

# **Efficacy of Teaching Methods Applied by Social Studies Teachers to Develop Primary Level Student Social Values from North Ghor Education Directorate Social Studies Teachers' Viewpoint**

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## **Abstract**

This study aims to identify social studies teachers' role in developing primary level students' social values from North Ghor Education Directorate social studies teachers' viewpoint. The study population was social studies teachers from North Ghor Education directorate numbering 67, while the study sample numbered 53. The study tool, a questionnaire, was distributed to the sample with 49 statistically eligible questionnaires retrieved. The study arrived at several results mainly: First, efficacy of teaching methods used by social studies teachers in developing patriotism, cooperation and sharing with others, dealing well with and respecting others, being helpful and a passion for learning were practiced at a moderate level. Second, Social values were in harmony with both Islamic culture alongside good customs that are commonly practiced at home resulting in social studies teachers' behavior being in line with their upbringing and Jordanian environment which helped them to focus on developing cooperation and participation amongst students. Finally, the study recommended the necessity to reinforce teaching methods used by social studies teachers to develop patriotism, sharing, and cooperation, respecting others, dealing well with others, being helpful and instilling a passion for learning.

**Keywords:** Teaching methods, Social studies teachers, Social values.

## **Introduction**

Education takes a great interest in individuals' mental, physical and emotional upbringing. Recently, many conscious efforts have been made to develop educational programs and improve teaching methods throughout schools across the Arab World so they might keep pace with rapid scientific developments while also developing students' social values. Development, whether economic, political or cultural, has cast a shadow on traditional values resulting in complicating relations between individuals within the society. Stemming from this, is a growing interest in social values as a basic component of individuals' culture affecting both mindset and behavior; values that whether formed within the family or educational institution, tune human behavior and remain a strong pillar of the social order because philosophies agree that values are standards that guide individual and societal behavior with an individual having a choice of whether to follow them or not (Thaqafi, Hammouri, Asfour, 2013, p57-58).

The education system also represents a social tool that aims in all its dimensions to create an aware generation preserving society's heritage in all fields and also plays an important role in creating a generation able to develop society. Along the path of societal development, institutions discard social heritage that impedes human movement, while maintaining those that help societies advance. The educational process is in essence a process based on creating a student intellectual depository oriented towards student values that their behavior will be synchronized with societal and education institution goals (Eiyour, 2005, p1).

Since values represent a benchmark governing human behaviour and their role is in forming individuals' personality, their cognitive echelon, and shaping national character thus we can judge people by the values they have and adopt (Hussein, 2014, p4).

Whereas curricula play a major role in defining behavior in line with values taught (Sleeter, 2011, p7), teachers also have a large role due to their proximity to students, their sense of what students need, thus focusing on certain subjects and facilitating student access to information. Social studies teachers particularly teach subject matter addressing society's goals, problems and culture. Based on the above, social studies teachers especially have the heavy burden of reinforcing social values in students who will carry them over to future generations to be handed down in turn to future generations. These values play a primary role in achieving harmony between the individual and their surrounding social environment, acting as ties between social structure and personality (Al Hussein, 2014, p98). There is a need to study this due to its importance and relation to the pivotal role of social studies. It is important to study the efficiency of teaching methods used in developing social values that impact protection of the social fabric (Kelly, p5, 2011, McNicoll). This is what distinguishes Jordan from surrounding countries in maintaining peace and stability so that it remains safe in view of the current circumstances witnessed by the world in general and the region. This study aims to identify the role of teaching methods in developing required attitudes, values, and behavior patterns also it attempts to re-evaluate the educational process related to the study subject in order to possibly rectify it and discover results that will benefit local society through identifying its level of harmony with social and political visions (Subhi, 2013, p1,2).

The current study researches teaching methods used by social studies teachers in the primary education level to teach development of social values from the teachers' viewpoint.

### **Statement of the problem**

The researcher identified the problem of the study through recent appearance of students' behavior and violence within government university campuses, in addition to relying on his own experience as a specialist in social studies, and discussion with social studies teachers. Social values are formed through interaction with parents, teachers, media, and peers. Any social behavior may be a reaction of a value becoming the major determinant and guidance of the individual in his life. Since the Ministry of Education aims are primarily to guide and educate citizens, and also this means that it aims to instill values of respect for both the society and country we live in, whereby citizens are actively involved. Both values and the education system must be adhered to in a society to create good citizenship, especially in view of the recent appearance of behavior alien to our culture and society that has led to disrespect of citizenship, punctuality, government institutions and even disrespect of schools and educational institutions from some of irresponsible individuals and students in the country. This trend is evident from reports in the media of fights and violence in educational facilities, the latest of which is violence within government university campuses.

On the other hand, Jordan remains an oasis of stability within a turbulent area which has led to the influx of refugees arriving with their own values, traditions and behavior influencing the Jordanian society's values and behavior. Thus, it is a duty to pay attention to the study of social values and the care social studies teachers take in teaching them.

The current study aims to research social values taught by social studies teachers in particular and the schooling system as a whole. This stems from the importance of social studies in establishing social values that serve the well-being of the country, activating good citizenship in a civil society governed by civil institutions.

### **Significance of the Study**

- This study's importance stems from the importance of the subject itself which is to re-evaluate social studies teachers' work in developing social values in primary level classes from the teachers' viewpoint in schools throughout North Ghor Education Directorate due to their pivotal role in instilling values that serve Jordan in harmony with the Ministry of Educations' goals.
- Additionally, this study attempts to highlight problems within the current education system that has produced students with values distant from true Arab values in order to discuss educational issues benefitting the Jordanian society as a whole, through identifying possible weak points in social studies teachers' education behavior in developing social values of primary level education students, from the Education Directorate of North Ghor teachers' viewpoint.
- The current study's importance is also in that it attempts to discover an evaluative phase of the educational system in Jordan which may be based on creating a new system that will elevate social values serving society's best interests, through a generation of students who love to learn and are able to perform tasks they are given.

### **Objectives of the Study**

The study aims to identify the role of social studies teachers in schools throughout North Ghor Education Directorate in developing primary level students' social values from teachers' point of view. For those following issues regarding teaching social values in schools, one notices that despite the existence of social values in many subjects, social studies have the greatest focus on these values because they aim to form the students socially. As a result this study aims to identify the most prominent of values while also identifying measurable social indicators. Additionally, the study aims to arrive at recommendations and results that will remedy deficiencies, if existing, while affirming strengths where they exist.

### **Questions of the Study**

The study aims to answer the following major question and sub questions:

To what extent are teaching methods used by social studies teachers efficient in developing primary level students' social values from social studies teachers' viewpoint in the North Ghor Education Directorate?

**QR1:** To what extent are the teaching methods used by social studies teachers efficient in developing students' love for their country?

**QR2:** To what extent are the teaching methods used by social studies teachers efficient in developing students' participation and cooperation?

**QR3:** To what extent are the teaching methods used by social studies teachers efficient in developing student cordiality and respect of others?

**QR:4:** To what extent are the teaching methods used by social studies teachers efficient in developing students' helping others?

**QR5:** To what extent are the teaching methods used by social studies teachers efficient in developing instilling in students a passion for learning?

### Definitions of terms

**Teaching methods:** Methods that teachers practice to convey information to the students. These methods are determined according to directives and guidelines of the Jordanian Ministry of Education (Shaheen, 2010, p162), while procedurally they are defined as what North Ghor Education Directorate social studies teachers practice as methods in order that the information contained in the Ministry of Education's primary level National Education textbook reaches the students.

**Social studies teachers:** All social studies and national education teachers employed by the Ministry of Education in Jordan (Obeidat, 1997, p5). Procedurally, a social studies teacher is defined as the teacher employed by the Jordan Ministry of Education and is the main responsible person for teaching history, geography and national education in the classroom.

**Social values:** A set of standards that through it behavior of acceptance or rejection is governed, resulting in continuous and constant behavior (Al Subhi, 2013, p5). Procedurally, social values are identified as the efficacy of teaching methods employed by male and female teachers in developing patriotism, participation with others, respect of others, developing willingness to help and developing a passion for learning throughout schools of North Ghor Education Directorate

### Limitations to the Study

**Subjective Limitations:** represented by teaching methods utilized by social studies teachers to develop social values.

**Time Limitations:** represented by being limited to the academic year 2016/2017

**place Limitations:** the study was limited to schools within the North Ghor Education Directorate.

**Population limitations:** represented by social studies teachers for the primary level education in schools of North Ghor Education Directorate.

### Review of Literature

In a study by (Obeidat, 1997) aimed to identify the level of social studies school teachers' participation in instilling social values in primary education students from the viewpoint of 8th, 9th and 10th grade teachers throughout Irbid First Directorate schools. The study found that teachers contributed in cementing family related social values ranked first followed by community related social values whereas school related social values ranked third.

In a study by (Najeeli, 2000) the aim was to identify social values included in the Islamic Culture textbook in Jordan. The study population consisted of Islamic Culture textbooks of 1st and 2nd grade textbooks. The content analysis method was used where the textbook content was divided into analytical units where a complete sentence was regarded as a unit expressing a value and was recorded. The study found that 1st and 2nd grade textbooks in Jordan included 63 social values repeated 948 times and that differences existed in social value distribution over different fields.

A study by (Eisari, 2001) aimed to discover patriotism values included in social studies textbooks of Secondary level education in Oman through content analysis. Content analysis method was used where texts in school textbooks were analysed. The study found that the most widespread patriotism values throughout social studies secondary level textbooks were socio-political values followed by patriotism values in the economic field and finally, patriotism values in the cultural field.

A study by (Mousa, 2001) aimed to identify the relationship existing between social and education values in the practice of teaching and the level of teacher commitment to them. The study sample consisted of 400 male and female teachers in schools throughout the North Ghor Education Directorate. It discovered that social and education values existed to a very large degree and no differences of statistical significance were found regarding teacher commitment to social and educational values attributable to gender or academic qualification whereas differences existed attributable to experience.

(The Science and Technology Group, 2001) teacher awareness conducted a study that aimed to identify perception of social sciences and ethical issues in teaching curricula. The study tool, a questionnaire, was distributed to 305 schools in the study population of 1,000 teachers, head teachers and school principals, with 622 respondents. Interviews were also carried out with teachers, head teachers and principals with eight Welsh schools included in interviews whereby they were chosen alphabetically from A-H. The study found that a number of teachers found difficulty with teaching ethical issues not attributable to the teacher but due to the complexity of social and ethical values which change with the development of society.

(Al Jarihi, 2007) aimed in a study to discover a suggested visualization of what contributes to developing educational values in elementary level education students in the Egyptian governorates of Cairo, Alexandria, Northern Sinai, Asyut and the Eastern governorate. The study covered 3,200 male and female students. The study concluded that practicing educational values related to work values were practiced to a great degree followed by cooperation related values, loyalty, moral incentive, role models, story, constructive dialogue, guidance, school system and volunteer work.

In a study by (McLeod & Wright, 2008) the aim was to discover social values in education and education curricula in Australia through following the educational process from 1930 – 1970. This was done through descriptive studies and related literature. The descriptive study depended on results from other studies whereby scientific, vocational and social purposes of educational curricula were addressed. The study concluded that citizenship values were dominated by a lot of controversy, disparity and disagreement between different studies. Additionally, many historical studies could be benefited from in that social values were included in curricula throughout the study population.

A study by (Ghareeb, 2009) aimed to identify social values included in sociology curricula taught to high school male students in Saudi Arabia. The study utilized an inclusive survey of the study population represented in 92 sociology curricula teachers in government schools for boys in Riyadh. The study concluded that inclusion of social values was low in high school curricula from the teacher's viewpoint, expressing the opinion that social values were either unavailable or minimal.

A study by (Mulgan, 2010) aimed to measure social values. This study was a result of previous efforts to measure public, social and civil values and this study specialized in social values in the non-profit sector generally applied in the United Kingdom. A matrix was used to measure social values in youth institutions and health care centers in Great Britain. The study found it was necessary to instill values in youth and new generations so they may be able to face future circumstances and events. It was found necessary to invest in social values because it would prove to be a worthwhile investment in the long run.

In a study by (Dulama, Iovo, Ursu, 2012) conducted in Romania aimed to develop high school students' social values through studying art subjects. The study was comprised of three parts: Design, organization and implementing activities through students who enjoyed educational values through studying art subjects. The study sample was made up from 50 students 25 of whom formed an experimental group and the remaining 25 formed a control group. The study found that differences of statistical significance existed in favour of the experimental group attributed to the developed values high school students enjoyed in the study population.

(Shaheen, 2012) conducted a study to discover what impact social, economic and religious values had on the teaching profession in female teacher preparation institutions with student teachers. The study sample comprised 730 female student teachers registered at teacher preparation institutions in Kuwait. The study found that religious value had the greatest impact on positive attitudes of female student teachers towards the teaching profession. Social, economic and religious values had a greater positive impact on married student teachers' attitude towards the teaching profession than they had on unmarried student teachers.

(Al Thaqafi, Hammouri and Asfour, 2013) conducted a study to identify social values and their relationship with contemplative thinking of both average and academically distinguished female students at the special education department in Al Ta'ef University. The study sample comprised 56 excellent students and 177 normal students. The study found that differences of statistical significance existed between excellent students and normal ones regarding the social value scale used. These differences were recorded for cooperation, constructiveness and altruism and were in favour of distinguished students. Additionally, no differences existed in the fields of patriotism and cordiality.

A study by (Bakac, 2013) that aimed to develop a consistent and credible scale to define student perception of social values in social sciences curricula through reviewing related previous literature to develop a draft that may be developed to suit similar studies and research in order to define social values for all elementary and high school classes. The study sample was made up of 411 fifth year students studying at government schools in Istanbul. The study found that the scale used in the study enjoyed a consistency of 0.86 deeming it beneficial for similar studies.

A study by (Subhi, 2013) aimed to discover the efficacy of a proposed educational programme in social and patriotic studies that would reinforce social values and skills of 60 second year intermediate level students in the Kingdom of Saudi Arabia from the female second intermediate year students at the Fifth Intermediate School in the Medinah Munawwara district. The study found that statistically significant differences on the social values and skills' scale were in favour of the experimental group and attributed to the training programme taught to the experimental group.

(Al Hussein, 2014) conducted a study that aimed to identify the family role in nurturing, upbringing and developing of social values in children at the late childhood stage while also perceiving a set of educational methods in upbringing in general and social value development in particular. The study sample included 273

male and female fifth year students in Busada city in Algiers distributed throughout 46 schools. The study found that the family does play a role in nurturing and upbringing of children and developing their social values in the later childhood stage.

In a study by (Ferreira & Schulz, 2014) which aimed to discover applied experience of teachers in discovering teaching values in schools, data were gathered from 14 teachers in South Africa through covering schools and conducting internet interviews. The study found that the studied teaching value applications had little impact and recommendations were made to improve these applications by teachers.

In a study by (Evasco, 2015) which aimed to identify value integration in teaching of social sciences, 20 questionnaires were distributed to teachers, 5 were interviewed, 12 were monitored and 20 students were surveyed. The study was conducted in the following departments in Manilla University in the Philippines: Political science, general education, psychology, peace studies and philosophy. The study found that social values in the education process from the viewpoint of faculty members differed to those from the viewpoint of students. Faculty members and student viewpoints agreed that the teaching process was a comprehensive process for values depending on the lesson and the faculty member teaching it.

### **Comments on the Previous Studies**

Upon reviewing related previous literature the methodology, tools, populations and goals they aimed to achieve, the researcher benefitted from them in identifying study indicators studies agreed upon by previous and subsequently the researcher collected these common indicators while taking into consideration appropriateness to the current study. These benefitted the researcher in choosing the study tool and achieving results.

A comparison between the current study and previous literature reveals the following differences that characterize this study: Some previous studies were concerned with studying curricula other than social sciences curricula while others studied social values in school curricula. Although some previous studies differed in tools they used where some studied school curricula content while others overlooked the teachers' roles, these factors are the prime focus of the current study. The current study benefitted from indicators previous studies had agreed upon and the method of measurement and benefitted in a manner that would be comprehensive and appropriate to the current study.

### **Methodology Population and Sample**

The study uses the descriptive analytical method to be able to describe the scientific phenomenon, the study subject through previous literature, analyzing this literature based on its data gathering tool and utilizing SPSS for analysis. The study population was represented by social studies teachers in schools throughout North Ghor Education Directorate numbering 67 with 53 social studies teachers representing the sample from this population. Forty nine statistically usable questionnaires were collected.

### **Instrumentation**

A questionnaire consisting initially of 32 items was developed by the researcher depending on the previous studies and reviewed by a panel of referees to identify the extent of social studies teachers' role in developing primary level students' social values from North Ghor Education Directorate social studies teachers' viewpoint. It was divided into 5 denominations with the final form consisting of 25 items.

### **Validity of the study**

To ensure tool validity its content and wording was reviewed by a panel of referees. Adjustments were made according to jurors' comments. An independent pilot sample of 15 individuals was used to determine correlation coefficients of the scale with the overall score on one hand and between each items and its correlation to the field it belonged to. Additionally, analysis was done for each field and the overall score. Correlation coefficients for items with the overall tool ranged from 0.27 to 0.84. For fields it was between 0.46 and 0.88. Noteworthy here is that all correlation coefficients were acceptable and statistically indicative therefore no items were deleted, Table 1 shows this.

Table 1  
 Correlation coefficients between items and overall related field score

Item No.	Correlation coefficient with field	Correlation coefficient with tool	Item #	Correlation coefficient with field	Correlation coefficient with tool
1	0.60	0.42	15	0.68	0.59
2	0.66	0.55	16	0.80	0.72
3	0.69	0.46	17	0.76	0.71
4	0.67	0.42	18	0.80	0.75
5	0.59	0.27	19	0.88	0.84
6	0.73	0.47	20	0.66	0.54
7	0.61	0.54	21	0.61	0.49
8	0.70	0.61	22	0.77	0.78
9	0.82	0.69	23	0.82	0.73
10	0.78	0.74	24	0.69	0.68
11	0.55	0.44			
12	0.80	0.71			
13	0.71	0.59			

Table 2  
 Field correlation coefficients and their total score

	Field 1	Field 2	Field 3	Field 4	Field 5	Field 6
Developing love for country	1	0.569**	0.650**	0.606**	0.478**	0.763**
Developing participation and cooperation with others	0.569**	1	0.853**	0.832**	0.750**	0.910**
Developing cordiality and respect of others	0.650**	0.853**	1	0.816**	0.753**	0.932**
Developing providing help	0.606**	0.832**	0.816**	1	0.851**	0.929**
Developing instilling love of learning	0.478**	0.750**	0.753**	0.851**	1	0.860**
Total: development of social values	0.763**	0.910**	0.932**	0.929**	0.860**	1

\* $\alpha=0.01$

Correlation coefficients were analyzed whereby correlation coefficients were calculated for: each item and the total score, between each item and its correlation with the field it belongs to and between each field and the total score. It was found that all correlation coefficients whether between one field and another or between fields and total score were less than  $\alpha=0.01$

#### Reliability of the study:

In order to verify reliability, the consistency coefficient for internal consistency was calculated according to Cronbach's alpha whereby it ranged from 0.85 to 0.96. Table 3 shows the calculated internal consistency coefficient and the repetition consistency for fields and the overall tool. Calculated values were found to be appropriate for the goals of this study.

Table 3  
 Internal consistency Cronbach and repetition consistency for fields and the tool overall

Field	Internal coefficient
Developing love for country	0.86
Developing participation and cooperation with others	0.89
Developing cordiality and respect of others	0.89
Developing providing help	0.86
Developing instilling love of learning	0.85
Total: development of social values	9.2

\*( $\alpha= 0.05$ )

\*( $\alpha= 0.01$ )

#### Statistical Analysis

Descriptive statistics standards were used to describe the study population and highlighting its

Characteristics based on percentages and repetitions. Study question answers were calculated with variables scaled according to their relative importance based on means and standard deviations from the

viewpoint of the study sample. Subsequently, they were categorised as low, medium or high.

### Results for Questions

To answer the study major study questions: “To what extent are teaching methods used by social studies teachers efficient in developing primary level students’ social values from social studies teachers’ viewpoint in the North Ghor Education Directorate?” To answer the major study question means and standard deviations were calculated for items related to the following subsidiary questions:

The result of the first subsidiary question: To what extent are the teaching methods used by social studies teachers efficient in developing students’ love for their country?

Table 4

Means and standard deviations for items related to efficacy of teaching methods used by social studies teacher in developing students’ love for their country in descending order according to means

Rank	No.	Item	Mean	Standard Deviation	Degree
1	2	Teaching methods encourage students to resist organisations that threaten the Arab homeland.	3.81	1.14	High
2	4	Teaching methods strive to direct students towards preference of local products.	3.55	1.03	Medium
3	3	Teaching methods strive to make students practice conservation of the environment.	3.31	1.05	Medium
4	1	Teaching methods reinforce students’ to work against sect ideology and categorisation of people into Northern and Southern according to residency within the country.	3.10	0.82	Medium
5	5	Teaching methods strive to achieve student respect for public property.	2.98	0.74	Medium
Efficacy of teaching methods used by social studies teachers in developing students’ love for their country			3.35	0.83	Medium

Table 4 shows means and standard deviations for items related to social studies teachers’ methods efficacy in developing students’ love for their country. Means ranged from 2.98 to 3.8 whereby item two, “Teaching methods encourage students to resist organisations that threaten the Arab homeland”, ranked first with a mean of 3.81 while item five, “Teaching methods strive to achieve student respect for public property” ranked last with a mean of 2.98. The overall mean for Efficacy of teaching methods used by social studies teachers in developing students’ love for their country was 3.35.

The result of the second subsidiary question: To what extent are the teaching methods used by social studies teachers efficient in developing students’ participation and cooperation?

Table 5

Means and standard deviations for items related to efficacy of teaching methods used by social studies teacher in developing student participation and cooperation with others in descending order according to means

Rank	No.	Item	Mean	Standard Deviation	Degree
1	2	Teaching methods aim to encourage students to respect others and help an ill person at school.	3.54	0.99	Medium
2	4	Teaching methods aim to encourage students to cooperate when doing homework and understanding it.	3.48	0.96	Medium
3	1	Teaching methods reinforce directing students to visit the ill.	3.37	1.12	Medium
4	5	Teaching methods aim to reinforce students’ participation through cleaning the school during annual activity day.	3.21	1.05	Medium
5	3	Teaching methods reinforce student sharing of information with colleagues.	2.96	0.91	Medium
Efficacy of teaching methods used by social studies teachers in developing participation and cooperation with others			3.31	0.92	Medium

Table 5 shows means and standard deviations for items related to social studies teachers’ methods efficacy in developing students’ participation and cooperation with others. Means ranged between 2.96 – 3.54 whereby item two “Teaching methods aim to encourage students to respect others and help an ill person at school”, ranked first with a mean of 3.54 while item three, “Teaching methods reinforce student sharing of information with colleagues” ranked last with a mean of 2.96. The overall mean for efficacy of teaching methods used by social studies teachers in developing student participation and cooperation with others was 3.31.

The result of the third subsidiary question: To what extent are the teaching methods used by social studies teachers efficient in developing student cordiality and respect of others?

Table 6

Means and standard deviations for items related to efficacy of teaching methods used by social studies teacher in developing student cordiality and respect of others in descending order according to means.

Rank	No.	Item	Mean	Standard deviation	Degree
1	4	Teaching methods reinforce student admittance to mistakes and apologising for them	3.47	0.95	Medium
2	1	Teaching methods reinforce student greeting of one another	3.41	0.92	Medium
3	3	Teacher methods raise student awareness on the importance of respecting teaching staff and management	3.25	1.06	Medium
4	5	Teaching methods reinforce student independence when interacting with others	3.16	1.03	Medium
5	2	Teaching methods aim that students respect peers and not to look down on others	3.02	0.89	Medium
<b>Efficacy of teaching methods used by social studies teacher in developing student cordiality and respect of others</b>			3.26	0.87	Medium

Table 6 shows means and standard deviations for items related to social studies teachers' methods efficacy in developing student cordiality and respect of others. Means ranged between 3.02 – 3.47 whereby item four, "Teaching methods reinforce student admittance to mistakes and apologising for them", ranked first with a mean of 3.47 while item two, "Teaching methods aim that students respect peers and not to look down on others" ranked last with a mean of 3.02. The overall mean for efficacy of teaching methods used by social studies teachers in developing student cordiality and respect of others was 3.26.

The result of the fourth subsidiary question: To what extent are the teaching methods used by social studies teachers efficient in developing students' helping others?

Table 7

Means and standard deviations for items related to efficacy of teaching methods used by social studies teacher in developing students' helping of others in descending order according to means:

Rank	No.	Item	Mean	Standard deviation	Degree
1	1	Teaching methods reinforce student respect for the elderly	3.11	0.97	Medium
2	3	Teaching methods have students appreciate parents and help them at home	3.05	1.01	Medium
3	5	Teaching methods have students help their colleagues and explain lessons to them	2.94	0.88	Medium
4	4	Teaching methods reinforce student help with school work	2.91	0.89	Medium
5	2	Teaching methods aim to reinforce student social interaction within the family and helping the family	2.89	1.07	Medium
<b>Efficacy of teaching methods used by social studies teacher in developing students' helping of others</b>			2.98	0.93	Medium

Table 7 shows means and standard deviations for items related to social studies teachers' methods efficacy in developing students' helping of others. Means ranged from 2.89 to 3.11 whereby item one, "Teaching methods reinforce student respect for the elderly", ranked first with a mean of 3.11 while item two, "Teaching methods aim to reinforce student social interaction within the family and helping the family" ranked last with a mean of 2.89. The overall mean for efficacy of teaching methods used by social studies teachers in developing student cordiality and respect of others was 2.98.

The result of the fifth subsidiary question: To what extent are the teaching methods used by social studies teachers efficient in developing instilling in students a passion for learning?



Table 8

Means and standard deviations for items related to efficacy of teaching methods used by social studies teacher in developing instilling in students a passion for learning in descending order according to means:

Rank	No.	Item	Mean	Standard deviation	Degree
1	2	Teaching methods ensure students constantly visit the school library .	3.53	0.98	Medium
2	3	Teaching methods aim to stimulate student awareness of events throughout the country on a scientific basis .	3.46	1.01	Medium
3	5	Teaching methods aim to stimulate students to prepare lessons and questions for what they didn't understand.	3.37	0.99	Medium
4	1	Teaching methods explore new material and answer questions they will face in the curricula.	3.31	0.87	Medium
5	4	Teaching methods aim to stimulate student learning and communicating in foreign languages while not overriding the Arabic language.	3.11	0.92	Medium
Efficacy of teaching methods used by social studies teacher in developing instilling in students a passion for learning,			3.35	0.83	Medium

Table 8 shows means and standard deviations for items related to social studies teachers' methods efficacy in developing instilling in students a passion for learning. Means ranged from 3.11 to 3.53 whereby item two, "Teaching methods ensure students constantly visit the school library", ranked first with a mean of 3.53 while item four, "Teaching methods aim to stimulate student learning and communicating in foreign languages while not overriding the Arabic language" ranked last with a mean of 3.11. The overall mean for efficacy of teaching methods used by social studies teachers in developing instilling in students a passion for learning was 3.35.

#### Discussion of Results for the First Subsidiary Question:

Discussion of results for the first subsidiary question: **To what extent are the teaching methods used by social studies teachers efficient in developing students' love for their country?**

In the context of past and current events involving many military interventions on an international scale in the Arab world that have included carnages and mayhem in these countries and the destruction of infrastructure and living habitats resulting in waves of refugees who have fled these areas to embark on perilous journeys where they have met with even more death, Jordan has not remained isolated rather it has been a safe haven for many neighboring peoples and has carried the burden for receiving these refugees over the decades thus alleviating the plight of neighboring peoples. Social studies teaching methods have reflected this in instilling students' love for their country through shunning and resisting terrorist organizations to secure a safe and stable country in view of the effect these organizations have had on many Arab countries neighboring Jordan. Social studies teachers' reaction to these events has been to develop and pay special attention to in this indicator as a priority. As a result, this ranked first with the highest level of practice for the overall question. Indicators also clearly showed interest in subsidiary indicators including students' love for their country, support of local products because a strong economy is a stabilizing factor, and harmony between Jordan's people based on a one country approach and not on origin and residence location, thus, teaching methods took the correct approach in developing future generations.

It should be taken into consideration that the first question had the highest mean amongst all five subsidiary questions and it was equal to the fifth subsidiary question mean which addressed instilling a passion for learning.

Discussion of results for the second subsidiary question: **To what extent are the teaching methods used by social studies teachers efficient in developing students' participation and cooperation?**

It ranked second in a descending order of the five subsidiary questions. The result of the second subsidiary question was in tune with Islamic culture and the great and good traditions we live by and were raised with at home. Social studies teachers' behavior was parallel to their Jordanian environment and upbringing helping them focus on developing student participation and cooperation with others through aiding an ill colleague at school and student collaboration in school work.

**Discussion of results for the third subsidiary question:** **To what extent are the teaching methods used by social studies teachers efficient in developing student cordiality and respect of others?** Discussion of the answer to the third subsidiary question did not deviate from that of other subsidiary questions in its harmony with the Jordanian environment and Islam. Jordanian society is known for its hospitality and amiability towards strangers originating from the Jordanian generosity well known throughout the Arab world. Especially noted are Jordanian traditions able to control individual behavior in society that amount to the level of laws the state concentrates on

to manage relationships amongst people. As a result, teaching methods reinforced in students the need to admit to doing wrong and apologizing, greeting fellow students and respecting teaching staff while considering students' self-reliance and equality between them.

**Discussion of results for the fourth subsidiary question:** To what extent are the teaching methods used by social studies teachers efficient in developing students' helping others? In ordering the subsidiary question answers descended according to means, the researcher attributes the low mean for results for this question not to the lack of social studies teachers' interest, but rather it was due to the existence of providing help to others, which is already part of Jordanians' traditions and their day to day life. Additionally, Islam stresses this as an act that is rewarded greatly by God encouraging help for the elderly, respect for parents and maintaining family ties.

**Discussion of results for the fifth subsidiary question:** To what extent are the teaching methods used by social studies teachers efficient in developing instilling in students a passion for learning?

The fifth subsidiary question answer was of a high mean equal to that of the first subsidiary question. This was attributed by the researcher to Jordan's great focus on the educational system in past years and its role in building a civil society based on institutions which, in turn, have resulted in accumulative and continuous experiences. Instilling a passion for learning is a fact of life in Jordan and has become part of the Jordanian culture. Jordan also has a large Arab student body in its universities due to the good reputation these universities enjoy. As a result, social studies teachers reinforced instilling a passion for learning, visiting of libraries, scientific analysis of events, swaying away from randomness, discovery of new things while also focusing on communication with others through knowledge of foreign languages.

### Comments on the results

The study agreed with a study by (Obaidat, 1997) where it found that social studies teachers contributed to cementing social values in primary education level students from both student and teachers' viewpoint. It also agreed with results of a study by (Jarihi, 2007) which found that practice of educational values related to work ethics were practiced to a great degree followed by that of values related to cooperation, followed by those related to loyalty, moral incentive, role models, story, constructive dialogue, guidance and advice, school order and volunteer work.

The study differed with findings of a study by ( Ghareeb, 2009) which found low availability of social values in social studies' curricula of high school level from the teachers' viewpoint, whereby, most teachers' view was that some social values were only slightly present, this, considering the different study population.

The current study also differed with results of a study by (Mousa, 2001) in the level of practice whereby this study found that social and educational values were present to a very high degree in some individuals. It also differed with a study by (The Science and Technology Group, 2001) which found that a number of teachers struggled with teaching ethical aspects not attributable to the teachers themselves but rather to the complexity of ethical and social values.

### Recommendations

- Social studies teachers should focus more on instilling patriotism to reach high levels of practice in this area and not relying on events in the Arab world, so that patriotism becomes a natural reaction in students without being temporarily evident in relation to a particular incident, through supporting local products, respect for the environment, the disregard of residence location in social interaction and respect for public property.
- It is a duty to reinforce efficacy of teaching methods' used by social studies teachers to develop participation to arrive at a high level of practice through respecting and visiting ill colleagues, and through scientific collaboration.
- Reinforcement of study methods used by social studies teachers to develop cordiality and mutual respect is necessary to reach high levels of practice; teaching students to admit to mistakes, respect for teaching staff, equality in treatment of students and continued communication amongst students.
- It is important to reinforce social studies teachers' teaching methods related to providing aid to and respect of the elderly and family and reinforcement of social gatherings to arrive at a high level of practice.
- Focusing on social studies teachers' teaching methods' efficacy in instilling a passion for learning to greater extent is important to maintain Jordan as a beacon of education, sustaining its development, realizing that human resources are at the core of Jordan's progress. Teaching methods encouraging visiting libraries, additional reading, student preparation for classes, students striving to discover new things and the encouragement of learning foreign languages should be further reinforce to create student knowledge, opening up to others and not being confined to the geographical limits of Jordan.

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