

Reality of Educational Technology Use in Primary Level Social Studies Teaching in North West Badiya Education District Schools in Mafraq Governorate

Basil H. Menazel*

* Al Albayt University, Mafraq ,Jordan.

Abstract:

The study aimed to identify the use of educational technology in social studies teaching and the obstacles to availability and use of educational technology in teaching social studies at schools in the North West Badiya Education Directorate in Mafraq governorate, the Hashemite Kingdom of Jordan.

The study population comprised of 137 male and female teachers in schools of the North West Badiya Education Directorate in Mafraq governorate.

Full sampling was used for the study population with 119 questionnaires recovered at 0.86 % of distributed copies. Three questionnaire responses were excluded as non-analyzable statistically with 119 analyzed.

The study concluded that the level of practice of educational technology in teaching social studies was medium with a medium level of administrative obstacles to the use of educational technology in teaching social studies. The study recommended that school administration show interest in educational technology through a comprehensive system stemming from a strategy at the level of Ministry of Education in the Hashemite Kingdom of Jordan.

Key words: Educational technology, Social studies teacher, and Primary Level.

1. Introduction:

As a result of technological and scientific advances, the early twenty first century witnessed vast transformations that impacted institutions' organizational views and required development of more effective institutional practices, irrespective of the field of work. This translated into a focus on employees, giving them more responsibilities and power in comparison with traditional organizational methods. (Ahearne & others, 2005: 945) In this age of advanced science and technology, the importance of educational methods has greatly increased in order to deliver information faster and more easily. Education is a force impacting the lives of nations and a pillar for preservation of their main components. Through education, societies can prepare their individuals in the required attitudes and qualities and discover their potential, energy and resources, to be employed and invested in according to society's interests and ambitions.(Dousari, 2003, p2).

A successful school administration is the corner stone of the educational process. It defines the road for education and shapes it, putting in place all means to monitor results and revise tasks in a meaningful and constructive way thus aiding in revision of organisation, activities, procedures and execution methods. The school principal is the most important participant and pillar of the school administrative process. An efficient school principal is one who knows how to create a work environment that offers harmony and a healthy atmosphere appropriate to employees, both teachers and others. A school principal must be highly sensitive to the potential of other employees. An efficient school principal is able to learn and apply all educational methods to achieve high educational outputs, considered the core of the educational process. (Harbi, 2008, 1-2)

Due not only to the importance of educational methods in students' lives but also how teachers may perform appropriate roles ,as well as the roles of school administrations, this study attempts to discover the reality of use of educational technology to teach primary level social studies in schools of the Ministry of Education North West Badiya Directorate in Mafraq governorate, through the following: knowledge of Jordanian society and Jordanian Directorate of Education, what technology is provided to support an educational process that helps develop and produce a generation able to shoulder the nation's challenges, and finally, the strengths and weaknesses while building on the former and eradicating the latter.

2. Statement of the problem:

As the researcher noticed that the technology revolution has had a great impact on all aspects of life and invariably, it has impacted education too. Some school subjects have paid more attention to technology than others. Although technological tools have proven to have had a positive effect on students, the application of such technology in some subjects remains neglected, despite their important role in shaping students' historical

background about their social surroundings and their country's policies and historical references. Students need to be knowledgeable about their country and society while increasing patriotism to the Hashemite Kingdom of Jordan which follows modern ways that are reflected in positive and productive behaviour, making the student a positive element in the appreciation of other citizens. This is the theoretical stance whereby the research problem aims to discover whether there is a difference between what is proclaimed and what is practised.

Social studies including history, geography and national education are useful and important for students. They are subjects that are not confined to a prompting method in teaching. History is what has gone before, the present and the future to come. Therefore these social Studies have great importance in modern sciences requiring that they not be neglected in their scientific aspects or methods of teaching. The knowledge problem may be summed up in the answer to the main study question, namely:

What is the reality for use of educational technology in teaching primary level social studies throughout schools of the North Western Badiya Education Directorate in Mafraq governorate?

3. Significance of the Study:

The Significance of the study follows the importance of the subject itself. Social studies are extremely important to the formation of a cognitive image of the Hashemite Kingdom of Jordan in the minds of primary level students, especially that the study is applied to the north western badiya area adjacent to the border with the Syrian Arab Republic; an area that has become a threat to the Hashemite Kingdom of Jordan's security due to jihadist elements who do not relate to Islam or any religion in any way. The researcher is duty bound to conduct a study specializing in discovering the national conscience, how to shape it and to search for the most successful methods for this. Previous studies are useful in adapting ways and modern technologies that build a great cognitive background that is loyal to the Hashemite Kingdom of Jordan in order for it to be a rock of peace and stability safe from all threats.

The current study is an evaluation of educational technology which can assure success in both the method of teaching and consolidation and the role of social studies, and there by guarantee the formation of a historical background based on correct cognition of the state country, untainted by elements that confuse the correct understanding of the Jordanian students in schools in the north west Badiya area. The same applies to both geography and national education which are on the same level of importance regarding using methods that ensure they have the desired impact on students.

4. Objectives of the study:

The study aimed to:

- Identify educational technology used in teaching social studies' subjects at schools in the Education Directorate of North West Badiya in Mafraq governorate, the Hashemite Kingdom of Jordan.
- Identify obstacles to availability and use of educational technology in teaching social studies' subjects at schools in the Education Directorate of North West Badiya in Mafraq governorate, the Hashemite Kingdom of Jordan.
- Identify teacher related obstacles to the use of educational technology in teaching social studies' subjects at schools in the Education Directorate of North West Badiya in Mafraq governorate, the Hashemite Kingdom of Jordan.
- To build a methodology for researchers interested in the same subject due to the recommendations that will be made by this study and results that will enrich the study society and the study subject.

5. Definition of terms:

Educational technology: Every material, aid or instrument used within the school classroom by the teacher in achieving desired educational goals and simplifying the teaching material for students, the use of which in turn results in saving time and effort (Al Oseimi, 2015, p7). Procedurally, education techniques are defined as instruments and equipment a teacher uses to more easily deliver information and teach social studies at schools in the Education Directorate of North West Badiya in Mafraq governorate, the Hashemite Kingdom of Jordan.

Social studies teacher: Male or female teacher who teaches history, geography and national education at Ministry of Education government schools and who has qualifications enabling him/ her to perform the task at

hand (Khreisha, 2011, p667). The definition would be: the male or female teacher who teaches history, geography or national education at male and female schools in the area of the Education Directorate of North West Badiya in Mafrqa governorate, the Hashemite Kingdom of Jordan.

North West badiya: comprised of four sub-districts: Qasabat Al Liwa, Al Sarhan, Housha and Al Khaldiyya, having a total of 137 schools, 84 for girls and 53 for boys, in addition - 8 private sector kindergarten/nurseries.

A primary level: It is a basic stage of education in which students receive education from first grades to tenth grade. It is divided in to two stages the lower and the upper one in Jordan.

6. Limitations of the study:

Subjective limitations: represented in the reality of use of educational technology in teaching social studies.

Place limitations: represented in the area of the North West Badiya Education Directorate schools.

Time limitations: Academic year 2015/2016.

Human limitations: Represented in the social studies teachers in schools of the Education Directorate of North West Badiya.

7. Review of literature:

A study by (Al Oseimi, 2015) aimed to discover the reality of use of modern educational technology used by learning-difficulty teachers in the Learning Difficulties and Resources Room in Quseim area, through the use of an analytical descriptive method. Eighty four learning difficulty teachers were chosen from the study population and study questionnaires were distributed; responses from 67 completed questionnaires were analysed .The study concluded: overall averages levels for items' the reality of teachers for children with learning disabilities using educational technology in the teaching resources room' = medium; for 'the difficulties that reduced teachers' for students with learning disabilities use of education technology'=medium .The researcher found there were differences of statistical value between the average responses for learning difficulty teachers attributable to the length of experience variable. The study also found that it was important that teachers' awareness of the importance of educational technology to be improved through workshops and seminars, while also offering training courses to teachers on how to use and produce teaching and development materials.

(Aaza, 2013) conducted a study that aimed to adopt the choice of using technology in teaching as a contemporary method of university teaching while discovering the reasons hindering its use. The study addressed: traditional teaching methods, the amended lecture method, the discussion method, the modern view of teaching, the role of the university lecturer in the contemporary technological model, technology and how to apply it in teaching and teaching methods, the lecturer and application steps, modern technology, individual learning, effective learning methods that should be made available, student needs that should be attended to when using technology, the absence of the concept of technology, creativity and techniques. The study utilizes the descriptive method and concluded: the use of technology leads to creativity in teaching, while the absence of the concept of technology is an obstacle to using it, the importance of raising teachers' interest in technology through intensification of training courses for its use.

In a study by (Eyibi,2012), the researcher aimed to discover the importance of the computer in developing teaching and learning due to its exceptional technological and educational potential that develop self-learning concepts. To achieve the study goals the researcher used AutoCAD computer aided design software to teach engineering drawing to fourth year electro-mechanical engineering students in 2008/2009. Results showed that computers had an effective and important role in developing student abilities to complete engineering drawing lessons with great competence in contrast to the traditional method previously taught. It was shown to be important that educational computer software be introduced into scientific engineering curricula since this software is a rich field for such applications.

A study by (Dunolsky & Rawson, Marsh & Nathat& Willingham, 2013) aimed to improve student learning through educational technology, which relied on self-interpretation, summarization, highlighting important subjects, sorting keywords and the use of images for learning and practice testing. The study mentioned that there should be conditions put forth for educational technology namely: student characteristics, material characteristics and standard tasks for students. The study community consisted of American Bachelor degree

university students. The study concluded that the benefit from using educational technology in improving student learning was low because it took a long time to see results, because working with this technology was a lengthy process.

A study by (Al Fifi, 2012) that aimed to discover the reality of availability of educational technology in government high schools in Riyadh on one hand and the practice by Holy Qura'an high school teachers of using education technology, while also identifying obstacles to their use of these technologies. The study applied the descriptive survey method to answer study questions. The study sample comprised 177 government employed teachers in Riyadh, to whom the questionnaire was distributed in addition to a comment note. The study concluded that in general the technology readily available consisted of a white board, an audio recorder / playback, computers, projector and an interactive board. One of the main obstacles was the large number of students, a hindrance to the effective use of educational technology. Additionally, the lack of incentives to use educational technology was also found to be an obstacle.

(Abdullah, 2011) conducted a study to identify the level of educational technology skills achieved by education supervisors while determining their main needs and identifying the relationship between the levels of achievement of these skills in educational supervisors, and their training needs. The study tool, a questionnaire, was distributed to 123 male and female education supervisors. Results showed that 'educational technology skills of education supervisors' were medium level, and with a 'need for training' was also of a medium level. A correlation was found between level of achievement of educational technology skills of education supervisors and the level of requirement of training. Differences of significance for means, in responses of education supervisors in relation to levels of statistical differences' were found in 'educational technology skills of education supervisors attributable to gender' (in favor of females) and governorates (in favor of Damascus governorate).

(Delen, Dursan, 2010) completed a comparative analysis of student learning and university retention level of students. The study tool was a form which student rotation was calculated in order to determine the level of student retention versus on-retention. The study took place at a university in the south west of the United States of America with 23,000 enrolled students of whom 80% were resident in the same state. Institutional data for five previous years was used covering 16,066 new students and employees throughout the period 2004 – 2008. Data was compiled and unified from several university student data bases. The study concluded that the rate of graduation from the university was about 6 years with a retention rate of 80%. This was due to its educational policy ability to retain students in addition to the study rate being a short period, supporting the premise that the university had a successful educational policy.

(Harsh, Muflih, and Dhoun 2010) aimed to discover the use of digital learning from the viewpoint of high school teachers in Koura district. To achieve the study goals a questionnaire was developed comprising 36 items divided into four fields. The study sample was made up of 47 male teachers and 58 female teachers chosen randomly throughout the fall semester of 2008/ 2009. Upon analysis of data, results showed that 'teacher related obstacles' were in first position followed by 'administration related obstacles, infrastructure and basic preparation obstacles' while 'student related obstacles' ranked last. Results also showed differences of statistical significance attributable to academic qualifications in the field of student related obstacles in favor of students with Master degrees and higher, whereas no 'statistically significant differences attributable to training courses' were found for any field. Results also showed no differences of statistical value attributed to training courses in all fields. The researchers recommended that training courses offered by the Ministry of Education be revised as well as the improvement of infrastructure including technological and technical equipment in schools.

(Liuqmani, 2010) aimed in his study to show the reality of the education supervisors' development of elementary stage Islamic education teachers' performance in the use of educational technology, from the viewpoint of Islamic education teachers in Riyadh. The study was based on a questionnaire distributed to a sample of 277 elementary stage Islamic education teachers in government boys' schools in Mecca, during the spring semester of 2009. The study concluded that the primary educational technology focus of supervisors was Islamic education material and showed a high level of use and that the most frequently used methods by supervisors to develop teachers' performance were classroom visits and individual meetings. The methods least used by supervisors were seminars and education research. Finally, a high level of obstacles to the use of educational technology by Islamic education teachers was found.

A study by (Khudar, 2009) aimed to identify the availability of educational technology in second stage primary education schools. The study community consisted of 45 expert supervisors on one hand and 25 school principals, 250 male and female teachers and 500 male and female students from primary education level schools on the other, from the Latakia Education Directorate. The study was based on two questionnaires: the first aimed to identify the reality of employing educational technology in the teaching process while the second was to discover primary level education students' opinions. The study concluded that educational technology availability was over 80% and that technology were used in the education process, while researchers' answers focused on the fact that only a few educational technology resources existed.

(Suleiman, 2008) conducted a study that aimed to discover the reality of educational technology in primary level schools throughout Bani Kinanah district regarding availability and use of educational material and equipment. The study population consisted of all primary level teachers in the Education Directorate of Bani Kinanah. The sample was chosen by simple random selection. The sample consisted of 120 male and female teachers representing 15.13% of the study population. The study tool in the form of a questionnaire was distributed to the study population. The study found that educational materials and equipment availability differed from one primary school to another. Additionally, use of education materials and equipment by sample respondents was of a medium level while no statistically significant differences attributable to experience in favour of those with experience of from six to ten years were found.

In their study (McLaren & Scheuer & Latt & Hever & Groot, 2007) aimed at the use of automated educational technology for students' electronic analysis and discussion. The study was based on a discussion the students would have on a topic chosen by the teacher from the curriculum. Initial theoretical results based on study results showed that initial results were very encouraging whereas more work awaits those interested in adopting this method for it to be undertaken in an optimal way, so that educational technology has a positive effect on students.

A study by (Li & Sun, 2007) aimed to research education technology's role regarding Chinese clients' communication electronically through the internet with four Chinese institutions. It was found that two of the four Chinese institutions took interest in learning technology for employees and clients, were interested in interacting with the client and encouraged logical preference for use of learning technology.

(Ajami, 2007) conducted a study that aimed to discover what level of use of educational technology was practiced by Islamic education teachers in Kuwait and its relation to student learning motivation. The study was based on a questionnaire and observation for primary data collection. The questionnaire was distributed to a sample of teachers randomly chosen from the study population and representing 33% of the original population. The sample consisted of 95 male and female Islamic education teachers from intermediate level schools in Ahamdi and Mubarak Al Kabir districts. The student sample of 450 male and female students was also chosen randomly. The study concluded that the level of use of Islamic education teachers of educational technology was of a medium level with differences of statistical significance in the level of use of intermediate level Islamic education teachers of educational technology in the State of Kuwait, attributable to gender in favour of males. No differences of statistical significance were found attributable to experience.

A study by (Ikonomasik & Kotsiantis & Tampakas, 2005) went further in its goals to categorizing text using education technique mechanisms. The study relied on algorithms to text prediction. It concluded that an increase in use of algorithms and text prediction was small.

(Shammari, 2005) conducted a study that aimed to identify the reality of social studies male and female teachers' use of educational technology in intermediate level schools in Hafr Al Baten district in the Kingdom of Saudi Arabia. Data collection for the study was from a questionnaire. It was distributed to all 205 male and female social studies teachers in Hafr Al Batin area intermediate schools during the 1425 H.-1426 H. academic year. The study sample was comprised of 100 male and female teachers. It showed that the percentage of teachers utilizing educational technology for teaching was low. Obstacles related to school resources were found mainly to be: the absence of halls suitable for use of education technology, lack of funding for educational trips and teacher related obstacles; the most important to teachers were lack of teacher incentives.

In a study by (Kotsiantis & Pierrakeas & Pintelas, 2004) which aimed to identify student performance through use of educational technology algorithms were utilized for student results' prediction. Data was collected from

354 cases in the first training and from 28 cases in the second training. The study concluded that average precision rate for prediction information of student results produced by algorithms was 70.51.

In a study by (Pang & Lee & Viathanathan, 2002) that aimed to categorize the general feeling for the documents record based on education technology, study data relied on data from previous studies. Formulae were applied to data using algorithms to identify the general feeling of documents record which is different to categorizing with respect to general topic. The study found that use of educational technology in document categorization was a good method to use, although differences of opinion existed on this subject.

(McCarthy, Liam & Anderson, Patrick, 2000) conducted a study that aimed to compare modern and traditional educational technology and methods. The study sample was from university students in history and political science departments at American universities. Role playing and cooperation exercises were the technology used. Two groups from each department formed the control and experimental groups. Fourteen students formed the control group and 16 formed the experimental group from the history department students while the political science students were divided into 30 students for the control group and 47 for the experimental group. The groups were assigned lecturers for material given credence by the study. The study found that educational technology in the form of role playing and cooperation amongst students was the most important and better compared to traditional teaching methods. Recommendations included the necessity of moving towards more modern educational technology and discarding older traditional methods.

8. Characteristics of the study:

Upon review of previous literature, both Arab and foreign, it became evident that all studies approached educational technology through identifying audio visual and audio-visual means as techniques and indicators. The current study did not define these until it had researched the level of use of educational technology in teaching social studies and identifying obstacles related to educational technology availability and use, as well as social studies teacher-related obstacles. The aim was an attempt to conduct a comprehensive study that benefits from previous studies on the subject including those that addressed teaching techniques for fields other than social studies. Previous studies, whether Arab or other, addressed many populations including schools and commercial centers, studied teaching techniques from the viewpoint of those who used these techniques, - teachers and students. This study was conducted in an area that concerns the researcher directly since he is Jordanian and thus characterizes this study.

9. Methodology

Design of the study:

The descriptive analytical method was used in addition to a field study whereby the researcher utilized the descriptive analytical method to collect information from official sources of administration- related literature addressing the study subject. The same method was also used to collect data from primary sources through developing a questionnaire that serves study goals and later distributing it to the study population.

Data collection methods:

Secondary data was obtained through review of literature in books, periodicals and previous studies related to the study subject.

The researcher designed and used a questionnaire as a study tool for data collection. The questionnaire was distributed to primary education male and female social studies teachers in Ministry of Education schools throughout the West Badiya Directorate schools in the Mafraq governorate and consisted of three dimensions:

The first included a group of questions that aimed to measure level of use of educational technology in teaching social studies.

Dimension two was a group of questions aiming to measure administration-related obstacles to the use of educational technology in teaching social studies.

The third Dimension meanwhile consisted of questions that aimed to measure teacher related obstacles to the use of educational technology in teaching social studies.

The five point Likert scale was used to measure the fields mentioned above and consisted of: 1 Not used, 2 Low level use, 3 Medium level use, 4 High level use and 5 Very high level use.

9.1. Instrumentation

Study population and sample:

The study population was comprised of 137 male and female teachers at the North West Badiya Education Directorate in Mafraq governorate. The questionnaire was distributed to the full number of teachers with 119 responses collected, thus, a return rate of 0.86. Three questionnaires were disqualified due to inability to statistically analyse them. One hundred and sixteen questionnaires were analysed.

Reliability:

The researcher requested the questionnaire be reviewed by many professors at several Jordanian universities to judge and verify: whether it covered all primary aspects of the subject, clarity, content and sound drafting of items.

Subsequently, the questionnaire was revised based on comments with some items removed, others added, some modified while others were rephrased to assure clarity, understanding and a more valid measure of the study subject, The five point Likert scale was used to measure the three dimensions mentioned above and consisted of: 1 Not used, 2 Low level use, 3 Medium level use, 4 High level use and 5 Very high level use.

Validity:

To insure study tool consistency and validity Cronbach's alpha was utilized to verify internal correlation. Table 1 shows the correlation coefficients calculated using Cronbach's alpha, consistency of field iteration and total grade.

Table 1

Correlation coefficients (Cronbach's alpha), consistency of field iteration and total correlation

Field	Internal correlation
Level of educational technology use in teaching of social studies	0.79
Administrative obstacles to use of educational technology in teaching social studies	0.83
Teacher related obstacles to use of educational technology in teaching social studies	0.81
Total	0.81

9.2. Statistical analysis:

Descriptive methods were used: percentages, repetitions, means, standard deviations were calculated for the different questionnaire items with the aim of reading and categorizing major characteristics of study sample individuals and these characteristics' compositions. Means were calculated for every question of each three dimensions separately, followed by a summation of overall means to calculate the overall mean for each three dimension. Statistical Package for Social Sciences – SPSS was used to carry out these analyses and statistical tests.

10. Results and discussion

Results related to the answer of main question of study : “What is the reality for use of educational technology in teaching primary level social studies throughout schools of the North Western Badiya Education Directorate in Mafraq governorate?.” To answer this question means and standard deviations calculated for each item in the questionnaire.

First dimension of main question: Level of use of educational technology in teaching social studies:

Means and standard deviations were calculated for levels of use of educational technology in teaching social sciences as the table below shows.

Table 2

Means and standard deviations calculated for levels of use of educational technology in teaching social studies, sorted descending according to means

Rank	No.	Item	Mean	Standard deviation	Level
1	3	Flat maps drawn on paper or parchment.	3.79	0.991	High positive agreement
2	7	Video tapes.	3.71	0.995	High positive agreement
3	11	Personal computer	3.67	0.912	High positive agreement
4	6	Chalk blackboard	3.63	0.837	Medium positive agreement
5	20	Compass	3.59	0.807	Medium positive agreement
6	15	Film and slide projector	3.57	1.015	Medium positive agreement
7	18	Data show projector	3.51	0.864	Medium positive agreement
8	13	Slide share device for view dark photos (magic lantern)	3.50	0.959	Medium positive agreement
9	9	History and geography atlas	3.49	1.113	Medium positive agreement
10	10	Picture books for history and geography	3.43	0.986	Medium positive agreement
11	2	Scale models	3.41	0.970	Medium positive agreement
12	5	Magnetic boards	3.30	0.890	Medium positive agreement
13	12	Television	3.11	0.941	Medium positive agreement
14	19	Record player	3.10	0.980	Medium positive agreement
15	1	Audio tapes	3.08	0.928	Medium positive agreement
16	4	3D scale maps made from plaster, plasticine or clay	3.07	0.936	Medium positive agreement
17	8	Diagrams	3.01	0.842	Medium positive agreement
18	14	School morning assembly broadcast	2.95	0.916	Medium positive agreement
19	17	Radio	2.91	0.736	Medium positive agreement
20	16	Cinema film projector	2.85	0.735	Medium positive agreement
Use of educational technology in teaching social studies.			3.51	0.824	Medium positive agreement

Table 2 shows that means ranged between 2.85 and 3.79 with item 3 'Flat maps drawn on paper or parchment' rated first with a mean of 3.79 whereas item 16 'Cinema film projector' rated last with a mean of 2.85. The overall mean for use of educational technology in teaching social studies' was 3.51. Table 2 shows that standard deviation ranged between (0.735-1.113).

Second dimension of main question: Administrative obstacles to use of educational technology in teaching social studies.

Table 3

Means and standard deviations for administrative obstacles to use of educational technology in teaching social studies items sorted descending

Rank	No.	Item	Mean	Standard deviation	Level
1	2	Poor cooperation from school administration in ensuring availability of education aids and equipment.	3.59	0.991	Medium positive agreement
2	7	Education supervisor interest in educational technology and follow up of teacher use of these is weak.	3.58	1.132	Medium positive agreement
3	1	Financial resources to purchase equipment are scarce .	3.57	1.021	Medium positive agreement
4	10	Lack of interest by administration in maintenance of educational technology equipment.	3.43	0.923	Medium positive agreement
5	4	School administration is not interested in education technology.	3.42	0.897	Medium positive agreement
6	8	When needed there is no expert in education technology.	3.39	1.194	Medium positive agreement
7	5	School administration encouragement for use of educational technology is low.	3.33	0.932	Medium positive agreement
8	3	Training courses training teachers to use educational technology are sparse	3.28	0.925	Medium positive agreement
9	9	No hall for educational technology exists.	3.25	0.949	Medium positive agreement
10	6	Necessary educational technology are difficult to secure in time due to administrative bureaucracy .	3.11	0.988	Medium positive agreement
Administrative obstacles to use of educational technology in teaching social studies items .			3.39	0.979	Medium positive agreement

Table 3 shows that means ranged between 3.11 and 3.59 with item 2 ‘Poor cooperation from school administration in ensuring availability of education aids and equipment ‘ rated first with a mean of 3.59 whereas item 6 ‘Necessary educational technology are difficult to secure in time due to administrative bureaucracy ‘ rated last with a mean of 3.11. The overall mean for administrative obstacles to use of educational technology in teaching social studies items was 3.39. **Third dimension of main question: Teacher related obstacles to use of educational technology in teaching social studies**

Table 4

Means and standard deviation for teacher related obstacles to use of educational technology in teaching social studies' items sorted descending

Rank	No.	Item	Mean	Standard deviation	Level
1	5	Some teachers' opinion is that educational technology distract student attention.	3.57	0.831	Medium positive agreement
2	3	Poor training for teachers' in use of education technology.	3.55	0.866	Medium positive agreement
3	2	Poor teacher expertise in use of education technology.	3.53	0.735	Medium positive agreement
4	6	Use of educational technology does not help teachers to remain in control of the class.	3.51	0.892	Medium positive agreement
5	8	Teachers believe that concentrating on traditional teaching methods instead of use of educational technology is better.	3.48	0.957	Medium positive agreement
6	1	Poor teacher interest in importance of teaching technology.	3.47	0.909	Medium positive agreement
7	9	Teacher is dissatisfied with his/ her job rendering his/ her interest in educational technology low.	3.46	0.838	Medium positive agreement
8	7	No incentives exist that encourage teachers to use education technology.	3.43	0.945	Medium positive agreement
9	10	Teacher feels that use or non-use of educational technology is change nothing in the teaching process.	3.41	0.901	Medium positive agreement
10	4	Heavy teaching load reduces teacher use of educational technology.	3.37	0.835	Medium positive agreement
Teacher related obstacles to use of educational technology in teaching social studies.			3.47	0.742	Medium positive agreement

Table 4 shows that means ranged between 3.37 and 3.57 with item 5 'Some teachers' opinion is that educational technology distract student attention' rated first with a mean of 3.57 whereas item 4 'Heavy teaching load reduces teacher use of educational technology' rated last with a mean of 3.37. The overall mean for administrative obstacles to use of educational technology in teaching social studies items was 3.39. Table 4 shows that standard deviation ranged between (0.735-0.957).

11. Discussion of results

In reviewing results and discussion of the first question, the researcher observed that use of educational technology was of a medium level as evident from the means of items specific to use of educational technology

which registered a medium level of agreement except: use of flat maps drawn on paper or parchment, video tapes and computers which were of high levels of use. This is attributed to social studies being regarded as rigid subjects whereby the use of educational technology is deemed useless. On the other hand the overall level of use of educational technology was medium which was positive and reflected a shift towards use of educational technology in teaching social studies. In time the level of use may rise to become high, however for that to become the case, the issue must be approached methodologically by the Ministry of Education and be included in the Ministry's strategy with a timely execution plan. Otherwise educational technology may be used alongside other scientific subjects, a matter which may be explored in an independent study.

In the discussion of **the second dimension of main question**, the researcher noted that administrative obstacles to the use of educational technology in teaching social studies were of a medium level. This was to be expected since the level of use was medium. The researcher attributed this to the availability of education technology' equipment in schools whereas encouragement from the administration doesn't exist and that colleague cooperation is creating the medium level of use.

The third dimension of main question results' discussion led the researcher to observe that teachers' interest in educational technology is weak with the Ministry aiding in this through the absence of its intensified interest and use of these educational technology tools. As mentioned above, the use of educational technology is the result of cooperation amongst colleagues creating an environment that has aided the use of such technology.

12.Recommendations:

- School administrations should take an interest in educational technology through a comprehensive system stemming from a Ministry of Education strategy throughout the Hashemite Kingdom of Jordan.
- Encouragement of a cooperative culture amongst teachers focusing on teaching using state of the art education technology.
- Creation of an independent division with its own employees who are specialized in maintenance of education technology.
- Teacher incentives should be reviewed the Ministry's policy towards teachers because sometimes situations are on the brink of injustices towards the minimum of teachers' rights.
- Seminars and conferences should be held that assert the importance of use of education techniques in all school subjects.
- Ministry of Education policies should be revised to assert the use of education technology.
- Supply educational technology equipment based on school needs with the Ministry always prepared to upgrade techniques while adjusting teacher incentives also to achieve satisfactory results in use of education technology.
- It is possible that studies with the same title be conducted for other subjects.
- It is possible to conduct a comparative study with the same title that addresses both North West Badiya Directorate and Mafraq Qasabeh Directorate to discover the level of interest of the Ministry in its strategy and whether directorates and the ministry are similar in their interest in education technology.

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