

## Level of Historical Culture of Intermediate School Students

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### Abstract

The current study's overarching goal is to get insight into intermediate school students' familiarity with historical concepts and methods. The researcher used a descriptive method to get there. The students were selected randomly. The researcher developed a 40-item scale to measure historical culture's dimensions, the scale's validity and reliability were established, and the results showed that students in the intermediate of the first grade (the research sample) have a high historical culture, with the emotional dimension ranking high on the lists of both conservatives and traditionalists. Specifically, the norms and beliefs that define Iraqi culture. Based on the findings, the researcher suggests the Ministry of Education establish a training programme for social studies instructors that takes into account the importance of historical culture. And a desire to learn from other cultures by engaging with historical culture on social media; her suggestions include incorporating social curricula for historical culture's values and addressing the role of independent variables in shaping that culture at later stages of schooling.

**Keywords:** Level , Historical Culture , Intermediate School Students.

### 1. Introduction

#### 1.1 The Problem

The emergence of the problem of cultural identity in our Arab and Islamic societies began during the transfer of many customs and traditions associated with other cultures to replace our authentic Arab and Islamic culture that extends for thousands of years in all different fields, so the cultural identity was. It was included in the twenty-first century as one of the factors that help prepare for good citizenship, which helps to advance society and take pride in it, while not neglecting the interest in the cultural heritage of others after it is an entry point for understanding and interaction. With them and live together in a group larger than the state is the whole world and then the entrance to cross ethnic and racial boundaries, achieve harmony between people and understand different points of view on many problems. (Al-Jamal 2005: 22-). As the degree of cultural awareness of a person anywhere is not determined by his knowledge of history, but by a sufficient amount of historical culture (Abdullah, 1991: 218).

The researcher believes that the main problem in not acquiring historical culture lies in the inability of individuals to understand and interpret the past correctly. The past and its applications in the present and the future, it is necessary to investigate and scrutinize historical information and consider its sources and events in general so that we can properly understand the past.

The current research problem can be articulated by trying to answer the following question:

- What is the level of historical culture of intermediate school students?

#### 1.2. The significance of the Study

Culture is one of the important elements in the process of building civilization, and it is also the foundation on which the edifice of civilization is built. The comprehensiveness, correctness, balance, and stability of this rule represent the criterion for the stability and consolidation of civilization in society (Yakalov and Vladimir 2014: 8).

The first, and even the most important, component of culture was its release, and its significance is due to the fact that today we live in a society in which many social developments and discussions have taken place, with disparate cultural associations, leading to a serious social and cultural dichotomy. Female students' rituals, the history of history, the history of rooting among female students. (Abdul Razzaq 2000: 9).

From a researcher's point of view, culture and classification are generally related to culture in general. The cultural heritage of any society is an integral part of its current identity and culture, and affects its cultural formation and development, as a sign of individuals. Studying heritage can open the door to understanding current values, customs and traditions, and spreading awareness culture in general

The educated person whose history can be described as: that person who possesses a comprehensive picture of the structure of history in terms of information, trends, generalizations, skills, and his ability to understand and interpret everything related to this field. Planning and reducing knowledge, thus preserving knowledge and assimilating it into knowledge until the end is the desired goal, and knowledge is based on the use of the historical sign in daily life. (Abdul Razzaq 2000: 9).

Fikri states that historical culture does not mean preserving historical information and facts as much as it recognizes the deterioration, in turn, into learned lessons that make it able to confront various issues and try to explain them logically (Fikri 1999: 22).

This heritage is the heritage of the researcher. This culture, which is a heritage and a cultural heritage, helps preserve the heritage and history that was created, and then from the nation's past and the identity of its people, as well as the values of understanding the values and traditions that created it. Which shaped culture and civilization over time, as well as enhancing cultural, educational and archaeological communication in addition to encouraging interest in cultural heritage and deepening mutual understanding between different peoples and cultures.

The importance of the current research is clear

1. This study is useful in knowing the extent of what students possess from the historical study.
2. Statement of the missing dimensions of culture.
3. Knowledge and understanding of current values, customs and traditions to benefit from them in the present and the future.

### **1.3. The aim of the study**

The current research aims to identify the level of historical culture among intermediate school students.

### **1.4. limits of the study**

The current study is limited to intermediate school students in the morning study in schools affiliated to the Kufa Education Directorate for the academic year (2022-2023).

### **1.5. Define of Terminology**

#### **1. Historical culture: in terms of its definition:**

a. (Abdul-Razzaq, 2000): A certain level of knowledge, information, skills, values, and historical trends that teachers possess in order to deal with social, economic, and political issues and problems. (Abdul Razzaq, 2000: 4).

b. Al-Omari and Hani (2014): "A certain level of knowledge, information, skills, values and historical trends that female students must possess in order to deal with social, economic and political issues

and problems, and through which they develop their values of belonging” (Al-Omari and Hani, 2013: 13).

c. Downey, Long (2016, Downey & Long):- It is the traditional meaning of an individual who can read and write history critically, logically, and rationally, and provide meaningful discussions about historical events. (Downey and Long, pg. 431: 2016)

d. **Procedural definition:** It is what Intermediate school students (the research community) possesses of knowledge, information, and historical facts within the dimensions of historical culture (cognitive, skillful, and emotional).

## **2: the Intermediate Stage**

Definition of the Ministry of Education: It is the stage that mediates the stages of primary and secondary education. The duration of the study is three years. Includes students aged 12-13 years. (Ministry of Education, 1981: 91).

## **2. Theoretical Background and Previous studies**

### **First: Theoretical aspects:**

#### **2.1 The concept of Historical Culture**

Muhammad Emara asserts that what is meant by historical culture is a person's awareness of historical issues and events, whether those events or issues occurred in the past or in the present, with the possibility of predicting the future in light of his awareness and understanding of those events. events and issues. And only historical facts and concepts, rather they are meant to be translated into a set of experiences that work to develop a curriculum that makes it translate into positive skills and attitudes of the learners, which leads to the integration of their personality. (Abdul Ghani 139: 2014)

The researcher adopts the following concept of historical culture: "A certain level of knowledge, information, skills, values and historical trends that female students must possess in order to deal with social, economic and political issues and problems, and through them develop their values of belonging." (Abdel Samie 2000)

#### **2.2 Dimensions Of Historical Culture**

Historical culture has three dimensions:

1. The cognitive dimension of historical culture: - It is represented in the historical knowledge necessary for man, and it includes (facts, information, concepts, generalizations.
2. The skilled dimension of historical culture: - It is represented in the awareness of historical knowledge through the individual's possession of a set of skills that enable him to link, criticize, analyze and make decisions regarding historical events and issues.
3. The emotional dimension of historical culture: - It is represented in the set of moral and social values that the individual acquires through historical knowledge, through which positive attitudes are formed in him and help in the development and integration of his personality (Abdul-Ghani 140: 2014)

#### **2.3 Functions of Historical Culture**

The main functions of historical culture are summarized as follows:

**First:** The social functions of historical culture are represented in the following:

- 1- Developing the trend of loyalty to the homeland.

- 2- Developing awareness of community problems.
- 3- Helping students understand the nature and conditions of society.
- 4- Developing the competence of female students in the field of human relations.

**Second:** The scientific functions of historical culture, which are represented in the following:

- 1- Developing historical research skills.
- 2- Developing scientific thinking skills.
- 3- Developing students' ability to think critically.
- 4- Appreciating the efforts of scientists.

**Third:** The ethical functions of historical culture, which are represented in the following:

- 1- Developing the spirit of loyalty and belonging to God Almighty.
- 2- Developing ethical concepts.
- 3- Studying the Islamic and Arab heritage and linking it to the changes taking place in the world.
- 4- Developing the spiritual and ideological dimension of man.
- 5- A statement of the challenges that the Islamic world faced and is still facing at the present time.
- 6- Developing customs and traditions associated with good morals
- 7- Drawing lessons and lessons by studying the lives of nations and peoples for the benefit of current generations.

**Fourth:** The political functions of culture and their loss in the following:

- 1- Developing students' political awareness.
- 2- Understanding global issues.
- 3 - Revealing events and clarifying the direction of the future. - Understanding political events and understanding relationships from relationships.
- 4- Pride in Islamic championships at the 2006 level as well as at the local level.
- 5- The ability to analyze problems and issue them from computers.

**Fifth:** The economic functions of the original culture, and the third of them is in the following:

- 1- Developing human understanding.
- 2- Interpreting many historical events in their economic context.
- 3- Introducing students to the economic system of their society.
- 4- Introducing students to the economic problems that society suffers from.
- 5- The upbringing of correct economic disbelief (Al-Deeb, 2006: 125-127).

## **2.4 The Importance of Historical Culture**

Historical culture has an educational value in terms of special thinking, so it develops in it the historical habit of dealing with facts, and the historical method of thinking about them, because history is a research method based on criticism, interview, verification and weighing. Evaluate the evidence and link the cause to the result by explaining the facts and returning them to their motives.

1- Knowing the divine laws in the universe. The Almighty said: (The Sunnahs have passed you by, so walk on the earth and see what will be the end of the deniers) (Al-Imran verse 137).

2- Contribute to identifying the features of human history, how did it begin? What are the stages you went through? What are the most important features to focus on?

3- Emphasis on the important facts in human life, patience in enduring hardships, and an understanding of the present. Historical culture is valuable to politicians and a repository of past political events.

4- One of the fruits of historical culture is that its study enjoys intellectual immunity against superstition, ignorance and magic, because history is a method of research and a means of discovering and proving facts. (Abdul Razzaq, 2000: 73-76)

## **2.5 Previous Studies**

### **1. Abdul Razzaq's Study (2000)**

The study aimed to develop the history curriculum in the secondary stage in the light of the requirements of historical culture. The study was conducted in Cairo. The research identified a proposed vision for a developed curriculum in history for the three grades in the secondary stage, and the application of two units of the proposed curriculum according to the design of models in some schools in Cairo Governorate. The researcher chose a sample of secondary school students and divided them into two groups (experimental and control), where the experimental group studies the topics of the two developed units (for educational models), while the control group studies the same topics with their current content in the textbook in the usual way. The research tools consisted of (a list of historical culture requirements for high school students, a survey of the adequacy of historical culture requirements for high school students, a criterion to determine the extent to which the research sample acquired historical research skills, an achievement test, a measure of attitude towards history, and a test of historical research skills). The results showed that there are statistically significant differences between the averages of the experimental and control groups in the post-test in favor of the experimental group, and there are statistically significant differences between the average scores of the experimental group and the control group in the experimental group. Applying the historical research skills test in favor of the students of the experimental group, and there are statistically significant differences between the mean scores of the experimental group and the control group in the post application of the attitude towards history scale in favor of it. From the students of the experimental group (Abdul Razzaq 2000: 2).

### **2. Abdul Ghani's Study (2014)**

The study aimed to find out the effectiveness of a proposed program in historical culture in developing the sense of belonging among students of the second cycle of basic education. The researcher chose the sample of the study from the students of the first grade of Intermediate school, and the researcher applied the research tools after the test, and the results proved that there are statistically significant differences between the mean scores of the students of the experimental group in the sense of belonging scale before and after the application in favor of the subsequent application (Abdul-Ghani 2014: 1-12)

### **3. Al-Omari and Hani 's Study (2014).**

The study aimed to reveal the study of oral history as an introduction to the modern and contemporary history of Jordan, to achieve a safe educational environment, and to build and represent four study tools, namely (an achievement test - a culture development test - an essay). Questions - Safe Teaching Scale). The researchers adopted the experimental approach for two groups of (41) male and female students, with an arithmetic mean and deviation. And the results of the study and the results of scientific research, the study of science, the study of science, the sciences of tourism and the environment in a safe educational environment in favor of the experimental group. Some are linked together, other links are drawn, and other courses are used to describe the history of aviation as an educational input. (Al-Omari, Hani 2014): 185-212)

### **4. (Ahmed's Study (2017).**

The study aimed to find out what is known about the general culture of history teachers in the primary and scientific stages with the achievement of their students. The researcher followed the descriptive method. From a randomly selected group of teachers, from a logical perspective, a group of teachers was selected. From a logical perspective, the researcher used Cronbach's alpha stability coefficient, with sharpness and weighted average, one-sample T-test and two-sample T-test correlated. The results showed that the results of the historical culture of history teachers with its dimensions increased the achievement of their students (Ahmed, 2017: 1).

## **3. methodology**

### **3.1 Research Procedures**

A good scientific study that can reach its objectives drawn accurately and objectively by using the appropriate approach, and the researcher followed the descriptive approach because it is commensurate with the objective of the current research. aspects and define the relationships between its elements. (Al-Ghannam and Al-Zawbai, 1981: 51).

### **3.2 The Community**

"All the members and elements, whether they are objectives, topics, or an organizer, we want to generalize the results of the study to them" (Al-Munaizal, Adnan, 2010: 101), and the current research community is from students of the stage in public schools in the province of Najaf, the district of Kufa, and their number is (students of the academic year) 2022 - 2023).

### **3.3 The sample**

The group that appears in the figure (Al-Azzawi 2008: 160) is (10%) a sample of the current research sample, with a rate of approximately (10%) of the total number of female students.

### **3.4 Instruments**

#### **Scale of Historical Culture**

##### **1. Determine the dimensions of historical culture**

Since the current research aims to know the level of historical culture among Intermediate school students, and after reviewing the literature and studies on the subject of the research, the researcher prepared a list of dimensions of historical culture for Intermediate school students, and the researcher. Adopt the following procedures in building the list:

- The researcher presented a number of studies related to the subject and the important results she reached in defining the dimensions of historical culture.

- The researcher directed an open questionnaire to a sample of 20 Intermediate school history teachers, who specialized in history and teaching methods, to determine the dimensions of historical culture.
- The personal experience of the researcher being a Intermediate school social studies teacher.

The researcher prepared a scale that includes the dimensions of historical culture, and its paragraphs were (40) paragraphs distributed over (3) fields, and each paragraph was given three alternatives. Table No. (1) illustrates this:

**Table 1) The areas covered by the dimensions of historical culture in its final form and the number of its dimensions**

No.	Field	No. Dimensions
1	Cognitive dimension	17
2	Skill Dimension	13
3	The Emotional Dimension	10
<b>Total</b>		40

### 3.4 . Validity :

It means that the tool outwardly measures what it was prepared to measure, and it is one of the most important conditions that must be available in the research tool (Al-Najjar, 2010: 298). Specialists in methods of teaching history, measurement and evaluation; With the aim of examining the indicators of hypothetical honesty and their relevance to the objectives of the current research, where the paragraphs of the scale were judged according to several criteria, including: the clarity of the instructions and paragraphs of the scale and their suitability for the goal and the research environment, and the correctness of the wording of the paragraphs and their suitability for the age level of the students, and some experts made important amendments and observations on the paragraphs The scale, where the paragraphs of the scale were produced in their final form and consisted of (40) paragraphs.

### 3.5 Clarity of instructions and understanding of phrases

The researcher prepared the instructions and paragraphs of the scale, in order to verify the extent of the sample's understanding of the paragraphs and instructions of the scale, the method of responding to the scale and the clarity of the paragraphs among the members of the scale. The research sample, where Faraj (1980) indicated the need to verify the extent of the sample's understanding of the items of the scale on them (Farag, 1980: 160).

### 3. 6 Statistical analysis of the items of the historical culture scale

Statistics accuracy, performance accuracy, same performance, same performance, same procedures, evaluation procedures

- The discriminatory power of the elements of the culture loss scale

It means the ability of the paragraph to distinguish the differences between students who know, who know, who know, and who experience communication. No ability to distinguish between good and weak students. (Al-Ajili et al.: 125), and the discrimination coefficient for each item in the scale, and the researcher found that the t-value ranged between (3.009-9.022) Appendix (20), it is acceptable to

distinguish between female students as the BelFrisb coefficient (1991, belFrisb) is acceptable, its discrimination is (0.20) or More (223: 1991. Ebel, Frisb)

### **1. Scale stability (internal consistency using the Fachronbach equation)**

The stability of the scale means consistency in the measurement of the thing, and the researcher made sure of the stability of the scale by the method (Vakronbach equation) and this method (due to internal homogeneity) and the reason for the researcher choosing it in case there is more than one alternative for the answer that refers to the homogeneity and internal consistency between the parts of the scale, which reflects the fragmentation into parts of a scale. Your initial coefficient is stability (0.94), which is a good stability coefficient, as confirmed by Allam (2000).

### **2. Statistical analysis of the items of the historical culture scale**

The accuracy of the instrument in measuring what it has been prepared depends to a large extent on the accuracy of its paragraphs and its psychometric characteristics (Abdul-Rahman, 1997: 227) and measurement scholars agree on the importance of verifying the discriminatory power of measurement. The scale paragraphs and their validity coefficients, and the following are the procedures for verifying them

- The discriminatory power of the items of the historical culture scale

It means the ability of the paragraph to distinguish the differences between students who know the answer and those who do not know the answer to each paragraph or question of the test questions. That is, the paragraph's ability to distinguish between good and weak students. (Al-Ajili and others: 125), and the discrimination coefficient was calculated for each paragraph of the scale, and the researcher found that the value of t ranged between (3,009-9,022) Appendix (20), and the paragraphs are: It is considered acceptable to distinguish between female students, as confirmed by Ebel and Frisby (belFrisb, 1991). A paragraph can be considered acceptable if its discrimination coefficient is (0.20) or more (223: 1991. Ebel, Frisb).

### **4. Scale stability (internal consistency using the Fachronbach equation)**

The stability of the scale means consistency in measuring the thing it measures, that is, the extent of consistency in the student's score if the same scale is repeated for other times and in the same circumstances, and this means that the scale is reliable and reliable (Al-Dulajj, 2010: 711), and the researcher made sure of the stability of the scale by using (equation Vakronbach)), and this method is known as the method of (internal homogeneity) and the reason for the researcher choosing it is because of the case of the existence of more than one alternative for the answer that indicates homogeneity and internal consistency between the paragraphs of the scale, which is closest to the concept of stability, but it divides the scale into parts by the number of paragraphs, and these were calculated Equation of degrees. The second survey sample was (100) students, so the reliability coefficient was (0.94), which is a good stability coefficient, as Allam (2000) confirms that the scale has a stability coefficient of (0.60) or more reliable (Allam 2000: 165).

### **5. Description of the scale of historical culture**

The culture scale in its final form consists of (40) items as in Appendix (1) distributed over three dimensions: the cognitive dimension (17) items, the skill dimension (13) items, and the emotional dimension (10). Items formulated in the style of declarative data. Before the item, there are three graded answer alternatives. I got the answer alternatives corrected (to a great degree, to a moderate degree, to a poor degree) scores (3, 2, 1), the default average is (80) degrees.



## 6. Application of the research scale

After the researcher prepared the research scale and verified its psychometric properties, the scale was applied to the basic research sample consisting of (75) male and female students on the day corresponding to 15/1/2023.

## 7. Invisibility

Some modern proverbs dealing with science: -

1. Fakhronbach Equation: It was used to calculate the coefficient of stability. (Ferkison, 1991: 375)
2. One-sample t-test: It was used to find out the significance of the difference between the mean scores for each aspect of the visual and theoretical aspects for each aspect. (Al-Kubaisi 109: 2010)
3. The t-test for two independent samples: It was used to find out the discriminatory measure of historical culture. (Al-Kubaisi 120: 2010)
4. Weighted average: to measure the extent to which each element of the scale is achieved. (Al-Bayati 2008, p. 94).

## 4. Presentation and Interpretation of Results

### 4.1 Knowledge of the previous cultural level of the students

degrees and a standard deviation of (13.86) degrees, and upon knowing the significance of the difference between this mean and the theoretical mean of the scale (80) degrees, it became clear that the difference was the percentage of the calculated t value (6.173), which is the largest value from the tabular t value (1.98) with a degree of freedom (74). Table (2) shows this.

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**Table (2) The arithmetic mean, standard deviation, and the computed and tabulated t-value for the level of historical culture among Intermediate school students**

Sample	mean	SD	hypothetical	T-value		Degree of freedom	Level of significance
				Calculated	Tabulated		
75	89.88	80	13.86	6.173	6.98	74	Significant

From the observation of Table (2), this indicates that Intermediate school students enjoy a good historical culture, and this comes from the culture of Intermediate school students and their awareness of the importance of preserving the values of historical culture, as the researcher sees that. This result is in line with the values, customs and traditions that Iraqi society enjoys and the necessity of preserving them, based on the programs and activities provided to preserve the correct culture that Iraqi society enjoys, in line with the steps to preserve culture. In general, and the historical culture in particular, as well as the numbers of individuals and groups who are able to interact positively with the historical culture, and this result is consistent with the study (Abdul-Ghani 2014).

As for the result among the dimensions of historical culture, the results showed that the emotional dimension got the first place, and the researcher explains that as a result, adherence to customs and traditions is one of the priorities of life in Iraqi society as well. As awareness programs through programs provided by either religious or social and educational institutions. the main role in achieving this.

Paragraph (4) in the emotional dimension (the most important role of historians in writing history) ranked first, and the researcher believes that it stems from the role of the school of history in showing the importance of historians and their main role in writing events. and legalize it until it reaches us. As for paragraph (13), which states (I value the efforts of the state in caring for historical sites and monuments in my country), I got second place, and this is due to the role of history teachers in explaining historical history. Antiquities in the country and their importance and the role of the state in preserving and caring for them and placing historical sources or historical antiquities in the places designated for them in Paragraph (7) in third place, which states (the most important role of leaders and peoples in building civilizations).

The second dimension (after skill) got the second place, and paragraph (3) got the first place in the first place in (I participate in an exhibition of maps, paintings and historical figures of my country's civilizations) where the researcher sees that. Among the prizes and events is that it obtains a hologram to display the previous images, a 3D image, a 3D image, a previous image, a previous image, and a timeline of the successors of the United Arab Emirates. The organization of the Islamic State (a previous historical picture), the Abbasids, the Rashidun, and the Umayyads, got the second place, and the researcher sees once again the problems that occurred in the past, and also to facilitate understanding, memorization, and arrangement, due to the influence of stimuli on memorization and educational arrangement, which have a great impact in understanding the missing information.

after being ranked after being ranked after being ranked after being ranked after being ranked after being ranked after being ranked after being ranked after being ranked first after being ranked after being ranked after the first after the first after the first after the first after the first after the first after the first after the first The first after being ranked first after being ranked first after being ranked first. A fixed time slot and the second position finder sees a fixed time slot. As for paragraph (6), which stipulates (drawing lessons from historical events), it got the third place, and the researcher believes that it is necessary to benefit from the past and benefit from it in the present. Table (3) illustrates this.

**Table (3) Basic dimensions of the scale of historical culture**

No	indicator	weighted mean	weight percentile	Rank	significance
1	<b>Cognitive dimension</b>	2.02	67.22	3	<b>significant</b>
2	<b>skill dimension</b>	2.02	67.2	2	<b>significant</b>
3	<b>The emotional dimension</b>	2.11	70.27	1	<b>significant</b>

#### 4. Conclusions

In light of the current research, we can conclude the following:

1. Middle school students have a high historical culture.
2. The prevailing classroom climate has a role in acquiring, encouraging and guiding historical culture in a correct manner.
3. The emotional dimension is one of the priorities of the historical culture, and the preservation of customs and values is one of the characteristics of Iraqi society.

### **Recommendations**

In light of what has been reached, the researcher recommends the following

1. The need to enhance interest in holding training courses for teachers of social studies prepared by special committees in the Ministry of Education that include interest in historical culture.
2. Interest in historical culture through social media to benefit from other cultures.

### **5. Suggestions**

Through the results of the current research, the researcher suggests the following:

1. Inclusion of the values of historical culture in the curricula of social subjects.
2. Dealing with independent variables for the development of historical culture in other educational stages.

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