

International Journal of Learning, Teaching and Educational Research
Vol. 18, No. 11, pp. 70-86, November 2019
<https://doi.org/10.26803/ijlter.18.11.5>

Social and National Education Guidebook' Suitability for the Jordanian First Three Grades: Teachers' Perspectives

Ebtesam Rababah, PhD

Associate Professor at Faculty of Education
Yarmouk University, Irbid, Jordan

Hadi Tawalbeh, PhD

Associate Professor at Faculty of Education
Yarmouk University, Irbid, Jordan

Ghada Alukool, PhD

Ministry of Education
Jordan

Abstract. This study investigated suitability and appropriateness of the social and national education guidebook for students in the first three grades (Grade 1, 2, & 3) from the point of view of their teachers. In the Jordanian education system, the social education textbooks have just been replaced with new guidebooks for social and national education. A Survey was distributed to (85) teachers, and (52) of these were also interviewed. The findings showed that teachers thought the guidebooks were strong in some points but lacking in others. The study recommends the following in light of the results: social and national curriculum standards, taking these National Curriculum Standards for Social Studies (NCS) into consideration as well as involving additional variables. Further research could investigate the teacher's guidebook curriculum with content analysis.

Keywords: Education for Sustainable Development (ESD); Social and National Education; First Three Grades; Teacher's guidebook.

1. Introduction

All Members of the United Nations in 2015 adopted the 2030 Sustainable Development Plan, a common plan for prosperity and peace for humanity and the planet at the present time and in the future (United Nations Department of Public Information, 2019). The plan has 17 "Sustainable Development Goals" (SDG). The United Nations recognizes that the eradication of poverty and other forms of deprivation must be accompanied by strategies to improve health and

education, reduce inequality and stimulate economic growth (United Nations Department of Public Information, 2019).

The fourth SDG stated, “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nations Department of Public Information, 2019). In the past and now, education has played a vital role in achieving sustainable development (Nguyen, 2019). Moreover, we cannot achieve sustainable development through technological solutions, financial instruments or political systems alone. It requires a change in how people think and work, which requires the provision of quality learning and education for sustainable development in all social settings at all levels (UNESCO, 2019). UNESCO is supporting countries in building their capacity in Education for Sustainable Development (ESD) by concentrating on three central issues: climate change, disaster risk reduction and biodiversity as an input to encouraging sustainable development practices by way of education. It provides advice to policymakers on how to incorporate ESD into educational curricula and plans. It works to develop education materials and tools for sustainable development for teachers, decision-makers, and students in order to participate in making education more relevant to today's world. It also helps connect the learning process in school with the experience of real life.

Jordan was one of the first countries in the world, and in the Arab region, that took action towards achieving SDG. It has made tremendous progress in achieving the goal of universal primary education with a school enrollment of 97.3% (United Nations Development Program (UNDP) Jordan, 2019). The rate of children not attending school has dropped by half each year. Literacy rates have significantly increased, and more girls are in school than ever before (UNDP Jordan, 2019).

The curriculum is one of the most critical components and tools of the educational system to achieve educational goals (Albari, 2013; Mohammad & Kumari, 2007). Through this, learners practice the values, perceptions, and principles of the society in which they live, using their mental abilities to achieve their desires and ambitions (Albari, 2013). Along these lines, the educational conference held in Amman, Jordan in 2015 recommended a number of actions, including the need to continue to develop curricula and keep abreast of developments in light of specialized educational studies. As a result, the Ministry of Education (MoE) canceled the social studies textbook for the first three grades and issued a decision to write social and national education guidebooks for teachers who teach students in the same stage instead, despite the important role of textbooks (Basturkmen, 2010) in many countries of the developing world (Mohammad & Kumari, 2007). According to Mohammad and Kumari (2007), textbooks have long been considered the educational foundation, since they present students with “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience” (Chambliss & Calfee, 1998, p. 7).

This study used a new design that was different from the stereotypical way that guidebooks have been evaluated in the past by including the point of view of classroom teachers. Teachers have a fundamental role in evaluating the social and national education guidebook since they are primarily concerned with its implementation. It is also assumed they will be more invested in its implementation if they feel their input is considered. Hence, it is necessary to identify their views and suggestions to benefit from their feedback. This methodology is fitting with the qualitative shift in the educational process of learning.

The objectives of evaluation and analysis of textbooks and teachers' guides are many and varied, including but not limited to the following. Researchers have tried to find what positive results have contributed to the development of textbooks and teachers' guides, and how to improve the educational process related to it (Abed & Al-Absi, 2015). They have tried to discover the extent of how well textbooks and guidebooks have translated the goals of the national educational system and its ability to serve the scientific and psychological areas related to the stage of study developed for them (El-Subhien & Bani Abdelrahman, 2012; Hammad, 2011). Other researchers have sought to find a clear picture of the strengths and weaknesses of the guidebooks and place this evidence in the hands of decision-makers who influence the educational process and are affected. Scholars and educators have tried to develop and improve the content of textbooks and guidebooks through various changes and amendments, and have tried to identify the difficulties faced by students to meet educational goals. These are all sought with the aim of improving the process of effective education, the improvement of teaching, and contributing to finding an effective methodology to evaluate and improve the textbooks and teacher guides (Hammad, 2011).

Past literature has stated that all countries of the world are subject to the quality of their own curricula, represented by textbooks and teachers' guides, and should undergo continuous analysis and evaluation (Abed & Al-Absi, 2015; Hammad, 2011; Salah, 2009). The aim being is to improve and develop them to maximize student learning and effective teaching (Abed & Al-Absi, 2015; El-Subhien & Bani Abdelrahman, 2012). A curriculum that is not developed and modified may be underdeveloped in important ways and set back the educational goals of a country for years. It is useful to all parties involved with the textbooks and guidebooks, including the teacher, student, and relevant authorities in the ministries of education, to maximize performance at a time of great interest in the development of curricula and school textbooks nationally or internationally (Abed & Al-Absi, 2015; El-Subhien & Bani Abdelrahman, 2012; Hammad, 2011; Salah, 2009).

The process of evaluating curriculum and textbooks, including social studies teachers' guidebooks, involves attempts to objectively test their effectiveness in teaching students. This is especially the case when institutions are implementing something new or different and they want to further develop the curricula and textbooks through observation and follow-up (Abu Zinh, 2010). According to

Abu Zinh (2010), as well as Alyat and Duwairy (2015), the process of analyzing and evaluating textbooks is considered both a diagnostic and therapeutic process at the same time, leading to the development of curriculum and improving the quality of textbooks.

Based on the above, this study was carried out to determine the degree of suitability and appropriateness of the social and national education guidebook for students in the first three grades from the point of view of their teachers. This is especially important after the students' previous textbooks for the same subject in the first three grades were canceled.

1.1. Social and National Education in Jordan

The educational goals of social studies in Jordan are to improve informational and emotional behaviors of students, and contribute to building a good citizen. To achieve this, lessons are related to people, their families, their environment, their country, problems and obstacles facing them, historical figures that they should look up to, and exposure to roles and responsibilities for all of them. For primary school-age children in Jordan, social studies are known as social and national education. It should be noted that the nomenclature specifically used the words "social" preceding the word "national" with obvious implications of the importance of improving oneself and oneself towards others.

Social and national education clearly includes the goals of teaching children to be righteous people for every time and place, impart pro-social behaviors, and teach people to practice civil behavior as they deal with their environments and others in their community. Every student in Jordan learns social studies throughout K1-12. The national curriculum has undergone constant attention and revision since the foundational social and national education curriculum of 1961. Specific social studies textbooks for the first and second grades were not determined by the Ministry of Education until after the first Education Development Conference of 1987, where textbooks were specified for the first five grades (Mansour, 2011). The Ministry of Education, during the Education Conference held in Amman in 2015, recommended that the field staff, specialists and experts should be encouraged to submit proposals and opinions on curriculum review, evaluation, and development (Ministry of Education, 2015).

The design of curricula, textbooks, and teacher guidebooks were recommended to be reviewed and continuously improved with a view to developing and reconstructing them. These should be found through observations and improvements based on field observations, monitoring the views of the parties concerned. The curriculum contains several elements. The textbook is one of the most significant elements and the mainstay of the curriculum. It contains information, facts, concepts, trends, and generalizations. It reflects the practical application of what is included in the curriculum (Mari & Al-Hila, 2001; Nguyen, 2019).

The Modern Educational Curriculum and Issues (2008) highlighted the criteria for reviewing the curricula and textbooks in terms of philosophy, content,

educational methods, educational goals, and evaluation. These included the development of knowledge and the speed of growth and change, scientific and critical thinking, knowledge economy and production, introducing new knowledge content, and Information Technology. According to the above source, there is a number of criteria that must be taken into consideration when evaluating curricula, textbooks, and teachers' guidebooks. These include: adapting to students' growth and learning needs, community reality and culture, and flexibility of use during learning. The curriculum and textbooks should contain a general index in the introduction, and the main topics should be a series of topics, units and chapters, and the gradation from the private to the public and directly related to the subject of the curriculum and its objectives that must be consistent with the output general objective (AL Obidat, 2010). Thus, the textbook continues to be of interest to educators as the primary practical interaction during the implementation of lessons. The textbook includes the subjects of the curriculum, addresses them in detail and clarification, and provides information and facts that guide the teacher in preparation for the lesson (Al-Bari, 2013; Nazzal, 2003).

The evaluation of textbooks is concerned with determining their validity and value as a learning document and its value in terms of behavioral changes required, thus judging its effectiveness. Some criteria must be taken into consideration when evaluating curricula, textbooks, and teachers' guidebooks, which include: adapting to students' development and learning needs, community reality and culture, flexibility of use during learning, contain a general index in the introduction, and the topics directly related to the subject of the curriculum and its objectives that must be consistent with the output general objective (AL Obidat, 2010; Sarheed, 2015).

Therefore, since the ministry of education canceled the social studies textbooks for the first three grades, and designed the social and national education teachers' guidebook instead to offer a framework of guidance, the aim of this mixed-methods study was to explore teachers' perceptions of the reformed social and national teacher's guidebooks for the first three grades of students in Jordan.

1.2. Research Problem and Questions

This study began three years after the new Social and National Education guidebook, which was launched in 2014-2015 after the Ministry of Education replaced the student textbook for the first three grades. An evaluation study of the teachers' guidebook is urgently needed for social education inspectors to inquire about the degree of satisfaction of the teachers of these grades, the extent of their commitment to applying its contents and activities, weakness of the guide, and the consequent needed amendments and additions after two years of experimenting. Based on this purpose, the following six questions led the study:
 Question 1: "How do teachers of the first three grades view the degree of relevance of the social and national education teachers' guidebook?"
 Question 2: "To what extent have the teachers applied the social and national education guidebook for the first three grades of students?"

Question 3: "What are the social and national education teachers' guidebook weaknesses from the teachers' point of view?"

Question 4: "What are the social and national education teachers' guidebook strengths from the teachers' point of view?"

Question 5: "How do the teachers propose to amend the social and national education teachers' guidebook to become more suitable for students?"

Question 6: "What is the appropriateness of the general and special outputs in the social and national education teachers' guidebook for the first three grades from the teachers' point of view?"

1.3. The Study's Significance

The significance of the study is to highlight the strengths and weaknesses of the social and national education guidebook for teachers of the first three grades in Jordan. These were discovered based on the perspectives of teachers implementing the curricula directly. The results of the present study can be valuable and used in a variety of ways. Results will go to the General Directorate of Books and School Curricula in Jordan, where it is hoped that the most educational departments possible will benefit from these results.

Also, the study reflects the need of the Ministry of Education of Jordan to continuously evaluate curricula, textbooks, and new teachers' guides to make a qualitative shift in educational content. This shift must focus on activating the educational process, structuring the curricula in a new form to develop the effective learning of students, and meet the needs of developed societies in the third millennium.

1.4. Limitations of the Study

The results of this study can be generalized according to the following limitations: Limited to teachers' guidebooks for the first three grades (I, II and III); The results are limited to the analysis tools used by the researchers for the purposes of this study; Time limits related to the date of application of the study for the period of the first four months of the academic year 2017/2018; and Spatial boundaries related to the application of the study from the working class-teachers' perspectives in the district school of Irbid.

2. Research Method and Procedures

In this section, the study design, participants, ethical consideration, instruments, validity and reliability, and the study procedures are presented.

2.1. Study design

To answer the study research questions, an explanatory mixed-methods approach was used (Tashakkori & Teddlie, 2003). This is a procedure for collection, analysis, and the "mixing" of quantitative and qualitative data together in one study to gain an understanding of the research problem (Creswell, 2009). The justification for using the two types of data is that both quantitative and qualitative data, together, provide a better understanding and a more clear picture of the research problem than either type by itself (Johnson & Turner, 2003; Tashakkori & Teddlie, 1998). Thus, the quantitative data is

collected and analyzed first, and then the teachers were interviewed to collect specific information about the teacher's guidebook under study and to help explain or elaborate on the quantitative results (Creswell et al., 2003).

2.2. Participants

The participants of the study were first through third-grade teachers who were recruited from the Directorate of Education of Irbid for the academic year 2017/2018. The participants consisted of (85) teachers who responded to the survey questionnaire. Then, (52) teachers out of the (85) who agreed to be interviewed were interviewed about the social and national education teacher's guidebook.

2.3. Ethical Consideration

The researchers had permission to implement the study from the general directorate of education in Irbid of Jordan. Consent from the classroom teachers was obtained in this study.

2.4. Instruments

Two tools were used to achieve the study objectives. The first tool was a survey questionnaire for the class teachers. The initial form of the questionnaire consisted of (28) items, which were prepared to represent the characteristics that must be provided in the construction and design of the teachers' guidebook. The questionnaire was built by reviewing the studies, research, and educational literature related to the construction. The final form of the questionnaire consisted of (26) items.

The second tool was a follow-up open-ended question interview. The content of the interview protocol was grounded in the quantitative results. Since the purpose of the qualitative stage was to elaborate and explore the findings of the statistical tests (Creswell et al., 2003), the researchers wanted to come to an understanding of teachers' perceptions of the new guidebooks.

2.5. Validity and Reliability

To ensure validity, the survey questionnaire and interview questions were distributed to a panel of (15) professors of social education, elementary education, and assessment and evaluation educational supervisors for the first three grades. They were asked to determine the validity of the items in order to measure the study's purpose, objectives, and to evaluate the clarity of items. The comments of the panel focused on linguistic modifications, and two items were deleted. The researchers examined construct validity by giving the final copy of the survey to 12 teachers (out of the study sample) to compute the Pearson correlation, which was between (0.75 - 0.91); this result was acceptable for the purpose of this study (Odeh, 2010).

The Cronbach Alpha method was applied to examine the reliability for computing the "internal consistency" for each one of the scales and for the entire scale. The "internal consistency" was between (0.90 - 0.92); also, the questionnaire was calculated from the sample of (12) teachers from the

Directorate of Education of Al-Koura outside the study population, in the academic year 2017/2018. The questionnaire was re-applied again to the same individuals two weeks after the first application, the reliability coefficient was (0.89), indicating that the questionnaire had acceptable results, meaning that the “reliability coefficient” was acceptable for this study’s purposes (Odeh, 2010).

In order to guarantee the reliability of the interview tool; it was tested on (5) class teachers outside of the Directorate of Education of Irbid. This was done to ensure that there were no comments or concerns in the final form of the interview card tool, and to monitor any comments in understanding the formulations and questions, ambiguity, and the time required for each interview.

2.6. Study Procedures

The study followed this procedure:

The following steps were taken by the researchers in applying this study:

- Review literature and previous studies.
- Identify the population and the participants of the study.
- Design the study tools according to the scientific research method.
- Conduct the necessary procedures to ensure validity and reliability.
- Apply the first tool,
- The process of filling out questionnaires with data took a period of time from 2/10 to 2/11/2017
- Confirming with contacts that interviews with teachers are held in accordance with the dates that suit them (the time and place of interviews).
- Interview the study members, where the duration of the interview was from 25 to 35 minutes.
- Interviews were conducted between 22/10 to 28/11/2017
- Analyze the questionnaire data through the statistical package
- Start the analysis of the data of the interview tool by one of the researchers, and another researcher to re-analyze the data again, where the compatibility between them is very high, and 93% (inter code reliability).
- Discuss the findings of the study and make appropriate recommendations

3. Findings and Discussions

A version 16.0 of SPSS was used to analyze the survey data. Standard deviations, means, and the findings are presented below. These findings are organized and discussed in line with the research questions.

Means and standard deviations were calculated to establish answers for the first research question (**How do teachers of the first three grades view the degree of relevance of the social and national education teachers' guidebook?**). See Table (1)

Table 1: Standard Deviations and Means of Relevance of the Teacher's Social and National Education Guidebook

Rank	Item ID	Instructional practices of teachers in the classroom	M	SD	Degree
3	1	The guidebook has a convenient level of ease	3.67	1.028	High
2	2	The guidebook has an appropriate degree of realism	3.73	0.864	High
5	3	The guidebook clearly identifies the ideas involved	3.64	0.998	High
1	4	The guidebook is characterized by a variety of topics to deal with	3.74	1.06	High
4	5	The guidebook contains useful topics for students	3.67	1.117	High
22	6	The guidebook is fun and exciting	3.27	1.219	Moderate
13	7	The guidebook is comprehensive	3.36	1.078	Moderate
18	8	The guidebook content corresponds to the timeframe specified for its implementation	3.32	0.991	Moderate
17	9	The guidebook includes a variety of activities	3.33	1.159	Moderate
14	10	The guidebook meets the needs of students at this age	3.36	1.163	Moderate
7	11	The guidebook is characterized by a good distribution of its subjects to the two semesters	3.55	0.982	Moderate
12	12	The guidebook is sensitive to individual differences	3.38	0.938	Moderate
20	13	The topics of the guide are attractive to students' interests	3.31	1.058	Moderate
8	14	The guidebook ensures clear and adequate indications in the field of values	3.54	1.108	Moderate
6	15	The guidebook's presentation mechanisms are attractive to students' interests	3.61	0.977	High
15	16	The guidebook clearly identifies the procedures and presentation of its content	3.34	0.97	Moderate
16	17	The guidebook includes educational experiences and applications	3.34	1.108	Moderate
19	18	The guidebook refers to the most common teaching methods that are relevant to the content and nature of students	3.32	1.06	Moderate
25	19	The guidebook includes clear references to possible alternative assessment strategies	3.07	0.936	Moderate
26	20	The guidebook includes clear references to the possible evaluation tools	2.98	0.951	Moderate
24	21	The guidebook needs a variety of modifications to make it more suitable for students	3.09	1.269	Moderate
23	22	The guidebook needs many additions to make it more suitable for students	3.19	1.314	Moderate
9	23	The guidebook needs to delete many of its topics to be more suitable for students	3.48	1.24	Moderate
10	24	Class teachers face great difficulties in dealing with the guidebook and in conveying ideas to the students	3.48	1.306	Moderate
21	25	I believe that the topics presented in the guide contribute to the existence of major problems for parents in the follow-up of their children's education to the study of social and national education	3.28	1.469	Moderate
11	26	Students in the first three grades face great difficulty in handling the contents of the guide	3.4	1.416	Moderate
Average			3.30	19.31 355	Moderate

It is noted from Table 1 that the arithmetic means ranged from (2.98 - 3.74). Also, the standard deviations ranged from (0.864 - 1.469). The item with the highest mean was paragraph (4) "The guidebook is characterized by the variety of topics to deal with" (3.74) and standard deviation of (1.06). This may be explained by the nature of the diversity of topics included in the umbrella of social and national education, which should be translated into sub-topics provided to the target groups. This is also, consistent with the social studies' purpose to prepare young people to live in society and to develop the principles of citizenship (Hlebowitsh, Hamot, Hong, & Leitz, 2013; National Council for the Social Studies, 2010; Sarheed, 2015). It may also be related to the nature of the students, who are provided with indicators at a particular cognitive development that enable them to represent the characteristics of the good citizen. The second highest-rated item was item (2) "The guidebook has an appropriate degree of realism" with a "mean" of 3.73 and a "standard deviation" of (0.864). This may be due to the need for these subjects to be realistic, so that they reflect and translate into students' minds and accept them.

In general, the responses to items (4, 2, 1, 5, 3, 15) indicated that the fit was significant, with means ranging between (3.74 - 3.61). The rest of the scores indicated that the guidebook was appropriate for the first three grade students, with the means between (2.98 - 3.55).

Meanwhile, item (20) obtained the least degree of fit with a mean of 2.98 and a deviation (0.951), "The guidebook includes clear references to the possible evaluation tools." This may be explained by the recent application of alternative assessment tools in the educational field and may be due to the teachers' lack of awareness and knowledge of the mechanisms for the design and construction of evaluation tools. This can be explained also, by the teachers' lack of interest, especially after the decision to cancel the students' textbooks, and reduce the number of weekly classes to only one class, which may have negatively affected the evaluation and assessment component of this item.

The results of the second research question **to what extent have the teachers applied the social and national education guidebook for the first three grades of students** indicated that 27 teachers out of 52 who were interviewed apply or practice the entire guidebook. The 27 teachers who applied the guidebook may be explained by their commitment to implementing the regulations of the Ministry of Education and the implementation of the approved courses, which reflects the internal self-censorship and the need to apply everything. This may be due to their belief in the importance of social and national education in the preparation of good citizens and the value system that is favored by every member of society (Sarheed, 2015; Sunal, 2005).

Also, the findings indicated that (13) teachers apply "parts of the guidebook," which may be a result of them going through periods of time in which they feel unable to commit to finishing other courses. Especially with the absence of a textbook with the student to prove what has been dealt with and what has not been addressed. Also, some teachers may believe that the replacement of social

education with other subjects such as literacy and mathematics is much more important. Since, it became known that the beliefs of teachers play an important role in their practices (Handal & Herrington, 2003; Khader, 2012; Mansour, 2008; Rababah, 2012), and these teachers' beliefs are evident in teaching methods and decision-making in the classroom (Borg, 2001).

The results also indicated that (12) participants do not use the social and national education guidebook at all. Even worse, they do not use it because they do not have the new guidebook. These participants expressed surprise in the existence of the guidebook and confirmed that their information was that the subject was canceled. This may be explained by the lack of sufficient attention on the part of the educational supervision process in the first three grades at these schools. The lack of supervision visits to schools is also highlighted, or it may occur but not done from the scientific approach. Class teachers confirmed that supervision visits were limited; most said there was only one visit in the academic year that concentrated on reading and math.

The findings of the third research question: **(What are the social and national education teachers' guidebook weaknesses from the teachers' point of view?)** indicated that participants mentioned the following weaknesses with the teachers' guidebook especially because the students have no social and national textbook:

- Inappropriate subjects for the age group.
- The lessons are few and insufficient.
- Guide to the teacher only.
- Has activities and photographs that are not accessible to the student or to be reviewed at home.
- Absence of the Prophet's biography.
- Not defining key concepts and terms.
- The scarcity of life issues affecting the student's life.
- It does not submit suggested questions at the end of each lesson.
- No attached worksheets.

The difficulty of linking the guidebook to working life practices results from being limited to one class per week. The weaknesses mentioned above focused on these primary domains: the absence of the student textbook, the lack of comprehensiveness and diversity of subjects in the guidebook, and the difficulty of applying its contents into practice due to time constraints, individual differences, and a large number of students per class. This result is consistent with Doğan and Yildirim (2018) findings.

The results of the fourth research question **(What are the social and national education teacher's guidebook strengths from the teachers' point of view?)** indicated that the participants pointed to the existence of various positive practices acquired by the students by applying the social and national education teacher's guidebook, including:

- Focused on dialogue, discussion, and opinion.
- Focused on drawing skills in learning content such as drawing the flag of Jordan.

- Enlightening students with information about the map and setting Jordan's borders on the map.
- Responded to students' interests and needs.
- It has subjects that are fun and exciting.
- Convenient.
- The images used are interesting. Subjects are important and varied.
- Focus on values and ethics.
- Trust Student roles = Student is a good citizen who loves his country and community members.
- Logical sequence and ease in displaying the cognitive structure.
- Raising students' awareness of rights and duties as a separate unit.
- Decrease of citizenship concepts.
- Distribution of topics for the appropriate time.
- Easy to apply the ideas in the guidebook into practice.
- Various prepared activities.
- Proposing appropriate teaching methods for the subject.
- Suggest appropriate evaluation tools.
- Introducing topics that reflect the reality of the student's life.

Some of these may be a result of an urgent need for a well-prepared social and national education teacher's guidebook to address the negative effects of the old social and national education textbooks. Therefore, the new guidebook was considered more appropriate and had fewer negative remarks after the teachers and students suffered from the old subjects that had complaints such as boredom, no benefit, theoretical material, and an over-emphasis on memorization. It is a commonly held belief in Jordan that the best component in the educational learning process is the teacher rather than the textbook (Khader, 2012). A good school textbook is worthless with a negative teacher, while a good teacher can still get students to learn with a bad textbook. Ideally, however, teachers have a good textbook in their hands that contains new ideas in presenting the topics of social and national education. One of the teachers interviewed said that the best feature of the new guidebook is to improve the "students handwriting" and then was asked how it works, she replied: "Copy the lesson on the blackboard and ask the students to copy it." This confirms some teachers still have misconceptions about how they should use the guidebook. Thus, teachers have to be prepared to meet the guidebook outcomes and the needs of all children in their classrooms (Aldridge & Goldman, 2007; Hlebowitsh et al., 2013; Hong & Hamot, 2015; National Council of the Social Studies, 2007).

The results of the fifth research question (**How do the teachers propose to amend the social and national education teachers' guidebook to become more suitable for students?**) indicated that (11) teachers out of (52) mentioned that there were no needed modifications. This may be explained by the sufficient preparation of those teachers. Also, because of the fact that the process of designing the guidebook coincided with the decision to cancel the social and national education textbooks, prompting those preparing teachers' guidebooks that are capable of compensating the absence of student' textbooks. Teacher A said, describing the guidebook, "This is the most useful guidebook, I did see the

benefit of it." Another teacher stated, "This guidebook deserves to be named Teacher's Guidebook, it is really a good Guidebook".

However, the rest of the participants proposed modifying the guidebook in the following ways:

- Add more photos.
- Enrich the guidebook with worksheets.
- Add more topics of values and ethics.
- Present the morals of the Prophet Muhammad as "moral models."
- More detailed presentation of methods, activities, and objectives.
- Increase the number of social classes to be two per week.
- Introduce the topic of child safety skills.
- Introduce the topic of social communication skills for the child.
- Attach the guide with a short storybook.
- Attach the guidebook with questions at the end of each lesson.
- Provision of CDs and audio recordings of songs related to lessons.

The results of the sixth research question (**What is the appropriateness of the general and special outputs in the social and national education teachers' guidebook for the first three grades from the teachers' point of view?**) indicated that (26) teachers out of (52) felt the general and special outcomes of the guidebook are suitable for students' ages and levels, and meet the needs of students in this age group. Furthermore, (9) teachers indicated that the general and special outcomes of the social and national education guidebook have been reasonably appropriate. This may be interpreted as a logical consequence of a human product that has been applied for two years. The guidebook must be processed and reconstructed through feedback from the field, especially as the experience is new in producing an alternative guidebook instead of a student textbook.

However, (5) teachers stated that the general and specific outputs are inappropriate and do not meet the needs of the students. This may be partially explained by the fact that they did not accept the ministry's decision to cancel the students' textbooks. Therefore, any alternative would be leading the teachers in advance to reject the alternative and resist change. This is especially likely based on their statements during the interviews showing their attitudes to this issue, including "I am against the current reality as a whole," "I use the guidebook to transfer information to students only." This may be due to the additional requirements imposed by the new guidebook on the practical application of attitudes, which requires the teacher to impose additional and personal efforts to achieve the understanding required for students compared to the old textbook. One of the teachers said that the defect is not the guidebook, but the teacher's unwillingness to change themselves. This result is consistent with pedagogical resistance to change the explanation of Cuban (1991). Another teacher said, "We use the guide to transfer information only ... I will not change."

Meanwhile, (12) teachers indicated their inability to judge the extent to which the general and special outcomes were appropriate for these grades. Seven

teachers explained they lacked guidebooks in their schools, and (5) teachers said they did not use this guidebook in any way. In their words, "I occupy the class with other subjects; "We don't have enough time for teaching literacy and math, so I teach them during the social class time." This may be explained by some teachers' careless and irresponsibility towards the children. Some teachers may lack self-censorship, and lack degrees of responsibility to take ESD principles into account. Another explanation of the neglect of social studies in elementary schools is obvious in the form of minimal time apportionments (Fitchett & Heafner, 2010; Heafner & Fitchett, 2012).

4. Conclusion and Recommendations

This study found evidence that the teacher's guidebook was strong in some points but was lacking in others. The lack of compliance may have been on purpose or as a tradeoff for using the time to emphasize other subjects. However, According to Adler (2008), "social studies teacher educators should seek to find ways to make a difference in social studies classrooms" (p. 347). In conclusion, teachers stated that the curriculums and social education guidebook need to further develop expressive and perceptual skills and techniques, help assimilate knowledge and develop "higher-order" thinking skills, cultivate constructive attitudes towards learning, discipline about themselves and their abilities, and derive delight from a combination of senses, intellect, emotions, philosophy, spirit and imagination. Furthermore, concentration on developing creative skills in their students, and take ESD principles into account.

Many implications come up from these findings. First, a suggestion for future research is to examine the social and national curriculum standards in Jordan. In light of the results, this study recommends the following: conduct more studies in which both the content and process standards of the curriculum of the grades from kindergarten through twelfth grade would be analyzed. Further research could investigate the teacher's guidebook curriculum with content analysis. These types of studies appear to be particularly relevant in the first three grades as these studies were very rare in the literature.

References

- Abed, E. R., & Al-Absi, M. M. (2015). Content analysis of Jordanian elementary textbooks during 1970–2013 as Case Study. *International Education Studies*, 8(3), 159-166. <http://dx.doi.org/10.5539/ies.v8n3p159>
- Abu Zina, F. (2010). *Developing and teaching mathematics curriculum (1st ed)*. Amman: Dar Almaserah for publication and distribution.
- Al-Bari, G. N. (2013). The degree of including critical thinking skills in Jordanian sixth basic grade textbook, our Arabic language (Lugatona Al-Arabiya): Analysis study. *Journal of Educational and Psychological Sciences*, 14(4), 491-516. <http://dx.doi.org/10.12785/JEPS/140415>
- AL Obidat, M. (2010). *The evaluation of social national educational textbooks for the eighth grade from the points of view of teachers in Madaba governorate*. Unpublished Master Thesis, Mu'tah University.
- Adler, S. (2008). The education of social studies teachers. In L. S. Levstik, & C. A. Tyson (Eds.), *Handbook of research in social studies education* (pp. 329–351). New York: Routledge.
- Aldridge, J. & Goldman, R. (2007). *Current issues and trends in education (2nd ed)*, Boston: Allyn and Bacon.
- Alyat, I. N., & Duwairy, A. M. (2015). Content analysis of the geometry content included in mathematics textbooks for the intermediate basic stage in Jordan in light of the international standards (NCTM, 2000). *Dirasat: Educational Sciences*, 42(3), 747- 765. <https://journals.ju.edu.jo/DirasatEdu/article/view/4753>
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. New York: Paglave Macmillan.
- Borg, M. (2001). Teachers' beliefs. *ELT Journal*, 55 (2), 186-187. <https://doi.org/10.1093/elt/55.2.186>
- Chambliss, J. M., & Calfee, C. R. (1998). *Textbooks for learning: Nurturing children's minds*. Oxford: Blackwell Publishers.
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.)*. Thousand Oaks, CA: Sage.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M., & Hanson, W. (2003). Advanced mixed methods research designs. In: Tashakkori, A., and Teddlie, C. (eds.), *Handbook on mixed methods in the behavioral and social sciences* (pp. 209–240), CA: Sage Publications, Thousand Oaks.
- Cuban, L. (1991). History of teaching in social studies. In Shaver, J. P. (eds.), *Handbook of Research on Social Studies Teaching and Learning* (pp. 197–209), New York: Macmillan.
- Doğan, T., & Yildirim, S. (2018). Examination of Teacher Opinions regarding History Topics of 7th Grade Social Studies. *Universal Journal of Educational Research*, 6(6), 1222-1234. <http://dx.doi.org/10.13189/ujer.2018.060613>.
- El-Subhieen, E., & Bani Abdelrahman, B. (2012). Designing a model of the content of social education books for primary stage in Jordan according to the concepts and values of the global, scientific and technological education. *Jordan Journal of Educational Sciences (JJES)*, 8(4), 329-344.
- Fitchett, P. G., & Heafner, T. L. (2010). A national perspective on the effects of high-stakes testing and standardization on elementary social studies marginalization. *Theory & Research in Social Education*, 38(1), 114–130. <http://dx.doi.org/10.1080/00933104.2010.10473418>
- Hamad, S. (2011). The quality of the content of the book Islamic education for the higher primary stage of Palestine in the light of quality standards for content and

- organization summary. Paper presented at the international Arab conference on quality and assurance in higher education (IACQA), 1-25, Assiut University, Egypt.
- Handal, B., & Herrington, A. (2003). Mathematics teachers' beliefs and curriculum reform. *Mathematics Education Research Journal*, 15(1), 59-69.
<https://doi.org/10.1007/BF03217369>
- Heafner, T. L., & Fitchett, P. G. (2012). National trends in elementary instruction: Exploring the role of social studies curricula. *The Social Studies*, 103, 67-72.
<http://dx.doi.org/10.1080/00377996.2011.592165>
- Hlebowitsh, P. S., Hamot, G. E., Hong, H., & Leitz, K. R. (2013). Social studies educators and the factors of race and ethnicity in the differential exercise of classroom authority. In J. Passe, & P. Fitchett (Eds.), *Research on the status of social studies: Views from the field* (pp. 129-140). Charlotte, NC: Information Age Publishing.
- Hong, H., & Hamot, G. (2015). The associations of teacher professional characteristics, school environmental factors, and state testing policy on social studies educators' instructional authority. *The Journal of Social Studies Research*, 39(4), 181-182. <https://doi.org/10.1016/j.jssr.2015.06.009>
- Khader, F. R. (2012). Teachers' pedagogical beliefs and actual classroom practices in social studies instruction. *American International Journal of Contemporary Research*, 2(1), 73-92.
https://www.uop.edu.jo/download/Research/members/111_2027_fakh.pdf
- Mansour, N. (2008). Science teachers' eliefs and practices: Issues, implications and research agenda. *International Journal of Environmental & Science Education*, 4(1), 25-48.
- Mari, T., & Al-Hila, M. (2001). *Modern educational curricula: Its concepts, elements, foundations and processes*. Jordan, Amman: Dar Al - Massirah For Publishing & Distribution.
- Ministry of Education. (2015). Educational Development Conference in Amman, Jordan, 2015.
- Mohammad, R. F., & Kumar, R. (2007). Effective use of textbooks: A neglected aspect of education in Pakistan. *Journal of Education for International Development*, 3(1), 1-12.
<http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=C0C4250753E87D5A1D8013C56135CC97?doi=10.1.1.533.1185&rep=rep1&type=pdf>
- Nazzal, Sh. (2003). *Social studies curriculum and the fundamentals of teaching*. UAE, Al Ain: University Book House.
- National Council for the Social Studies. (2007). *Academic freedom and the social studies teacher*. Retrieved from
<https://www.socialstudies.org/publications/socialeducation/may-june2016/academic-freedom-and-social-studies-teacher>
- National Council for the Social Studies. (2010). National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment (NCSS Bulletin 111). Washington, DC: National Council for the Social Studies, 2010.
- Nguyen, T. P. (2019). Reviewing Vietnam Geography Textbooks from an ESD Perspective. *Sustainability*, 11, 2466. <https://doi.org/10.3390/su11092466>
- Odeh, A. (2010). *Evaluation and measurement in teaching process*. Jordan: Al Amal Dar.
- Rababah, E. (2012). *Multiple case study: Developmentally appropriate beliefs and practice of United States and Jordanian kindergarten teachers*. Doctoral dissertation. University of Alabama at Birmingham. ProQuest Thesis & dissertations. UMI Number: 351230.

- Salah, J. (2009). *Evaluating "Al Orodh" curriculum for the secondary stage in Gaza Governorates from the point of view of the Arabic language teachers*. Unpublished master thesis, Islamic University, Gaza.
- Sarheed, A. M. (2012). A Comparative Analysis of the Objectives of the National Education in the United States, Jordan, Saudi Arabia, China and Japan. *Journal of Education and Practice*, 6, 2222-1735 . <https://eric.ed.gov/?id=EJ1080670>
- Sunal & Cynthia S. (2005). *Social Studies for the Elementary and Middle Grades: A Constructivist Approach*. Boston: Pearson/Allyn & Bacon.
- Tashakkori, A., & Teddlie, C. (1998). Mixed methodology: Combining qualitative and quantitative approaches. *Applied Social Research Methods Series*, 46, Sage Publications, Thousand Oaks, CA.
- Tashakkori, A., & Teddlie, C., (Eds.) (2003). *Handbook on mixed methods in the behavioral and social sciences*. Sage Publications, Thousand Oaks, CA.
- The Modern Educational Curriculum and Issues. (2008). *The World of Modern Books*. Faculty of Education Conference. Faculty of Education, Yarmouk University, Jordan, Irbid.
- UNESCO. (2019). Education for Sustainable Development. UNESCO: Paris, France, Retrieved from <https://en.unesco.org/themes/education-sustainable-development>
- United Nations Department of Public Information. (2019). Sustainable development goals. Retrieved from <https://sustainabledevelopment.un.org/?menu=1300>
- United Nations Development program (UNDP) Jordan. (2019). About Jordan. Retrieved from <http://www.jo.undp.org/content/jordan/en/home.html>