so that they do not rely solely on basic reading, writing, math and information acquisition skills, but rather on mental abilities and thinking processes that approve the child's stage of thinking (Gymmy 2001, p. 2) and Corrective feedback are important in the area of learning-related research because it is now one of the most frequent practices of teachers in the classroom as an educational tool through which desired educational outcomes can be achieved. The process of drawing up teachers' personal grades and comments orally or in writing is only an example of Corrective feedback.

III. The objective of the research is to identify the impact of re-nutrition on the attainment of students in the fifth grade of primary education in the subject of socialism.

Fourth: The theory of research: there are no statistically significant differences at a significant level (0.0.0.) between the average grades of students studying according to the use of instant retrofit (pilot group) and the average grades of students studying in the normal method (modified group) in the test for the purpose.

V: Search limits: Current research is limited to:

1. Spatial boundaries: primary boys day schools in the province of Babylon.

2. Human boundary of students in the fifth grade of primary school.

Time limits: second semester of the school year (2017 - 2018)

4. Scientific boundaries: final chapters (II-III) of the book of meetings to be taught to the fifth primary grade of the Ministry of Education (2017-2018).

Definition of terms:

1. Immediate Corrective feedback:

Azerbaijan: (1991) (information directly related to observed behaviour and its direct tracking, and providing the learner with the information, guidance and guidance necessary to promote, develop or correct the behaviour) (Zerojai 1991, 180)

Procedural definition: It is the information provided to the student of the fifth grade of primary school (the research sample) on the extent to which his response to the short test he is undergoing in the subject of social studies is correct at the end of the study, by presenting the correct answer to him to prove his correct answer, and by correcting the incorrect answer by establishing the correct answer above him in the same lesson.

2. Collection:

QARA: (1970) (completion in a particular subject or set of subjects assessed in grades and according to local examinations) (QARA, 1970, p. 5).

Procedural definition of collection: The amount of knowledge, understanding, application,

analysis, composition and evaluation obtained by students in the fifth grade of primary education (the research sample) is an indication of the degrees in the collection test designed for this purpose.

(Chapter II) Theoretical framework

There are the following types of Corrective feedback:

- 1- Refurbishment source (internal: external).
- 2- Synchronization with response (final syndrome).
- 3- Time between response and Corrective feedback (immediate, deferred).
- 4- Form of Corrective feedback information (verbal, written).
- 5- Distribution of Corrective feedback (segregated, cumulative).
- 6- Quantity of Corrective feedback information (relative repetition, absolute repetition).
- 7- The nature of Corrective feedback (individual, group).
- 8- After Corrective feedback (positive, negative)

Four functions have been identified for Corrective feedback, as follows:

- 1- Guidance Corrective feedback: In other words, it leads to the learner correcting subsequent responses in the light of his knowledge of his mistakes in his initial responses.
- 2- Responsive Corrective feedback: In the sense that it consults the motivation of the learner, to make constant and continuous effort and perseverance to learn or perform better later.
- 3- Correctional Corrective feedback: The teacher takes a scientific basis in telling the learner his or her position among his or her classmates in terms of their level of education or study, or telling the learner of his or her level and progress according to specific criteria for a course. (Absolutely and Others 2000,32)

Importance of Corrective feedback

The Corrective feedback informs the learner of a learning outcome that is correct or incorrect, thus reducing the anxiety and tension that a learner gets if he does not know the learning results.

4- The activity of the learner promotes and encourages him or her to continue the learning process longer than it is, thus helping to strengthen the learning and learning process.

5- Knowing the learner's answer, and the reason for his error, convinces him that he is responsible for this error, which leads to a doubling of his efforts to overcome the error.

6- Correcting an incorrect answer to the learner leads to its elimination and replacing it with the correct answer.

7- The use of Corrective feedback can stimulate the learning process, increase the motivational level of the learner and keep both teachers and learners in constant motion to achieve the desired goals. (Scream 2007, p. 560-562)

Previous studies:

Abby Al-Hayja study 1987 (impact of the time of submission of the revised nutrition and the number of tests in the collection of female students in the third preparatory class in the subject of geography)

This study was carried out in the Kingdom of Jordan by the University of Yarmouk, the Faculty of Education, and was aimed at studying the impact of the time of the introduction of re-feeding and the number of tests in the collection.

The research sample was composed of 200 female students divided into four groups, as follows:

1. The first group was composed of 50 female students who received instant Corrective feedback and nine tests.

The second group was composed of 50 female students who received instant Corrective feedback and five tests.

The third group consisted of 50 female students who received deferred renourishment and nine tests.

Fourth group: 50 female students with deferred re-nutrition and five tests.

The study attempted to answer the following questions:

1. Are there statistically significant differences at a level (0.05) attributable to the time of submission of the Corrective feedback, the number of tests, or the interaction between the time of submission of the Corrective feedback and the number of tests?

The searcher used a collection test that was genuine and consistent in arriving at the collection results of the collections. He also used the analysis of the two-fold imbalance between the results of the groups and the indications of statistical differences. The results were as follows:

1. There are statistically significant differences between the groups that received immediate and deferred nutrition for the benefit of the group that received immediate referenced nutrition...

2. There are statistically significant differences between the groups that have been subjected to various tests for the benefit of the groups that have been subjected to a greater number of tests.

3. There are no statistically significant differences between the groups due to the interaction between the time of submission of the Corrective feedback and the number of tests. (Abby Al-Hayjah, 1987, p. 7)

Foreign study

Kipple 1975 (Information Corrective feedback Need Achievement & Retention)

This study was conducted in the United States of America in New York City and was intended to answer the following questions:

1. What effect does the scheduling of Corrective feedback times have on retention?

2. What effect does the necessary collection have on retention?

3. How does collection need to change the effect of Corrective feedback scheduling on retention?

The research sample was made up of 260 students who were distributed to four groups, as follows:

1. The first experimental group was immediately fed back.

2. The second pilot group was subjected to one day s deferred review feeding.
3. The third pilot group was subjected to two days deferred re-nutrition.
4. The fourth pilot group was subjected to three days review feeding.

To achieve the objective of the search, the Seeker has formulated three alternative hypotheses...

1. Refurbishment time has different effects on retention.
2. A positive relationship between collection and retention.
3. There is a relationship between the effect of collection and the time lag of Corrective feedback in retention.

The searcher used a collection test consisting of 20 multiple selections and used the same test in a different order as a retention test.

The researcher also used the variance analysis to arrive at the results, as follows:

1. The group that received deferred return feeding for one day is more than the group that received immediate Corrective feedback in the retention test.
2. There are no statistical differences between deferred re-nutrition for one day and two days.
3. A positive relationship between collection and retention.

4. There is no interaction between the collection test and the Corrective feedback programmes. (127 x Kippel x 1975)

CHAPTER III: RESEARCH METHODOLOGY AND PROCEDURES

In this chapter, the researcher described the research methodology and procedures for selecting the experimental design, identifying and designating the research community, the sampling method and the methods for the equivalence of the two groups, presenting the requirements, tools and procedures for their application, and selecting the statistical methods and processes used to process data and analyse results.

I. Experimental approach: The researcher chose a micro-sequestration experimental design, because it is more suitable for its research procedures.

II. The research community and its designation

The research community has identified the following: the current research community has been affected by the primary grade 5 students of the Nile primary school for boys in the province of Babylon for the academic year (2016-2017), and there have been 60 students in the sample.

III. Equivalence of the two research groups: age of time calculated by months

The results showed that there were no statistically significant differences between the two research groups in this variable and table (1) this shows:

Table 1. Equivalence of the two research groups in the age variable of students in months.

Signal level (0.05)	T-value		Degree of freedom	Variance	Calculating average	Number of sample members	Group
	Schedule	Accounted					
Statistically non-deficit	2,000.	0,758	58.	152,27.	156,83	30.	Experimental
				115.56	154.56	30.	Officer.

2. Fathers educational attainment: The experimental research and control groups are

statistically equal in the frequency of fathers educational attainments, and table 2 shows this:

Table 2 Repetitions of students parents educational attainments, research groups and values (Ka2)

Significance level	Schedule	Accounted	Degree of freedom	Institute and above	Preparatory	Medium	Primary and below	Sampling number	Group
Non-Statistically	7,815	3,415	Three	10	Nine.	Six.	Five.	30.	Experimental
				7	Five.	Nine.	Nine.	30.	Officer.

3. Mothers' educational attainment

The results show that there are no statistically significant differences between the two groups.

This shows that the research groups are equal in the educational attainment of mothers, and table 3 shows this:

Table 3 Repetitions of students' mothers' educational attainments (K2) (calculated and scheduled)

Significance level	Schedule	Accounted	Degree of freedom	Institute and above	Preparatory	Medium	Primary and below	Sampling number	Group
Non-Statistical D	7,815	ooh, ooh, ooh, ooh,	Three.	7	Six.	Nine.	8	30.	Experimental
				Six.	7	Nine.	8	30.	Officer.

Students' degrees in the subject of social studies in the mid-year examination for the academic year (2016-2017).

The two research groups are equal in previous educational attainments and table 4 shows this:

Table 4: Students' grades in the two sets of semi-annual examinations.

Signal level 0.05.	T-value		Degree of freedom	Variance	Calculating average	Number of sample members	Group
	Schedule	Accounted					
Statistically non-deficit	2:00.	1.43	58.	360,62.	72,93.	30.	Experimental
				349,31.	65,93.	30.	Officer.

IQ Test

The researcher applied Raven's IQ test. It was found that the difference was not statistically significant at a significance level (0.05), as the

calculated T-value (0.200) was smaller than the T-value (2,000) and freely (58). This indicates that the two groups are equal in this variable and table 5 shows this:

Table 5 Equivalence of the two research groups in the IQ test.

Signal level 0.05.	T-value		Degree of freedom	Variance	Calculating average	Number of sample members	Group
	Schedule	Accounted					
Statistically non-deficit	2,000.	0,200	58.	52.56	21.2.	30.	Experimental
				30,69.	20,86.	30.	Officer.

IV. Seizure of invasive variables: the physical variables that can affect the course of the experiment have been confirmed and the following have been identified:

- Experimental conditions and associated incidents
- Experimental waste.
- The maturing factor.
- The differences in the choice of groups.
- Search tool.
- Search confidentiality
- Study material
- Duration of the experiment

V. RESEARCH REQUIREMENTS

1. The definition of scientific material: Prior to the beginning of the experiment, the researcher

Table 6 shows the number of behavioural objectives per chapter and level.

Number of behavioural targets	Application	Understanding	Knowledge	Subject
32.	8	11.	13.	Chapter V.
30.	1	14.	15.	Chapter VI.
57.	14.	14.	29.	Chapter VII.
119.	23.	39.	57.	Total

VII. Research tool

One of the requirements of the current research is the development of a tool to measure research

identified scientific material with a number of topics in the social book to be taught by the Ministry of Education to students in the fifth primary grade of the school year 2016-2017, which was chapter II and chapter III of the Social Code.

VI. Research tool: One of the requirements of the current research is to prepare a diagnostic test that measures the impact of the independent variable (immediate Corrective feedback) on the dependent variable and as follows:

1. Behavioral objectives: 119 behavioural objectives have been formulated in the light of the general objectives and content of the study material contained in the book to be taught for the Social Year (2016-2017) and the behavioural objectives have been presented to the arbitrators. In the light of their views, they have been amended. They have been distributed in the final chapters of the Book of General Socialities and a table (6).

variables, so the researcher has prepared a diagnostic test to determine the extent to which research objectives and hypotheses have been achieved:

Number of optional paragraphs

In the light of the analysis of the content of the study material and the identification of the main and sub-themes in which the researcher formulated the behavioural objectives of 119 behavioural objectives covering the first three areas of the Bloom classification (knowledge of their understanding of the application) and prepared test paragraphs measuring the extent to

which students of the experimental research and command groups acquired the subject matter, thus reaching 50 test paragraphs of the multiple selection type. For each test paragraph, four alternatives were identified. The researcher made sure that these alternatives were as homogeneous as possible. These tests are among the best types of objective tests ever and table 7 shows the test map.

Table 7 shows the test map (schedule of specifications).

Number of paragraphs	Application (20%)	Understanding (33%)	Knowledge (47%)	Importance Percentage of content	Number of pages	Topics
14.	Three.	4	7	28%	7	Chapter V
14.	Three.	4	7	28%	7	Chapter VI
22.	Five.	7	10	44%	11.	Chapter VII
50.	11.	15.	24.	100%.	25.	Total

5. Validity of the test: Proof and content were used

The researcher presented the test paragraphs, the behavioural objectives and the content of the subject to a group of experts specializing in methods of teaching social studies and education, to show the extent to which the test conformed to the content of the study material. The researcher relied on an 80 per cent agreement rate of the opinions of the arbitrators. The test prepared by the researcher is therefore true in terms of content, since it is consistent with what was mentioned.

Test instructions

a. Instructions for responding to the test

After confirming the validity and sincerity of the test paragraphs, the researcher specified the instructions required by the test and how to respond to the test paragraphs so that it could be submitted to the sample, allocating one degree to the paragraph whose response was correct and zero to the paragraph whose response was

incorrect and treating the paragraph left or which carried more than one answer by treating the incorrect paragraph after the key to the answer had been prepared.

b. Method of correction of the answer to the test

I've given one degree to the right answer, zero to the wrong answer, or left over, or with more than one answer, so it's lower for the student (0), and higher for 50.

Application of the test to the survey sample

In order to verify the clarity of the paragraphs, and to determine the time taken in the response, the researcher applied the test to a survey sample at the Elementary Messenger for Girls School on Tuesday, 1 April 2017, and the sample was made up of 100 students. The researcher observed that the test paragraphs and instructions were clear and understandable to each student.

Statistical analysis of test paragraphs

a. Discrimination of paragraphs

The researcher found that the test paragraphs in the general social subject ranged from 0.33 to 0.55 and that the test paragraphs were considered to be good if they were distinct (33,0) and higher, while Frederick found that the paragraph with a discriminatory capacity of 20% and above was good (Survey, 2013, p. 70).

b. Level of difficulty of paragraphs

The researcher calculated the difficulty factor for each of the test paragraphs and found it acceptable, as the degree was limited to 0.31-0.75, and Bloom finds that the tests are good if they range from 20% to 80% (track, 2013, p.70). This means that the level of difficulty of the paragraphs is appropriate and acceptable for achieving the desired purpose.

c. Effectiveness of incorrect alternatives

After conducting the necessary statistical operations, the researcher showed that she had attracted more students from the lower group than from the upper group.

✚ Test consistency: The researcher used the semi-segment method, which is an appropriate method for measuring the consistency of tests, and used the Bearson equation, which reached the persistence coefficient (0,722), and then corrected it with the Sperman-Brawn formula (0,839), which is a high, good and acceptable constant.

VIII. APPLICATION PROCEDURES

Final version of the test

After the completion of the statistical test procedure and its paragraphs, the final test is composed of 50 paragraphs, one-degree selection type, one alternative, one of which is valid, as well as the determination of the average test time and the clarity of its instructions. The test is therefore ready for final application to the core research sample and is composed of 50 paragraphs within the first three levels of the knowledge field classification (knowledge, understanding, application) and was applied on Tuesday, 6 May, 2017 m0.

IX. Statistical means: Researcher used the statistical bag to analyse its data

Chapter IV

First, the result is presented.

After the application of the remote achievement test to students of the two research groups (experience and officer) and after the analysis of the result, it was found that the average achievement score of students of the pilot group who studied social matter using instant retrofit was 35.10. The average achievement score of students of the pilot group was 29.86. When the test was used for two separate samples to determine the significance of the statistical difference between the two research groups, it was found that there was a statistically significant difference at the level of significance (0.05) in the degree of freedom (58) for the benefit of the pilot group, as the calculated T value (3.00) was greater than the scale value (2.00) and table (8) shows this:

Table 8 Results of the second test of two separate samples of students of the two research groups in the dimensional achievement test

Signal level 0.05.	T-value		Degree of freedom	Variance	Calculating average	Number of sample members	Group
	Schedule	Accounted					
Statistical function	2:00.	3:00.	58.	31,69.	35,10.	30.	Experimental
				59,13.	29.86.	30.	Officer.

The above table shows that the calculated T-value was (300) greater than the scheduled T-

value (2.00) at a sign level (0.05) and freely (58), which means that the students of the pilot group

outnumber the students of the commanding group who studied the subject in the usual way of collection.

It therefore rejects the zero assumption that:

(There is no statistically significant difference at a significant level (0.05) between the average achievement of students of the pilot group who studied social studies using instantaneous feeding and the average achievement of students of the disciplined group who studied social studies in the normal (traditional) way.

Conclusions: In the light of the findings of the research, it can be concluded that:

1- The importance of instant Corrective feedback in increasing students' educational attainment.

2- Food retrofit is more effective than the traditional method of increasing educational attainment.

3- The immediate Corrective feedback of students' interest is interesting to them, thus contributing to the consolidation of scientific material.

Recommendations: In the light of the findings of the current research findings of the researcher, recommend the following:

1- Increasing the interest of teachers in general and social workers in particular in the use of instant Corrective feedback as an educational technique that has proved effective in educational attainment.

2- Taking advantage of recent research and studies that have researched social subjects to encourage talent for students.

3- Increasing the number of classes devoted to the teaching of social workers and making them at least four because of the inadequacy of the number of subjects and the amount of time devoted to their teaching.

Proposals: In the light of the results of the present study and an update thereof, the researcher proposes to undertake the following studies:

1- A study similar to the current study at other stages in the subject of socialism.

2- A study similar to the present study examines the effects of other types of nutrition due to the educational attainment of the subject of socialism.

3- To do studies that take into account variables that have not been experienced in this study, such as sex, education.

4- A similar study of the present study looks for the effect of other types of Corrective feedback on learning achievement in other subjects.

5- A similar study to the current study on the impact of instant nutrition on female students in the subject of socialism.

Resources of the research

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