



Social studies teachers' role in developing citizenship among secondary school students from teachers' point of view in Jordan

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ABSTRACT

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The objective of the study was to determine, from the perspective of Jordanian instructors, how social studies teachers contribute to students' development of citizenship. The study sample was made up of (82) male and female instructors, with the study population being all social studies educators. A 40-item questionnaire covering four domains—values of belonging, values of involvement, values of political knowledge, and values of respect for others—was created to help the study's goals be met. The survey indicated that secondary school students had a high degree of acquiring civic ideals. The findings also showed that there were no statistically significant variations in social studies instructors' typical reactions to the degree of civic virtue among Jordanian secondary school students. The findings also revealed that, according to academic degree, specialty, and experience, there were statistically significant disparities between the average responses of social studies instructors to the degree of development of citizenship ideals among secondary school students. It is evident that secondary school students have a high level of civic consciousness. Based on the study findings, it is necessary to establish programs that allow students to practice the values of citizenship and apply them to their families and societies.

Contribution/Originality: The contribution of this paper lies in highlighting teachers' crucial role in helping students develop their citizenship. Additionally, it is anticipated that educational institutions would gain by stepping up their efforts to teach young people about civic ideals. By paying attention to civic principles and cultivating citizens, society may profit from its findings.

1. INTRODUCTION

The current world is witnessing major changes in the fields of science and technology, openness to different cultures of others, and economic and social changes that have had a role in influencing the attitudes, behaviors, values, and patterns of thinking in society.

Cultural changes had a major role in changing values, and this was evident through changes in the behavior of young people in a negative way. Electronic means of communication have become the ones that affect and change their behavior clearly (Al-Zawawi, 2003).

Values are widely regarded as fundamental aspects that have significant control over individuals' behavior and shape the perspectives of the society, enabling them to effectively control various difficulties. The role of values is an integral part of daily life, as it plays a vital role in society and is a basic pillar for positive participation in development and facing the challenges of the new era and its developments (Al-Maliki, 2018). The family has a

fundamental role in instilling values by preparing children and soundly raising them by adhering to sound societal customs, values, and traditions (Al-Maslawi, 2015).

The school also has an important role in developing the values of the learners by instilling them in their minds through education and application together. It promotes early belonging to the homeland through many methods, such as saluting the flag, understanding the duties and rights of citizens, and strengthening national values through various activities and textbooks, including social studies books for the secondary stage, which included the values of citizenship. To create a generation that enjoys moral and national commitment (Amer, 2022).

The social studies curricula are among the most relevant to the reality and challenges of society, as they play a fundamental role in preparing learners to be citizens who can adapt to rapid changes and make sound decisions. Knowledge, attitudes, and skills help them acquire the qualities of a good citizen in their society, as they contain values that enhance a person's sense of belonging and pride in their religion and country (Al-Mandhari, 2014).

Turner (2004) confirmed that social studies curricula are the most human-interested subjects, as they look at aspects of personality, and their main goal is to prepare a good citizen in the democratic society in which he or she lives and to build a self-capable ability to bear responsibility; therefore, they are the path of society to prosperity, progress, and development.

Citizenship represents an integral part of the system of values and morals, as it grows and develops with needs and trends, and bears the status of a citizen. Individuals who derive satisfaction from the protection and exercise of civil rights possess the legal designation of a citizen and are obligated to fulfill certain responsibilities. The concept embodies a comprehensive notion that encompasses all religious, ethnic, tribal, and sectarian elements existent within the community, facilitating the establishment of interdependence and collaboration within the framework of the state (Attoum & Khasawneh, 1999).

Citizenship is defined as a set of standards, provisions, and behaviors that act as a guide to behavior and a regulator of thinking resulting from human interaction with the land in which he lives and what arises from this interaction of commitment to duties and rights in the various aspects of life (Sorour & Al-Azzam, 2012). It also represents the ongoing link between the individuals and the state in which they reside, and their connection to it is geographical, historical, and cultural. Among the indicators that represent the basic values of citizenship, regardless of the different intellectual and philosophical premises, are our respect for law and public order, our position on guaranteeing individual freedoms, respect for human rights, tolerance, acceptance of others, and freedom of expression (Hashish, 2010).

Al-Khatib (2008) defined citizenship as a characteristic of the individual who knows his or her rights and responsibilities towards the society in which he or she lives and actively participates in decision-making, problem-solving, cooperation, and teamwork with others. Also, there is a role for the state in achieving justice and equality for all without discrimination.

Citizenship has some basic characteristics, which are as follows:

1. Cognitive characteristics include awareness of rights, responsibilities, the law, society's problems and issues, and historical and geographical knowledge of the country. It is an essential element in the quality of citizens that society's institutions seek. Knowledge is a means for a citizen to build the skills and competencies that he needs. He or she urged the people to adopt and defend them and demand the state achieve them through the living conditions of citizens (Al-Khawalda & Al-Zoubi, 2014).
2. Skilled characteristics, including possessing methods of effective participation in political and social life and following correct behavior that takes into account the rights of others. Thus, he or she will be more rational and logical in what he says and does, and he or she will be able to criticize legislation, which will help in developing and improving legislation for the benefit of the citizen and the development of public life (Al-Khawalda & Al-Zoubi, 2014).

- Affective characteristics include an appreciation of basic values such as equality, loyalty, belonging to the homeland, and freedom (Sayed, 2011). Citizenship encompasses principles that embody norms of social and emotional conduct. The act of forming an opinion or evaluation on a subject is influenced by a predetermined set of criteria and a cognitive framework that governs and individual's interaction with society. This process fosters a sense of social and personal connection inside the individual. And the morals and behaviors that characterize the individual during interaction with attitudes and experiences have an impact on his opinions and beliefs and play a role in building correct behavior and a vision about the rights and duties that are included in his belonging to the homeland (Al-Sharqawi, 2005).

Citizenship includes basic values. Firstly, the values of belonging represent a true affiliation with religion and the homeland in thought, and the limbs embody it in action. It is an internal feeling that makes the citizen work with enthusiasm and sincerity to advance his homeland and defend it. Thus, he is proud, defends it, and is keen on its safety. It is serious work for the homeland and is reinforced by carrying out the required duties, voluntary and charitable work, and preserving the original language, customs, and traditions (Al-Faraj, 2008).

Secondly, the values of community participation: It is the behavior of a group of individuals to achieve a common goal according to a specific plan that depends on common thought, such as participation in voluntary work, and man is by nature a social being. The values of participation are represented in the school through educational activities and projects inside and outside of it. Better and thus require less time and money. The value of participation is formed according to the effort and cooperation of others. Participation is not achieved except in the presence of individuals who enjoy a sense of belonging to this community. For the values of participation to develop accurately, it is necessary to link the study materials in a way that gives students social characteristics by participating in a specific topic. When values are rooted in the hearts of students at the school level, they are reflected in the local community (Al-Mujeidel, 2001).

Thirdly, the values of political awareness represent students' understanding and comprehension of reality and political organizations at the local and global levels, and their realization of their political rights and duties in a way that motivates them to influence and actively participate in the political life in their society (Badarneh, Al-Momani, Lababneh, & Al-Aqeel, 2017).

Fourthly, the value of respect for the other, a basic pillar that represents the individual's ability to listen to and respect the other's opinion, does not come suddenly except through nurturing this value and strengthening it to respect the other's opinion and taking it seriously. The development of this value is the responsibility of the family. Parents have respected the opinions of their children since childhood, and listening to them greatly helps. This value should be represented by the children, and the parents' respect for each other's opinions would contribute to instilling the value of respect for the other's opinion (Amitony, 1993).

It is the responsibility of the teacher to develop the values of citizenship among students, as he is a guide and facilitator of the educational process and a good example for them through the application of democracy and building a friendly relationship based on respect and acceptance of opinion, which in turn enhances belonging among students (Ayouri, 2008). According to Al-Khatib (2008), the social studies teachers assumes the responsibility of guiding and influencing the thoughts and behavior of their pupils by employing diverse strategies that align with their attitudes and conduct. Additionally, the teachers serve as a role model for the students, providing guidance and direction.

Thus, he must have important characteristics to keep pace with the knowledge explosion, keep pace with the trends of the times, and face its various challenges, including his observance of the customs and traditions of society, keep up with learning about educational software and technologies, and build good relations with his students (Khader, 2006). Moreover, Nazzal (2003) indicated that one of the most important characteristics that a social studies teacher should have is that his style is clear, he has a wide knowledge base, he is sincere in his work, he can control himself, and he is fair and unbiased.

Thus, the social studies teacher is considered the most important element of the educational-learning process for his great role in directing and modifying the learner's behavior and attitudes. He has a fundamental role in building the student's personality (Al-Adwan & Mustafa, 2015).

2. REVIEW OF RELATED LITERATURE

Al-Khatatneh (2021) researched to shed light on the function of social studies instructors in Jordan in fostering civic virtues in upper-basic students. All basic-level social studies instructors made up the study population, which was collected using the descriptive survey method. 415 instructors were chosen to represent the research sample. The questionnaire served as the study's tool. With a mean score of 4.25, the findings demonstrated that social studies instructors were actively promoting civic virtues at a high level. The results showed that gender, level of education, and number of years of experience did not statistically significantly change how social studies teachers in Jordan answered the question of how much they promoted citizenship values among upper basic-stage students.

Al-Khraisha and Al-Hajri (2020) also did research to determine, from the perspective of the students, how social studies instructors in the Al-Ahmadi Governorate of the State of Kuwait contribute to the development of civic values among secondary school students. 546 people made up the study's sample, which was chosen by the stratified random technique. The research developed and used a questionnaire to accomplish its goal. The results of the study showed that there were differences in the students' responses due to the variables of gender, grade, and nationality but not due to the variable of specialization and that the degree of approval of the role of social studies teachers in developing the values of citizenship among students was high.

Al-Enezi (2017) carried out a study to understand the function of the teacher in the secondary stage in fostering civic values among students and the variations in their statistical significance. The sample was made up of 80 supervisors, and the descriptive methodology was applied. The findings indicated a significant contribution from secondary school teachers to the formation of students' civic ideals. The domain of the values of belonging came at the top, followed by the domain of loyalty values and the domain of participation values. The outcomes also demonstrated that the first, second, and third domains differed statistically significantly from one another.

From the perspective of educational supervisors, Al-Ghafel, Al-Saeedi, and Al-Hamidi (2015) performed a study to determine the extent to which Islamic education and social studies practice the ideals of citizenship in classroom interaction. A descriptive strategy was employed to accomplish the study's goals. 75 male and female supervisors of Islamic education and social studies in the Sultanate of Oman were given a questionnaire to complete. The findings revealed that the total number of study phrases had a medium level of Islamic education and social studies instructors putting civic principles into practice in classroom interaction. The study found no statistically significant variations between male and female supervisors that could be socially attributed to the variable of specialty or the gender variable.

To understand the role of basic-stage instructors in Jordan in promoting citizenship notions among female students from their perspective and to understand the effects of the variables of qualification, years of experience, school, and specialty, Al-Shaboul (2014) performed research. The researcher employed a descriptive technique when developing a questionnaire intended for distribution to a sample of 334 principal and instructors. The findings indicated that principals and educators make a moderate effort to strengthen civic ideals among female students.

To determine the role of teachers in fostering national values among secondary school students in Kuwait, Al-Azmi and Al-Rumaidhi (2011) conducted a study. The study also sought to determine whether differences in the role of teachers in fostering national values can be attributed to factors such as gender, years of experience, and educational district. A questionnaire was created and given to a randomly selected group of male and female secondary school teachers. One of the study's findings was that statistically significant variations were observed owing to gender, years of experience, and educational area. The sample's assessments of the function of instructors in fostering civic ideals were found to be widespread in all sectors.

Al-Gahtani (2010) did a study to determine the national education teacher's function in fostering civic virtues among Saudi secondary school students. The researcher's method was descriptive. 174 secondary school teachers and educational supervisors made up the study sample, and a questionnaire was created as the study's instrument. According to the study, the instructor uses the course material in a way that fosters intellectual values and gives all students an equal chance to participate in discussions and present their thoughts.

Mosaede (2006) conducted research on the validity of national values among Jordanian secondary school pupils and the role of teachers in their development. The researcher used a descriptive-analytical approach. The research sample consisted of 1586 pupils and 784 teachers. The findings indicated that students demonstrated a somewhat accurate portrayal of national values, with the value of justice receiving the highest score. This suggests that their representation fell within the parameters of fair representation. Positive gender inequalities were seen across all fields, according to the data. There are additional variances related to the parent's educational level in favor of the level of education (secondary, university). The study also showed that teachers made contributions to the formation of national values that were within the average degree range and that there were differences between teachers' contributions to the formation of social national values for experience years in favor of (1-5) years and for educational qualification variables in favor of bachelor's degree holders. The objectives of the earlier studies varied; some, like the study by Al-Ghafel et al. (2015), sought to reveal the extent to which Islamic education and social studies were being practiced in classroom interactions from the perspective of supervisors, while others, like the studies by Al-Shaboul (2014) and Al-Khatatneh (2021), concentrated on strengthening the values of citizenship at the fundamental level.

Like other research, this one used a descriptive technique. The current study sets itself apart from other research by focusing solely on secondary school students in Jordan's Directorate of University Education District/Capital Governorate and examining the influence of social studies instructors in fostering civic ideals.

2.1. Statement of the Problem

The need for this research arises from the rapid societal challenges and changes that have led to numerous unacceptable behavioral manifestations among students as a result of the influence of their values on the changes occurring in the society and the conviction that the social studies teacher plays a significant role in providing students with values. The researcher believes that teaching social studies is an important subject because it provides the learner with knowledge that includes values, attitudes, and principles that work to create a good citizen who has good morals and possesses the knowledge that enables him to assume responsibility to serve his community. Social studies consequently aim to encourage good citizenship, and as such, this necessitates an emphasis on giving the student certain qualities that are relevant to the principles of citizenship. The researcher opted to perform a study on the function of the social studies teacher in fostering citizenship among secondary school students from the perspective of instructors in Jordanian schools because of the significant role that the Ministry of Education plays in educating students in that country.

2.2. Questions of the Study

1. From the perspective of the instructors, what part do social studies teachers play in helping Jordanian secondary school students develop their sense of citizenship?
2. Are the factors of gender, academic degree, experience, and specialty statistically relevant to the function of social studies instructors in fostering citizenship among secondary school students from the teachers' point of view?

2.3. Purpose of the Study

1. Understanding the function of social studies instructors in Jordanian secondary schools in fostering civic engagement from the perspective of the teachers concerning the factors of gender, educational attainment, experience, and specialty.
2. Making specific suggestions for enhancing the social studies teacher's function in fostering civic engagement.

2.4. The Importance of the Study

This study may benefit social studies teachers by emphasizing their important role in developing citizenship among students and increasing their awareness of it. Also, it is expected that educational institutions will benefit from intensifying their efforts to introduce the values of citizenship to young people. Society can benefit from its results by paying attention to the values of citizenship and building good citizens.

2.5. Operational Definition of Terms

Social studies teachers: They refer to all male and female educators with degrees in history, geography, and social studies who work in government-run secondary schools in Jordan and are associated with the Education Directorate of the University District/Capital Governorate.

Citizenship: The sample's responses to the research instrument's items served as a gauge for the learner's level and degree of national belonging.

Secondary stage: It is the academic level that encompasses the first and second secondary grades in public schools.

2.6. Limitations of the Study

The following determinants were the exclusive focus of the study:

- **Human Limits:** Social Studies Teachers (male and female) at government schools affiliated with the Directorate of Education of the University District/Capital Governorate for the academic year 2022-2023. As a result, the results of this study are only applicable to the 58 female and 24 male teachers who work in this directorate.

3. METHOD AND PROCEDURES

This section begins with a discussion of the methodology and processes, followed by explanations of the research's population and sample, study variables, and statistical techniques. It also describes the instrument and how to check its reliability and validity.

3.1. Design of the Study

The quantitative descriptive analytical technique was used to address the study's issues since it is the most suitable method for this kind of research given the nature of the study and its goals.

3.2. Population and Sample of the Study

The research population included 24 male and 58 female social studies instructors who worked at government secondary schools connected to the Directorate of Education of the University District in the Capital Governorate, Amman, Jordan.

Due to the small size of the town, the instrument was administered to all social studies instructors who were a part of the research population, which included 82 male and female teachers. In the first semester of 2022-2023, the instrument was delivered to them online by uploading to Google Drive. The distribution of the study population among the demographic factors is shown in [Table 1](#).

Table 1. Distribution of sample participants based on their demographic characteristics.

Study variables	Categories	Frequency	Percentage
Gender	Male	24	29.3
	Female	58	70.7
	Total	82	100.0 %
Qualification	Bachelor	59	72.0
	Postgraduate	23	28.0
	Total	82	100.0 %
Specialization	History	40	48.8
	Geography	42	51.2
	Total	82	100.0 %
Years of experience	Less than 10 years	31	37.8
	More than 10 years	51	62.2
	Total	82	100.0 %

3.3. Instrument of the Study

The instrument was created to assess the social studies teacher's contribution to fostering civic engagement among high school students from the perspective of educators in the Directorate of Education of the University District. The questionnaire's 40 items were distributed among four domains, including the "values of belonging" domain, which contains 10 items; the "participation values" domain, which contains 10 items; and the "participation values" domain. To respond to the items, the following five-point Likert scale was used: very high (5), high (4), and medium (3), low (2), and very low (1).

3.4. Validity of the Instrument

The instrument was presented in its initial form to several (10) professors with specialization and experience at recognized Jordanian universities to confirm its apparent validity. They were asked to assess the truthfulness of the items' content and offer their thoughts regarding the clarity of the items, the linguistic wording, and their suitability to measure the objectives for which they were created, as well as any amendments to the items that they felt were necessary. The lecturers' whole set of supplied notes has been taken into account. In terms of deletion, modification, addition, and work on reformulating the professors' language, on which (80%) of the professors agreed as a criterion for judgment, it finally took the form it does today, consisting of 40 items spread across the previous four domains in addition to the demographic information of the study participants.

Table 2. coefficients of correlation between the domain-specific items' scores and the instrument's overall score

Domain	Belonging values		Participation values		Political awareness values		Respect for the other	
Item	Item associates with		Item associates with		Item associates with		Item associates with	
	Domain	Instrument	Domain	Instrument	Domain	Instrument	Domain	Instrument
1	0.759**	0.684**	0.725**	0.710**	0.703**	0.657**	0.695**	0.596**
2	0.736**	0.701**	0.742**	0.720**	0.697**	0.598**	0.725**	0.611**
3	0.652**	0.620**	0.787**	0.651**	0.729**	0.614**	0.669**	0.588**
4	0.770**	0.652**	0.716**	0.668**	0.775**	0.665**	0.710**	0.623**
5	0.708**	0.621**	0.766**	0.648**	0.699**	0.614**	0.737**	0.664**
6	0.698**	0.601**	0.757**	0.621**	0.745**	0.627**	0.658**	0.601**
7	0.713**	0.611**	0.733**	0.586**	0.736**	0.604**	0.722**	0.623**
8	0.728**	0.644**	0.792**	0.679**	0.717**	0.644**	0.707**	0.702**
9	0.788**	0.658**	0.781**	0.688**	0.715**	0.695**	0.733**	0.606**
10	0.688**	0.599**	0.748**	0.640**	0.751**	0.704**	0.750**	0.618**

Note: ** Statistically significant at level $(0.01 \geq \alpha)$.

The research population of interest evaluated the internal structure of the tool and the contributions of its component parts to validate the validity of the study instrument's construction.

The correlation coefficients between the overall degree of the instrument and the degree of each item in the domain to which it belongs were extracted. As seen in Table 2. The values of the correlation coefficients between the research instrument items and the domain to which they belong were in the range (0.652-0.792), according to Table 2. The range of correlation coefficient values between the items and the total score of the tool was (0.588-0.792), and these values were statistically significant at the level (0.01). Additionally, the overall degree of the instrument and its domains' Pearson correlation coefficients were collected. Table 3 illustrates this.

Table 3. Coefficients of correlation between the instrument's overall score and the domain scores.

Domains	Belonging values	Participation values	Political awareness values	Respect for the other	Total
Belonging values	1	0.630**	0.671**	0.871**	0.866**
Participation values		1	0.591**	0.622**	0.906**
political awareness values			1	0.671**	0.911**
Respect for the other				1	0.858**

Note: ** Statistically significant at level (0.01 ≥ α).

Table 3 shows that there was a strong and statistically significant connection between the domain scores on the instrument and the total score, which indicates a degree of internal constructive honesty for the instrument's domains. This correlation coefficient ranged from 0.858 to 0.911.

3.5. Reliability of the Study Instrument

The reliability coefficients for the instrument's items were calculated using the internal consistency technique and the Cronbach-Alpha formula for the target study sample participants to assess the validity of the research tool. You may see this in Table 4.

Table 4. Internal consistency reliability coefficients for the study instrument (Cronbach alpha).

Domains	Cronbach's alpha	Number of items
Belonging values	0.819	10
Participation values	0.851	10
political awareness values	0.839	10
Respect for the other	0.822	10
Total	0.902	40

Table 4 provides values for the instrument's items' internal consistency reliability coefficients (Cronbach alpha). These values, which ranged from (0.819 to 0.851) for the domains and were (0.902) for the instrument's items as a whole, are deemed satisfactory for the study given the results of previous investigations.

3.6. Study Variables

The following factors were included in the study:

The dependent variable: From the perspective of the instructors, how do social studies teachers contribute to the development of citizenship among Jordanian secondary school students?

These are the independent variables:

1. There are two types of gender: male and female.
2. There are two types of academic qualifications: bachelor's degrees and postgraduate courses.
3. There are two types of specialization: geography and history.
4. Years of experience, with two levels: 10 years or more and less than 10 years.

3.7. Statistical Processing

The statistical methods were used to process the data while using the SPSS program:

- To respond to the first query, the mean score, standard deviations, rank, and degree of the social studies instructors' contribution to the formation of citizenship among secondary school students were taken into consideration.
- A dependent multivariate quaternary analysis of variance (MANOVA) test was used to look at the average answers from the sample based on gender, academic degree, experience, and speciality in order to answer the second question.
- The Cronbach-Alpha formula was used to calculate the internal consistency and reliability coefficients of the study instrument.
- Using Pearson's correlation coefficient, the study instrument's internal consistency validity coefficient was determined. A five-point Likert scale was also used to modify the research instrument, with each item earning one point out of a possible five. The criteria for assessing the typical replies provided by the sample members on the study instrument are provided in [Table 5](#).

Table 5. Standard measurements for assessing how sample participants typically responded to the study instrument.

Degree	Mean value
Low	1.00–1.33
Medium	1.34–3.67
High	3.68–5.00

4. RESULTS AND DISCUSSIONS

After the data was gathered, processed, and statistically analyzed, the results of the study's reactions to the instrument are presented in this part. Following were the conclusions:

4.1. Results Related to the First Question

The first question is, "What is the role of social studies teachers in developing citizenship among secondary school students in Jordan from the teachers' point of view?" was answered by the findings.

To respond to the first question, the mean score, standard deviations, evaluation score, and total score of the instrument were calculated based on the domains of the role of social studies teachers in fostering citizenship among secondary school students in Jordan. This is seen in [Table 6](#).

Table 6. The mean score, standard deviations, rankings, and levels of the social studies instructors' contribution to fostering civic engagement among Jordanian secondary school students, presented in decreasing order.

N	Domains	Mean scores	SD	Rank	Degree
1	Belonging values	4.10	1.18	1	High
2	Participation values	3.90	1.17	4	High
3	political awareness values	4.02	1.26	3	High
4	Respect for the other	4.08	1.21	2	High
Total		4.02	1.18		High

With a mean score of (4.02) and a standard deviation of (1.18), [Table 6](#) shows that, from the collective viewpoint of the instructors, social studies teachers. The following sequence is how the instrument's domains were presented: The "respect for others" domain, which placed second, performed exceptionally well, with a mean score of (4.08) and a standard deviation of (1.21). Additionally, the "participation values" domain, with a mean score of 3.90 and a standard deviation of 1.17, came in last with a strong showing. Each domain's items were arranged in descending order based on their mean scores and the evaluation scores, standard deviations, and mean scores for each domain. Additionally, the "participation values" domain finished last with a great performance, earning a mean score of 3.90 and a standard deviation of 1.17. The assessment scores, standard deviations, and mean scores for each

domain's items were established, and they were then organized in decreasing order based on those results. You can see this in Table 7.

Table 7. For each item in each domain, the mean score, standard deviations, and rankings are listed in decreasing order.

N	Item	Mean score	SD	Rank	Degree
7	Students get used to respecting laws and regulations.	4.28	1.13	1	High
6	The teacher arouses students' interest in preserving the nation's public property and protecting it from vandalism.	4.24	1.20	2	High
5	The teacher promotes students' positive view of the family and adherence to its traditions.	4.20	1.15	3	High
3	The teacher urges students to be proud of the Jordanian army and security services.	4.17	1.36	4	High
4	The teacher presents models of national symbols and their role in the advancement of the homeland.	4.10	1.34	5	High
1	The teacher enhances students' sense of belonging and loyalty to the homeland.	4.09	1.34	6	High
2	All national events are encouraged for students to take part in.	4.08	1.31	7	High
10	The teacher urges students to respect the men of the country.	4.07	1.31	8	High
8	The teacher shows students the dangers of blind imitation of other cultures.	3.96	1.32	9	High
9	The teacher shows pride in the Arabic language in dialogue with students.	3.82	1.33	10	High
The total score for the domain of belonging values		4.10	1.18	High	
2	The teacher urges students to adhere to customs and traditions as an integral part of the national identity.	4.09	1.17	1	High
1	The teacher encourages students to practice group work.	4.04	1.24	2	High
7	The teacher enhances students' positive views towards the values of work and production.	4.00	1.27	3	High
5	The teacher emphasizes the necessity of public interest over personal interest.	3.96	1.26	4	High
3	The teacher employs activities that urge students to preserve the environment and public facilities.	3.95	1.27	5	High
4	Students see problems in their community and want to participate in solving them.	3.92	1.24	6	High
6	The teacher develops students' initiative to serve the community.	3.91	1.30	7	High
8	The teacher establishes the importance of social solidarity among students.	3.90	1.32	8	High
9	Students are involved in charitable and voluntary work inside and outside the school.	3.88	1.32	9	High
10	The teacher organizes coordinated visits for students to government departments and civil society institutions.	3.29	1.33	10	Medium
The total score for the participation value domain		3.90	1.17	High	
10	The teacher develops among students the idea of a homeland that accommodates all.	4.17	1.32	1	High
5	The teacher explains the tasks and roles of the different authorities.	4.06	1.32	2	High
7	Students develop an avoidance of using violence in resolving disputes between them.	4.05	1.34	3	High
3	Students are aware of how the law contributes to safety and stability.	4.02	1.30	4	High
8	The teacher develops a positive culture of dialogue among students.	4.01	1.32	5	High
2	The teacher provides an opportunity for free discussion and expressing opinions among students.	4.00	1.27	6	High
4	The teacher is keen on developing responsibility among students.	3.99	1.30	7	High
6	The teacher develops students' awareness of the importance of political participation.	3.98	1.33	8	High
9	The teacher encourages students to accept the points of view of those who disagree with his thoughts.	3.95	1.36	9	High
1	The teacher is keen to direct students to know their national	3.94	1.25	10	High

N	Item	Mean score	SD	Rank	Degree
	and constitutional rights.				
The total score for the domain of political awareness values		4.02	1.26	High	
10	The teacher is keen to educate students about the importance of respecting the opinions of others.	4.26	1.18	1	High
5	The teacher develops students' rejection of violence and extremism.	4.20	1.24	2	High
6	Students develop respect for the thoughts and beliefs of others.	4.16	1.22	3	High
4	Students are encouraged to avoid insulting and defaming others.	4.13	1.19	4	High
3	The teacher urges students to show the value of tolerance and cooperation among themselves.	4.07	1.24	5	High
7	The teacher trains students to accept criticism and different opinions.	4.06	1.33	6	High
2	Urges students to respect all members of society.	4.05	1.32	7	High
1	The teacher works to create a climate of justice among students.	4.02	1.31	8	High
8	The teacher encourages students to dialogue based on persuasion and evidence.	3.99	1.36	9	High
9	The teacher encourages students to be open to different civilizations.	3.87	1.36	10	High
The total score for the domain of values of respect for the other		4.08	1.21	High	

Table 7 shows that the total score on the belonging values domain was high, with a mean score of 4.10 and a standard deviation of 1.18. The highest rank on the domain was item No. 7, which states: "Students get used to respecting laws and regulations". It has a high degree, with a mean score of 4.28 and a standard deviation of 1.13. This result is attributed to the fact that the social studies curriculum focuses on preparing the learner to respect and adhere to the law, regulations, and constitution. This is rooted in the teaching process and the teacher's continuous emphasis on adhering to respect for laws and regulations and employing various school activities, whether through extracurricular activities or the teaching process, to ensure respect for laws, regulations, and instructions.

In the last position was Item No. 9, which reads: "The teacher shows pride in the Arabic language in dialogue with students." With a mean score of 3.82 and a standard deviation of 1.33, it had a high degree. The social studies teacher's emphasis on highlighting the value, stature, and significance of the Arabic language throughout class discussions may help to explain this outcome. The instructor also places a strong emphasis on encouraging students to feel proud when speaking Arabic in class debates and dialogues. As a result, students become more proud of the Arabic language and are encouraged to utilize it more in their different conversations and debates. This finding is in line with the research of Al-Khatatneh (2021), but it contrasts with that of Al-Ghafel et al. (2015), which found that social studies and Islamic education instructors only somewhat applied civic virtues in their interactions with students. Additionally, Table 7 demonstrates that the domain of participation values received a high overall score, with a mean score of 3.90 and a standard deviation of 1.17. No. 2, which reads, "The teacher encourages students to adhere to customs and traditions as an integral part of the national identity," received the highest grade in the domain. With a mean score of 4.09 and a standard deviation of 1.17, it had a high degree. Because upholding traditions and customs is one of the key objectives of the social studies curriculum, it is thought to be a logical outcome. Additionally, the social studies teacher concentrates on presenting them to students in the classroom. It may also be linked to the important role played by the secondary social studies teacher in encouraging involvement among his students. In the classroom, or the mother of all civilizations, his function serves as an excellent illustration of how to live out these ideals with his students. With a mean score of 4.02 and a standard deviation of 1.26, it also demonstrates that the overall score in the domain of political awareness values was high.

The domain's No. 10 item, which reads: "The teacher fosters in students the adoption of the idea of a homeland that accommodates all," received the highest rating, with a high degree, a mean value of 4.17, and an SD of 1.32. This outcome is ascribed to the social studies curriculum's activation and the development of knowledge about the

notion that the country belongs to everyone, not just the majority. The motherland is for everyone, regardless of one's associations or point of view. This value is imparted to the pupils by the social studies instructor. It is also credited with respecting students' independence and allowing them to voice their ideas. With a high score, a mean score of 3.94, and a standard deviation of 1.25, item no. 1 was rated last and reads, "The teacher is keen to direct students to know their national and constitutional rights." This outcome is ascribed to the fact that one of the most significant objectives of the social studies curriculum, on which the teacher places a great deal of emphasis during the teaching process, is helping pupils to understand their national and constitutional rights. This outcome is in line with Al-Khraisha and Al-Hajri (2020).

With a mean score of (4.08) and a standard deviation of (1.21), the overall score in the value dimension of respect for others was also quite high. Item No. 10 on the domain, which reads: "The researcher credits the teacher's passionate desire to instill respect for peers, independence, and critical thinking as the reasons for the positive outcomes. The last-placed item, No. 9, had a mean score of (3.87) and a standard deviation of (1.36), and it states: "The teacher encourages students to be open to different civilizations." The researcher attributed the outcome to the social studies teacher's role in encouraging tolerance of other cultures and embracing everything right and beneficial. This outcome differed from that of Mosaedeh (2006) study and was in line with those of Al-Khatatneh (2021) and Al-Gahtani (2010).

Another question was asked: "Are there statistically significant differences at the significance level (0.05) in the role of social studies teachers in fostering civic engagement among secondary school students from the teachers' point of view, due to the variables (gender, academic degree, specialization, and experience)?" The answers were yes or no. We found the answer to the question by calculating the mean score and standard deviations of each student's answers to the social studies teacher's role in promoting citizenship among high school students, taking into account factors like gender, academic year, specialty, and experience. The results are shown in Table 8 below.

Table 8. The mean score and standard deviations of the individuals' responses about the role of social studies teachers in developing citizenship among secondary school students from the teachers' point of view according to the study variables.

Variables	Levels	Statistician	Belonging values	Participation values	Political awareness values	Respect for the other	Total
Gender	Male	Mean score	4.18	3.97	4.08	4.05	4.07
		SD	1.09	1.10	1.18	1.18	1.11
	Female	Mean score	4.07	3.86	3.99	4.09	4.00
		SD	1.22	1.21	1.30	1.23	1.22
Academic degree	Bachelor	Mean score	4.19	3.96	4.09	4.13	4.09
		SD	1.07	1.08	1.17	1.14	1.09
	Postgraduate Studies	Mean score	3.86	3.73	3.82	3.95	3.84
		SD	1.41	1.40	1.47	1.40	1.40
Specialization	History	Mean score	4.26	4.07	4.11	4.21	4.16
		SD	1.05	1.11	1.21	1.15	1.11
	Geography	Mean score	3.95	3.73	3.93	3.96	3.89
		SD	1.27	1.22	1.31	1.27	1.24
Experience	less than 10 years	Mean score	3.89	3.77	3.70	3.74	3.74
		SD	1.43	1.36	1.48	1.47	1.47
	10 years or more	Mean score	4.23	3.97	4.21	4.29	4.29
		SD	0.98	1.05	1.07	0.98	0.98
Total		Mean score	4.10	3.90	4.02	4.08	4.02
		SD	1.18	1.17	1.26	1.21	1.18

As shown in Table 8, there are clear differences between the average answers that the research participants gave to the domains and the overall level of how well social studies teachers encourage civic engagement among high school students. These differences caused by the study variables. To show the statistical significance of the

variations in means, the four-way multivariate analysis of variance (4-way MANOVA) test was used. This is seen in Table 9.

Table 9. Results of multiple quaternary analysis of variance (MANOVA) for individuals' responses about the role of social studies teachers in developing citizenship among secondary school students from the teachers' point of view, according to the variables of the study.

Source of variance	Domains	Total squares	df	Means squares	F	Sig
Gender hotelling's =0.080 F =1.484 Sig =0.216	Belonging values	0.510	1	0.051	0.040	0.843
	Participation values	0.023	1	0.023	0.017	0.896
	Political awareness values	0.013	1	0.013	0.009	0.925
	Respect for the other	0.408	1	0.408	0.301	0.585
	Total	0.080	1	0.080	0.061	0.806
Academic degree hotelling's =0.115 F =2.124 Sig =0.086	Belonging values	8.678	1	8.678	6.808	0.011*
	Participation values	5.735	1	5.735	4.308	0.043*
	Political awareness values	6.869	1	6.869	4.618	0.035*
	Respect for the other	6.254	1	6.254	4.618	0.035*
	Total	6.674	1	6.674	5.101	0.027*
Spelzation hotelling's =0.117 F =2.164 Sig =0.081	Belonging values	8.272	1	8.272	6.489	0.013*
	Participation values	6.381	1	6.381	4.793	0.032*
	Political awareness values	5.868	1	5.868	3.946	0.046*
	Respect for the other	6.481	1	6.481	4.785	0.032*
	Total	6.557	1	6.557	5.012	0.028*
Experience hotelling's =0.283 F =5.238 Sig =0.001	Belonging values	6.978	1	6.978	5.475	0.022*
	Participation values	3.531	1	3.531	2.652	0.107
	Political awareness values	10.287	1	10.287	6.917	0.010*
	Respect for the other	10.738	1	10.738	7.928	0.006*
	Total	7.569	1	7.569	5.785	0.019*
Error	Belonging values	98.153	77	1.275		
	Participation values	102.505	77	1.331		
	Political awareness values	114.524	77	1.487		
	Respect for the other	104.292	77	1.354		
	Total	100.750	77	1.308		
Modified total	Belonging values	111.920	81			
	Participation values	111.298	81			
	Political awareness values	128.136	81			
	Respect for the other	118.469	81			
	Total	112.818	81			

Note: *Statistically significant at level ($0.05 \geq \alpha$).

Table 9 shows the following:

Due to the gender variable, there are no differences between the average estimates of individuals on all domains at the level 0.05, as all statistical values f on the axes ranged from 0.009 to 0.301 and the level of significance is higher than 0.05 on all domains. The statistical value of the F test on the tool's total score was 0.061, and the level of significance was 0.806, demonstrating that there are differences at 0.05 on the tool's overall score related to the gender variable. At 0.05, it is not statistically significant. This outcome is explained by the equality that exists in the promotion of civic ideals by both genders. All are equally capable of applying civic values and skilled in the procedures associated with their growth. There is a level of awareness, and they both have a moral duty to highlight the virtues of citizenship. They have strong reasons for upholding these ideals, which is why they are dedicated to spreading them among students and are conscious of how important they are. This contrasts with the studies of Al-Khraisha and Al-Hajri (2020) and is compatible with the research of Al-Khatatneh (2021).

Since the statistical values f on the domains ranged between 4.308- 6.808 and the level of significance is less than 0.05 on all domains, there are differences between the average estimates of individuals on all axes because of the academic degree variable. At 0.05, each of these values is deemed statistically significant. The fact that the

academic degree variable's value for the F test on the entire instrument was 5.101, with a level of significance of 0.027, and that this value is considered a function further demonstrates that there are statistically significant differences at 0.05 on the instrument's overall score due to this variable. According to statistics, at 0.05, individuals with bachelor's degrees outperformed those with greater education in all fields in terms of the arithmetic mean, and they also scored higher overall on the test. The fact that the study programs to which teachers with higher academic degrees are affiliated do not include specialized courses in social studies and national education may explain why this result defies logic because it was anticipated that the differences would be in favor of teachers who hold higher academic degrees. This finding was in contrast to research by [Al-Khraisha and Al-Hajri \(2020\)](#) and [MosaedeH \(2006\)](#), respectively. Since the statistical values f on the domains ranged between 3.946-6.489 and the level of significance was less than 0.05 on all domains, there are differences between the average estimates of individuals on all domains due to the variable of specialization. At 0.05, each of these values is deemed statistically significant. The fact that the variable of specialization has a value of the F test on the instrument as a whole of 5.012 with a level of significance of 0.028 and that this value is statistically significant at 0.05, further demonstrates that there are statistically significant differences at 0.05 on the total score of the instrument due to the variable of specialization. On both the domains and the overall score of the test, the disparities were in favor of those with a specialization in history, with a higher arithmetic mean than those with a specialization in geography. Due to the nature of their specialty, geography professors are less likely to engage in discussions about humanitarian issues, which the researcher believes accounts for the outcome. The principles of citizenship are typically related to historical topics that cover battles, wars, and the many human roles that certain leaders take on since the history teacher has a greater degree of knowledge and awareness. The primary goal of the history curriculum is to strengthen the ties to the ideals represented by the past. These findings were different from those of the [Al-Ghafel et al. \(2015\)](#) study.

As the statistical values f on the domains ranged between 5.475 -7.928 and the level of significance is less than 0.05, these values are considered statistically significant at 0.05 and there are differences between the average estimates of individuals on the domains, except for the "participation values" domain, due to the experience variable. Despite having a level of significance of 0.107 and a value of 2.652 for the F test on the domain of participation values, this value is not statistically significant at 0.05.

This outcome is because the teachers concentrate on instilling these values in the children. After all, they are among the axioms that the social studies curriculum at this point emphasizes. The fact that the value of the F test on the instrument as a whole was 5.785 with a level of significance of 0.019 and that this value is considered a function, further demonstrates that there is a value of 0.05 on the total score of the instrument due to the variable of experience. Based on statistical data, it can be observed that individuals aged 10 years and above tend to exhibit higher arithmetic means on both the instrument's domain and overall score, compared to individuals below the age of 10. This variation is significant at a significance level of 0.05. This outcome is attributed to the fact that the more experienced teacher is aware of the value of instilling civic virtues in students and that students have had personal and social experiences that have made them aware of citizenship's role in societal cohesion, development, and advancement. This outcome deviates from [Al-Khatatneh \(2021\)](#) and concurs with [MosaedeH \(2006\)](#).

5. RECOMMENDATIONS

1. Diversity in the events, gatherings, and education initiatives that encourage civic virtues among students.
2. The importance of focusing on social studies research at all phases and giving it precedence over all other inquiries is due to its significant contribution to fostering civic virtues in students and attempting to increase the quorum of research courses.
3. Increasing visits to local government agencies and community organizations to learn more about their contributions to encouraging involvement among students.

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Transparency: The author states that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

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