Migration Letters

Volume: 20, No: S6(2023), pp. 784-800

ISSN: 1741-8984 (Print) ISSN: 1741-8992 (Online)
www.migrationletters.com

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Abstract

The current research aims to firstly: Develop an educational program based on the Hameros model to enhance the achievement of students in the field of social psychology at the Colleges of Education. Secondly: Investigate the effectiveness of the educational program in enhancing the achievement of second-year students at the College of Humanities Education - Wasit University. Derived from this objective is the following hypothesis: There are no statistically significant differences at the (0.05) level between the mean scores of the experimental group, which studied social psychology according to the educational program, and the mean scores of the control group, which studied the same subject using the conventional vocabulary (as prescribed by the committee of deans) using the traditional post-achievement test. To achieve the research objective, the researcher utilized a partial control experimental design (pre-test and post-test) for equivalence purposes, and the sample size consisted of (106) male and female students from the College of Education at Wasit University, Department of Educational and Psychological Sciences. The researcher selected the research sample purposively, with (52) students in the experimental group who studied the educational material according to the established educational program based on the Hameros model, and (54) students in the control group who studied the educational material using the conventional method. The researcher controlled for equivalence in the following variables: chronological age (calculated in months), intelligence, and prior knowledge. To achieve the research objective and test its hypothesis, the researcher developed an educational program based on the Hameros model. This program included educational objectives, diverse teaching strategies, accompanying activities, instructional materials, and various assessment methods. To obtain the results of the current research, the researcher prepared a research instrument, which was represented by the achievement test consisting of (40) test items, including (29) objective items. The selection of the items was done with four alternatives to measure levels of recall, comprehension, and application. Additionally, there were (11) essay-type items to measure levels of analysis, synthesis, and evaluation. The test was reviewed by experts and specialists in the field and served as a reliable measurement tool. The researcher personally administered the test to both research groups to avoid any potential errors or differences in the abilities of the instructor. Prior to the commencement of the experiment, the two groups were equated, and the researcher used two research methods. First, a descriptive method was employed to construct the educational program based on the predetermined syllabus provided by the committee of deans for teaching social psychology. The second method was experimental, aiming to determine the effectiveness of the educational program in enhancing the achievement of social psychology among the research sample.

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Keywords: *Educational Program, Hameros Model, Achievement, Social Psychology.*

Introduction

An educational program is a comprehensive plan for an integrated educational system that encompasses knowledge, information, intellectual skills, experiences, and activities. It also includes teaching strategies aimed at enhancing student engagement and effectiveness within the learning environment and educational context. The primary goal of an educational program is to stimulate mental and cognitive development.

An educational program consists of educational units containing a set of experiences and concepts organized in an interconnected manner to train and modify specific behaviors, acquire specific attitudes, or develop specific skills. As such, objectives are defined, and efforts are made to achieve them through the use of appropriate strategies and instructional aids. To ensure the attainment of these specific objectives, a variety of assessment methods are employed. The term "educational program" is relatively modern, with ancient historical roots. It can be traced back to its classification as a specific plan for achieving particular goals and conducting research on a specific subject for an individual or a community.

The researcher mentioned that an educational program is a collection of organized objectives and educational concepts designed for a specific time period. From this, it becomes clear that an educational program includes a set of organized knowledge and information that encompasses the educational experiences that teachers impart to learners to achieve the set objectives. On the other hand, the educational program-learning program is considered a system in which teachers, learners, and educational content interact. It consists of a range of intellectual skills, facts, knowledge, and educational activities that enhance the learner's activity and help them adapt to society and their environment.

The educational learning program places the learner at its core and primarily focuses on their interaction and participation. It provides teachers with instructional models to guide them in proper and systematic lesson planning, thereby avoiding randomness and confusion in the classroom. Educational programs are constructed based on the characteristics of the subject matter, the learners, the desired objectives, the nature of the teaching process, available material and resources, as well as the necessary requirements and suitable conditions.

Chapter 1: Introduction

Firstly: Research Problem

Periodically, there are trends calling for reforms in the educational system to adapt to the scientific and technological developments witnessed by the world today, which have left their mark on various fields in society. One of the most important of these fields is education, which needs to keep pace with these developments and synchronize with them. As a result, specialized educators have been advocating for educational innovations, especially as the role of the teacher has evolved in recent times, extending beyond the traditional boundaries that were prevalent in the past. This evolution necessitates continuous educational programs throughout a teacher's career, providing them with experiences, modern teaching methods, and everything that equips them with skills aligned with their crucial role and the requirements of modern developments in the educational process, including objectives, content, methods, instructional materials, and more. The educational process is the foundation for scientific and technological progress in society.

Consequently, countries are striving to develop all programs related to the preparation and training of teachers. While many countries have been engaged in equipping and training their teachers on the latest in teaching and pedagogical skills, others are going even further by integrating technological knowledge into the mix of required knowledge in the teaching process, as part of what is known as "guidance courses" (Salem, 2007, p. 9).

Based on this, the current research problem is defined in answering the following question:

The research question is whether the educational program-learning program based on the Hameros model is effective in enhancing the achievement of social psychology among students in colleges of education.

Secondly: Research Significance

The world today is experiencing a massive and advanced scientific and technological revolution. Proficiency in these advanced technologies has become a fundamental necessity for individuals to keep up with the changing and continuous developments in the age (Ali, 2009, p. 25).

These changes have become a hallmark of our current era, undoubtedly casting their shadow over the fields of education. They have imposed a new reality on education, necessitating a reevaluation of its goals, program organization, methodologies, and the identification of its weaknesses for remediation and change, as well as highlighting its strengths for enhancement. This calls for proposing alternatives in teaching methods and strategies based on scientific foundations, which are an integral part of its work and performance (Al-Helal, 2003, p. 19).

The world is facing rapid changes in the field of knowledge and modern technology, to the extent that the progress of nations is closely linked to their scientific and technological advancements (Al-Kubaisi, 2012, p. 17).

These changes have had a profound impact on the field of education, including curricula, teaching methods, and course materials (Zeiton, 2003, p. 9). One of the primary roles of education is to prepare individuals for life and enable them to adapt to their surrounding environment to meet all their needs (Attia, 2008, p. 29). Therefore, it has become crucial for education to have an organized curriculum that presents the best alternatives to promote the development of society's individuals in a way that prepares them to confront these rapid changes (Al-Zahrani, 2022, p. 24).

One of the most important means of education to achieve its goals is educational institutions, which provide learners with scientific ideas, facts, knowledge, and desired behaviors to develop learners in all cognitive, emotional, and skillful aspects, enabling them to adapt to their surrounding environment and the society in which they live (Al-Mousawi, 2018, p. 6).

From the above, the importance of the research can be summarized as follows:

1. The importance of the subject of social psychology in providing learners with information and knowledge related to human behavior and their adaptation to society as social beings.

2. The importance of education in the university stage as it lays the foundation for determining the learner's specialization and future career.

3. The importance of employing the Hameros model in a new educational content based on modern strategies that align with scientific and technological advancements, opening new creative horizons for learners.

4. The significance of building educational programs in the development of education and enhancing learners' abilities in colleges, improving performance.

5. Achievement represents the primary educational goal of the educational process, as it is the outcome of the learning processes that encompass various sciences and knowledge, indicating the learner's performance.

6. The current research represents a new approach to education, offering modern strategies to address the challenges of teaching social psychology.

Thirdly: Research Objectives

The current study aims to:

1. Develop an educational program-learning program based on the Hameros model in the subject of social psychology for second-year students in colleges of education at the University of Wasit.

2. Determine the effectiveness of the educational program-learning program in social psychology, based on the Hameros model, in terms of student achievement for second-year students in colleges of education (Department of Educational and Psychological Sciences) at the University of Wasit.

Fourthly: Research Hypothesis

To achieve the research objective, the researcher formulated the null hypothesis as follows:

1. There is no statistically significant difference at the 0.05 level between the mean scores of the experimental group, which studied social psychology according to the educational program-learning program, and the mean scores of the control group, which studied the same material according to the prescribed vocabulary in the post-test.

Fifthly: Research Scope

1. Second-year students in colleges of education, Department of Educational and Psychological Sciences.

2. The vocabulary of the social psychology subject as taught in the Department of Educational and Psychological Sciences, as indicated in Appendix No. 6 for the academic year 2022-2023.

3. The educational program-learning program based on the Hameros model in the subject of social psychology.

Sixth: Definition of Terms:

Effectiveness:

Effectiveness has been defined by the following scholars:

1. Al-Kasbani (2010) defines it as: "The individual's ability to achieve a result within specified constraints" (Al-Kasbani, 2010, p. 48).

2. Yahya et al. (2012) describe it as: "The magnitude of the impact caused by the influence of independent variables on dependent variables" (Yahya et al., 2012, p. 3).

3. Qatami (2004) defines it as: "The measure through which we assess the performance of both the teacher and the learner and the roles of each in the process of teaching and learning" (Qatami, 2004, p. 475).

- Theoretical Definition: It is the positive outcome expected to be achieved for the desired objectives through the program.

- Operational Definition: The ability of the educational program - based on the Hameros model - to enhance the academic achievement of second-year students in the colleges of education at Wasit University (experimental group) in the subject of Social Psychology, which is taught in the academic year (2022-2023).

Teaching – Learning Program:

The Teaching – Learning Program is defined as:

1. Issa and Musallam (2005) describe it as: "A set of activities, procedures, practices, and educational materials arranged in a plan directed towards developing a set of skills" (Issa and Musallam, 2005, p. 483).

2. Al-Samidai (2012) defines it as: "Specific and sequential teaching units containing educational means, objectives, content, and specified assessment methods related to specific subjects" (Al-Samidai, 2012, p. 23).

3. Zayer et al. (2014) describe it as: "A collection of knowledge, skills, experiences, processes, activities, and strategies organized into an integrated system to constitute educational content, aimed at developing learners' skills and knowledge to enhance their achievement level" (Zayer et al., 2014, p. 35).

Theoretical Definition: A set of strategies, educational objectives, activities, means, and assessment tests organized into an integrated and planned system presented to a targeted sample with the aim of developing their skills to achieve educational objectives within a specified time frame.

Operational Definition: Several educational sessions prepared by the researcher based on the Hameros model for the subject of Social Psychology, with the goal of improving the academic achievement of second-year students in the Department of Educational and Psychological Sciences at the Colleges of Education, Wasit University.

Hameros Model:

(Jamal: 2010) defines it as: "An educational - learning model used to develop educational systems, consisting of three stages (Design Definition Stage - Analysis Stage - Systems Development Stage). These stages are divided into steps called the Maxi Model, which are further divided into steps called the Mini Model. These steps include problem identification, setting behavioral objectives, establishing performance standards, developing suitable strategies, and educational resources" (Jamal, 2010, p. 222).

Theoretical Definition:

An integrated unit of interconnected steps that places the learner at the core and encourages them to participate, express ideas through dialogue, discussion, and expression of their opinions, and develop their linguistic and mental abilities. It fosters collaboration among learners to solve problems and ultimately achieve the goal.

Operational Definition:

This is the model adopted by the researcher in building an educational - learning content and applying it to the experimental group of students to enhance their achievement level in the subject of Social Psychology.

Achievement:

The term "Achievement" has been defined by the following:

(Alam: 2000) defines it as: "The level of success or the degree of acquisition that the learner reaches in a specific subject or educational field" (Alam, 2000, p. 305).

(Abu Jadou: 2008) describes it as: "What the learner acquires during a period of time, measured by the grade obtained in achievement tests. Through this, it is possible to determine the extent to which the desired objectives have been achieved, and what the learner has gained in terms of knowledge, which translates into grades" (Abu Jadou, 2008, p. 425).

(Zayer and Dakhil: 2013) define it as: "The final outcome or the level of success achieved by the learner in a specific subject or educational field" (Zayer and Dakhil, 2013, p. 135).

Theoretical Definition: It is the amount of knowledge acquired by students after studying a specific educational program, measured by grades through an achievement test designed for this purpose.

Operational Definition: It is the amount of knowledge obtained by the student (the research sample) in the subject of Social Psychology, measured by the grade they obtained in the achievement test prepared by the researcher for this purpose.

1. According to Schacter (2009), Social Psychology is a branch of psychology that primarily focuses on understanding how the presence of others influences our thoughts, feelings, and behaviors.

2. Daniel L. (2009) defines it as a branch of psychology that studies individual and group social behavior, such as responses to social stimuli, with the aim of building a better society based on understanding individual and collective behavior. In other words, Social Psychology is the scientific study of humans as social beings.

3. Kurtz" and "Kurtzfield" in 1948 defined it as: "The science that deals with the study of individual behavior within the community, whether it is a family, school, or peers, as a structured scientific study."

Theoretical Definition: It is the science that addresses social groups, systems, and the relationships that connect them, through which humans acquire their culture.

Operational Definition: It is the subject of the program that was taught to second-year students in the Department of Educational and Psychological Sciences at the College of Education, Wasit University. It consists of seven educational sessions that include information and knowledge. The researcher taught this subject to the research sample for an entire semester.

Students of Colleges of Education: These are learners who study at the College of Education for four years after the preparatory stage. They study to become qualified teachers and possess knowledge and expertise that distinguishes them from other members of society (Ministry of Higher Education and Scientific Research, 2016:1).

Second research:

In this section, the researcher presents the key fundamental aspects addressed in the current research and outlines the methodology employed to achieve the desired objectives to meet the specific research requirements.

The Program Educational-Learning:

The educational program is a comprehensive plan for an integrated system of educational content that includes knowledge, information, cognitive skills, experiences, activities, and teaching strategies. It aims to enhance the learner's activity and effectiveness within the surrounding environment and the educational context to promote cognitive and knowledge development (Zayer and Dakhil, 2013: 131).

The educational program consists of instructional units containing a set of experiences and concepts organized systematically to train, modify specific behaviors, acquire particular attitudes, or develop specific skills. Therefore, objectives are defined and worked towards using suitable strategies and supportive educational resources. To ensure the achievement of specific objectives, various assessment methods are employed (Atiya, 2008, p. 117).

From this, the researcher concludes that the educational program encompasses a collection of organized knowledge and information structured in a particular manner,

including educational experiences that teachers work to impart to the learner and achieve the established goals.

"The educational program, also known as the instructional program, is a system in which the teacher, learner, and educational content interact. It encompasses intellectual skills, facts, knowledge, and teaching activities that enhance the learner's engagement and adaptation to society and the environment." (Suhaila, 2005, p. 82)

"The instructional educational program places the learner at the core and focuses primarily on their interaction and participation. It provides teachers with teaching guidelines that guide them in proper and scientific lesson planning in advance, steering them away from randomness and confusion in the classroom. Educational programs are constructed based on the characteristics of the subject matter and the learners, the goals to be achieved, the nature of the educational process, material, time, place, necessary resources, and suitable conditions." (Qatami et al., 2008, p. 145)

"The fundamental components of educational programs:

There are five important and fundamental components of educational programs:

1. Educational and pedagogical objectives:

These form the basic foundation for curriculum development, planning, and improvement, as well as the pre-planning of educational experiences. They help identify the conditions that suit the learner's learning and prepare evaluation methods. This is especially important when the objectives are divided into behavioral educational objectives, which assist program planners in thinking about the learning outcomes that learners can achieve." (Abu Jalala, 1999, p. 109)

2 Educational Content:

Educational content represents a collection of organized skills, knowledge, and experiences that enable the learner to understand, retain, and apply them easily. The process of organizing content involves the analysis of its elements and the relationships that connect them to arrange and structure it appropriately for the learner. (Sabri & Radhi, 2021: 1289-1296)

3. Activities and Experiences

Activities refer to the active engagement of the learner in the classroom setting, encompassing cognitive, psychological, social, and physical aspects. Experiences, on the other hand, pertain to what the learner acquires during their interaction with the surrounding environment and its changes, whether they are material, psychological, or cognitive. (Hammashiri, 2001, p. 248)

4. Teaching Strategies and Methods:

Teaching strategies and methods encompass the organized actions taken by the teacher to achieve the desired educational objectives. This is done by employing a range of appropriate teaching methods that focus on defining the roles of both the teacher and the learner and organizing the classroom environment in a way that facilitates the achievement of the specific objectives associated with each strategy. (Ayal, 2019, p. 42)

Here's the translation of the remaining part of the Arabic research into professional academic English:

Assessment

Assessment is the process of issuing a judgment on the educational program in terms of its achievement of the set objectives. It includes the evaluation of program objectives, content, educational activities, and the assessment of teaching strategies. These components form the basis for the development of the educational program in light of specific educational goals and philosophy. (Mur'i and Mohammed, 2000, p. 97)

A good educational program is characterized by several key features, including:

A. Functionality

- The educational program aims to:

- Clarify the scientific content, its practical objectives, and how it is structured within the learner's cognitive framework and how it can be applied.

- Organize cognitive and scientific objectives, content, and experiences in a way that is suitable for both the learner and the scientific content, as well as the social context from which it emerges.

- Activate the learner's role and facilitate the work of educators in the teaching and learning process, consolidating the scientific material to achieve predetermined educational objectives.

Nature of the Program:

Educational programs may contain a single specific subject or multiple subjects, a branch, or a section of a specific subject. There may also be specialized programs designed for a specific group to achieve specific goals, such as enhancing critical thinking or achieving proficiency in a particular subject. This emphasis on program diversity and customization has been emphasized in various scientific conferences aimed at improving the educational landscape, such as the Second Arab Scientific Conference held on October 31, 2000. (Za'ir and Dakhl, 2013, p. 131)

Principles to Consider in Developing Educational Programs

To build effective educational programs, several principles should be taken into account, including:

1. Placing the Learner at the Center of the Educational Process and Making Them an Active Participant.

2. Fostering Self-Learning Strategies among Learners.

3. Promoting Group Dynamics and Collaborative Work in Certain Activities and Training.

4. Training Learners in Research, Inquiry, and Discovery.

5. Efforts to Minimize the Impact of Individual Differences in Education.

6. Keeping Pace with Technological and Scientific Advancements in Content and Implementation.

7. Encouraging and Developing Critical Thinking Skills.

8. Incorporating Functional and Practical Application.

(Za'ir and Dakhl, 2013: 133)

Here's the translation of the stages of developing educational programs in professional academic English:

Stages of Developing Educational Programs:

Developing educational programs involves three fundamental stages that must be carefully followed:

1. Planning

This stage is of paramount importance and is the first concern of program designers. It involves considering all the essential elements necessary for preparation. This step includes the analysis phase, where the primary needs and characteristics of learners are identified. This analysis serves as the basis for the second stage, which is the design phase. In the design phase, the fundamental principles that the educational program is

based on are established. Additionally, all the challenges involved in the process are identified. The design phase also involves determining the necessary procedures, which are aligned with the analysis phase, to sequentially and clearly define the overall objectives. Based on this, the scientific content is determined, including its main and subtopics. Behavioral objectives for each topic are also specified in a procedural manner to organize the educational content logically, making it easy for learners to understand and apply. Furthermore, the stage includes the identification of activities, methods, and teaching strategies suitable for the characteristics of the learners and the content. Planning for each lesson is done in accordance with these elements to effectively deliver the content to learners and engage them. (Harat, 2019, p. 109)

To facilitate the transfer of content into the learner's mind, the designer must carefully select and design appropriate educational activities and resources. This selection aids the teaching and learning process and aids in the retention of information in memory for future retrieval. (Zaytoun, 2001, p. 432)

Here's the translation of the remaining stages of developing educational programs in professional academic English:

2. Implementation

In this stage, what has been planned in the previous stage is put into actual practice inside the classroom, under real conditions, by the implementer who plays a crucial role in executing it through practical lessons. The role of the implementer is pivotal in the success or failure of the program, depending on their qualities as a teacher and their professional and academic qualifications. (Raji and Yassin, 2015: 10)

The researcher also believes that the success or failure of the program does not solely depend on the teacher but also on the material resources and the conditions that affect the execution of the program, either positively or negatively.

3. Evaluation:

The evaluation process is an essential part of the educational program, serving as a diagnostic tool and providing feedback to both the teacher and the learner about their performance and effectiveness in the educational process. Various forms of evaluation are integrated into the educational program, not limited to just final assessments. The researcher emphasizes:

1. Preliminary Evaluation: This evaluation is conducted at the beginning, prior to commencing the educational process. It aims to assess the learners' levels, readiness, and prior knowledge to determine the entry behavior that guides how the teaching and learning process should commence. (Al-Juban, 2009: 200)

2. Formative Evaluation:

Formative evaluation is conducted during the implementation phase to identify positive aspects that need reinforcement and negative aspects that require correction. It helps assess the progress of learners towards predetermined objectives. (Al-Adwan and Al-Hawamdeh, 2011: 194)

3. Summative Evaluation:

Summative evaluation is used to determine the extent to which predetermined objectives have been achieved. It is conducted after the completion of the educational process and assesses the effectiveness of the educational program. It is often referred to as final evaluation.

(Al-Hamouz, 2004: 223)

The researcher believes that educational programs are essential for bridging the gap between theory and practice. The theoretical aspect relates to the foundational theories of education and learning, while the practical aspect deals with how these theories are effectively implemented in the classroom. This implementation involves the use of educational tools, techniques, resources, and strategies that align with the theories of learning and teaching on which the program is based.

Foundational Principles for Building Educational Programs:

To build any educational program, it should be based on a set of interconnected and comprehensive foundational principles that guide its development through its three stages (planning, implementation, and evaluation). These principles should also align with the philosophy of society, the content, and the nature of the learners. The most important of these principles include:

1. Philosophical Foundations:

The educational philosophy of any program must be derived from the philosophy of society, its goals, culture, and beliefs. Educational institutions serve society by offering educational methods, content, activities, and assessment methods that align with the philosophy of society and education. (Jamal, 2000, 46)

2. Social Foundations:

The principles of society, its values, aspects of social heritage, national identity, and modern developments are fundamental aspects upon which educational programs are built. To make the curriculum influential, it is necessary to consider the nature and characteristics of the learners. Social foundations are among the most important and influential aspects in designing educational programs due to the cultural diversity, specificities, challenges, and adaptability to change that different societies exhibit. (Bahri, 2012, 75)

3. Psychological Foundations:

Numerous studies in the field of education and psychology have identified a set of principles and rules related to the learner's personality, including aspects of growth, cognitive abilities, personal needs, interests, attitudes, and inclinations. All of these factors contribute to guiding the learner's behavior and facilitate the achievement of desired objectives.

(Al-Khawaldeh and Yehyeh, 2011, 66)

- Technological Foundations:

Building educational programs has become a necessity in the face of scientific and technological advancements. Modern technologies are utilized in terms of selecting program activities, educational tools, materials, experiences, teaching strategies, and various assessment methods. All of these elements together constitute an effective educational system capable of achieving the desired educational objectives. (Al-Khawaldeh, 2007, 298)

- Cognitive Foundations:

Knowledge is a crucial foundation for determining the structure of any educational program. It involves selecting the content and what it includes in terms of facts, information, principles, and concepts that learners are required to learn and understand. Knowledge can be influenced by the way it is acquired and its type, encompassing sensory and mental knowledge. (Atiya, 2009, 141)

In the design of educational programs, experts have focused on various educational theories that highlight the principles of learning affecting the behavior of both teachers

and learners within the context of educational programs. These theories are categorized into several types, including:

- Constructivist Theory:

The constructivist theory emphasizes the practical application of knowledge and its use for learning. It underscores the importance of the social dimension in the learning process. Constructivism takes multiple perspectives on learning. It highlights the learner's personal interpretation of information, emphasizing that learning occurs through observation, processing, and interpretation. (Zaitoun, 2009, 24)

According to the constructivist theory, learning is an active, positive, and non-passive process. Knowledge is not received from external sources or individuals but is rather the learner's interpretation and processing of their experiences during the knowledge-building process. The learner is at the center of the educational process, while the teacher assumes the role of facilitator and supervisor of the learning process. Learners should be given opportunities to construct knowledge rather than passively receiving it through instruction. An essential activity in constructivist learning is realistic learning. (Rashtchi et al., 2019)

In the practice of constructivism, there are several key elements, including:

1. Activating prior knowledge

2. Engaging with knowledge

3. Understanding knowledge

4. Applying knowledge

5. Reflecting and contemplating on knowledge

Chapter Three

In this chapter, the researcher will present the research results obtained after completing the statistical analyses, interpreting them, and presenting the conclusions drawn. The researcher will also provide recommendations and suggestions for practical use.

First: Presentation of Research Results:

Presentation of the research achievement test results:

The first null hypothesis stated: "There is no statistically significant difference between the mean scores of the achievement test for students in the experimental group, studying the subject of Social Psychology using the educational-learning program based on the Hameros model, and the mean scores of the control group students studying the same subject based on the curriculum set by the sectoral authority (Deans) without the use of the program in the post-test."

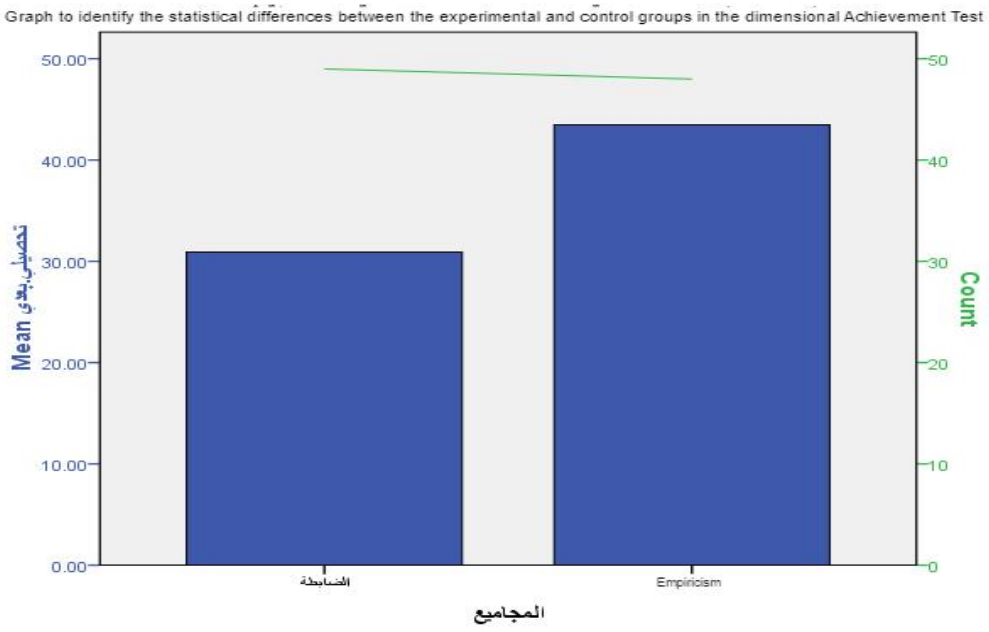
To test the validity of this hypothesis, the researcher administered the achievement test to both research groups (experimental and control), obtaining a total of 21 scores. The researcher calculated the mean and standard deviation of the scores for each group to determine the effectiveness of the educational-learning program in the academic achievement of the students in both research groups through a comparative analysis. The data was statistically analyzed using the independent samples t-test to ascertain the statistical significance of the differences between the two groups. The results are presented in Table 1.

Table (1) Independent Samples t-Test between Experimental and Control Groups in Post-Test Achievement Test Results

totals	The arithmetic mean	The standard deviation	The t value		Significance ratio (0.05)
			counted	tabular	
Controllable	30.9184	7.97871	6.363	1.99	segnificance
expermintal	43.4792	11.22306			

The information from Table 29 indicates that the calculated t-value, which is 6.363, is greater than the critical t-value of 1.99 for a significance level of 0.05 and 95 degrees of freedom. This suggests the presence of a statistically significant difference between the mean scores of the control group and the experimental group in the post-test achievement test, favoring the experimental group.

Additionally, Figure 6 illustrates the statistical differences between the two research groups.



Effectiveness of the Educational-Learning Program (Effect Size - Scientific Significance of Research Objectives)

To ensure the effectiveness of the educational-learning program, the researcher was keen to determine the effect size, which reflects the extent of the impact of the independent variable (educational program) on the dependent variable (achievement). The researcher utilized the Eta-squared value along with Cohen's d as a tool for measuring the effect size through Eta-squared. Table 2 presents Cohen's d and Eta-squared values, which reflect the effect size:

Table (2) Values of Eta-squared and Cohen's d for Determining Effect Size

independent variable	The following variable	Accounted t value	Degree freedome	Eta square	**Cohen's d value**	**Effect**
The educational program learning	The achieved test	6.363	95	0.299	1.306	larg

The table above clearly shows that the calculated t-value for the achievement test, which equals 6.363, is greater than the tabulated value of 1.99 at 95 degrees of freedom and a significance level of 0.05. By calculating Eta-squared from the calculated t-value to determine the effect size, it became evident that the Eta-squared value reached 0.299, which is greater than 0.14. This indicates the presence of an effect size, according to the classification of effect size levels by Eta-squared (Deeb & Al-Ashqar, 2010: 125).

Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted, which states that there are statistically significant differences ($\alpha < 0.05$) in post-test academic achievement between the two research groups, indicating the effect size and the effectiveness of the educational-learning program.

By calculating Cohen's d through Eta-squared, it is evident that the Cohen's d value, which is 1.306, is greater than 0.80 according to Cohen's classification of effect size levels:

- 0.40 or less: Small effect size.

- 0.40 to 0.70: Medium effect size.

- 0.80 or more: Large effect size (Murad, 2000: 246).

Secondly, Interpretation of Results:

1. Regarding Academic Achievement: The research results demonstrated the superiority of the students in the experimental group who studied Social Psychology using the educational-learning program based on the Hameros model over the students in the control group who studied the same subject based on the curriculum set by the Deans. As a result, the first null hypothesis was rejected. The researcher explained this superiority with several reasons, as supported by the findings of this research:

a. Building the educational-learning program based on the Hameros model and presenting it in the form of educational chapters where information is integrated to establish interconnected relationships between topics and within each topic made it easier for the second-year students in the Department of Educational and Psychological Sciences at the College of Education to grasp the scientific material and interact with it comfortably. This approach facilitated their learning and, at the same time, made it easier for them to recall information.

b. The chapters of the educational-learning program based on the Hameros model were organized and interconnected effectively. Each chapter included a title, a plan, and a student guide for studying the chapter. It presented the topics of each chapter, explaining their behavioral objectives, providing organized introductions, and presenting the scientific material in an engaging manner. The material aimed to capture the learner's attention and motivation, using techniques such as diagrams, images, fonts, and adding a "Did You Know?" section, which is an exciting and concise section for the learner. Additionally, appropriate activities and exercises were included for each content topic, along with continuous self-assessment and a final evaluation. All of these elements made the teaching process more effective. This indicates that the educational-learning content was prepared in a way that enables students to learn independently or collaboratively. This aligns with the studies of Al-Samidai (2012), Al-Aqabi (2018), Al-Mousawi (2018), Harat (2019), and Al-Saadi (2013).

2. The researcher constructed general and specific objectives for the educational-learning program, aligning with the behavioral objectives for each topic. This served as the roadmap for the researcher's teaching of Social Psychology. It also introduced students to the program's requirements, creating a scholarly environment that motivates students toward positive, mastery-based learning and elevating the academic achievement of the experimental group.

3. The researcher focused on active student participation during the implementation of the educational-learning program in lessons. This approach enhanced students' motivation, fostered collaboration, and interaction, guiding them from the theoretical to the practical (applied) side of learning. The approach was enriched with various educational resources and individual and group activities. On one hand, it made the subject matter relatable to the students' real-life experiences, increasing their engagement during lessons and their desire to learn the subject.

4. The use of educational resources to clarify and explain the course material was emphasized. Students were encouraged to recognize the importance of these resources and employ as many senses as possible to receive information, retain material, and carry out practical applications. This approach aimed to counteract boredom and passive information reception. It involved the presentation of educational videos, images, and diagrams, ultimately leading to the superiority of the experimental group over the control group in terms of academic achievement.

5. The educational-learning program included a set of educational activities in the form of scenarios and problems that were linked to the program's topics. These activities aimed to assist students in presenting their ideas and grasping problems in their realistic forms. The program encouraged students to take responsibility for their own learning and teaching in collaborative activities, promoting them to think about others' opinions and fostering positive interaction among them. This approach led to the development of critical thinking skills and the ability to address complex ideas, building creative and innovative knowledge that encouraged them to explore new information and enrich their experiences.

6. The content of the educational-learning program was enriched with interconnected information, examples, diagrams, and visuals designed to expand the students' understanding and organize it within their cognitive structures.

7. The strategies employed in the program were based on specific steps and were diverse in nature. These strategies were not encountered by students in traditional programs. They contributed to breaking free from stereotypical thinking and brought about qualitative cognitive changes. This, in turn, led to the reconstruction of traditional thinking patterns and had a positive impact on their academic achievement.

8. The use of diverse teaching methods cultivated creative and non-traditional thinking in students, making them self-regulated thinkers and sources of information. Students became essential components of the educational process, preparing material by gathering information, discussing, exchanging opinions and experiences, and collaborating within student groups. The interaction with the instructor created a classroom environment rich in student engagement and minimized mental distractions. The implementation of new question types in Social Psychology contributed to this environment.

9. The element of engagement and diversification incorporated into the educational-learning program for the experimental group was diverse in design and presentation. Learning objectives were presented, followed by activities designed with captivating colors to stimulate learners. This provided various opportunities for application and practice while supporting the cognitive organization of students. This approach significantly contributed to improving their performance, in contrast to the limited opportunities for the control group in the traditional program, which followed a more conventional approach.

10. The program relied on diverse assessment methods, which led to increased student progress and their commitment to putting in the necessary effort for innovative and original thinking and self-organization.

The program placed a strong emphasis on the students, empowering them to become active creators of their own learning.

Thirdly, the conclusions:

After presenting and interpreting the results, the researcher draws the following conclusions:

1. The program that was built based on the Hameros model has proven its effectiveness in improving academic achievement.

2. The feasibility of teaching with proposed programs based on the Hameros model.

3. There is a relationship between the educational-learning program based on the Hameros model and academic achievement. Training in critical thinking and idea generation can have a positive impact on various situations, ultimately leading to improved academic performance.

4. The program encouraged students to express themselves freely, express their opinions, engage in effective discussions, pose questions, participate positively, and foster a spirit of positive competition among them.

5. The organization, design, and structure of the educational-learning material, clear objectives that represented the researcher's course of action, the inclusion of various activities, exercises, diagrams, charts, illustrations, and the use of multimedia in presenting the educational material all contributed to significantly enhancing academic achievement.

Fourthly, the recommendations:

Based on the review of the results of this study and the conclusions drawn, the following educational and scientific recommendations can be made:

1. Consider the educational-learning program material as a supplementary textbook for teaching social psychology to second-stage students in the Department of Educational and Psychological Sciences. This program should be adopted by all colleges of education at universities.

2. It is essential to train students in the development of critical thinking and the formation of an advanced scientific mindset, as this is a general educational goal in different stages of education. This should include curricula and teaching methods in various learning situations to enhance their learning performance and enable them to solve problems effectively.

3. Encourage educators in the faculties of humanities education to shift their focus from concentrating on the quantity of learned material to focusing on the type of educational experience provided to learners. Emphasize the activation of cognitive processes to improve academic achievement.

4. Train teachers of social psychology in the implementation of educational programs. Provide them with training on discovering and nurturing students' creative abilities using modern approaches that focus on teaching critical thinking.

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