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The Effectiveness of a Training Program for Pre-Service Social Studies Teachers Based on International Teacher Preparation Requirements in Developing Differentiated Teaching Skills and Cultural Diversity Values

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Abstract

Objectives: The current study aimed to examine the effectiveness of a training program for pre-service social studies teachers based on international teacher preparation requirements in developing their differentiated teaching skills and cultural diversity values. *Methods:* a quasi-experimental approach was employed. Two research instruments were developed: a differentiated teaching skills scale and a cultural diversity values test, both of which were validated for reliability and validity. The study sample consisted of 30 pre-service social studies teachers from the Faculty of Educational Sciences at Yarmouk University during the 2024-2025 academic year. *Results:* The findings revealed statistically significant differences in the differentiated teaching skills scale between the pre-test and post-test, favoring the post-test results. Similarly, statistically significant differences were found in the cultural diversity values test between the pre-test and post-test, also in favor of the post-test. These results indicate the effectiveness of the training program in enhancing differentiated teaching skills and cultural diversity values among pre-service social studies teachers. *Conclusions:* The findings revealed statistically significant differences in the differentiated teaching skills scale between the pre-test and post-test, favoring the post-test results. Similarly, statistically significant differences were found in the cultural diversity values test between the pre-test and post-test, also in favor of the post-test. These results indicate the effectiveness of the training program in enhancing differentiated teaching skills and cultural diversity values among pre-service social studies teachers.

Keywords: Training Program, International Teacher Requirements, Differentiated Teaching, Cultural Diversity.

Introduction

International teacher preparation is a fundamental and pivotal training program aimed at ensuring the quality of global education, fostering mutual understanding, and promoting cultural communication. Since teachers serve as the cornerstone of educational reform and development, it is crucial to provide them with high-quality professional training to enable them to meet the objectives of modern educational institutions. Teacher preparation and professional development have become essential components of improving teaching and learning worldwide. Additionally, international standards and requirements for teacher training have evolved, necessitating the establishment of global benchmarks related to essential teaching skills, instructional activities, and core competencies. This program is designed to equip teachers for instruction in diverse international settings and to educate students about various cultures. It is essential for ensuring effective education and achieving learning outcomes in a multicultural

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Currently, education faces numerous challenges, including rapid scientific advancements across various fields and emerging global issues that require educational institutions to prepare individuals capable of adapting to and addressing these changes. Given the significance of teacher preparation programs in shaping the future of education, it has become imperative to train teachers with the necessary expertise and instructional skills to operate within an international educational framework. Teachers play a crucial role in addressing the challenges posed by the information society, which necessitates improvements in the education system, particularly in enhancing teacher quality. Recognizing the teacher's role in society has significantly impacted educational practices, leading to increased focus on teacher training and professional development before entering the profession (Al-Qahtani, 2023).

The growing emphasis on international education stems from significant shifts in global labor market demands, which now prioritize critical thinking, knowledge production, technological integration, problem-solving, decision-making, strategic planning, and global competitiveness. Consequently, there has been a heightened global interest in developing international teacher preparation programs. This has been accompanied by the emergence of specialized international organizations that recognize and accredit such programs, including the Educational Collaborative for International Schools (ECIS), the International Baccalaureate Organization (IBO), and International Schools Services (ISS). In line with this trend, UNESCO adopted a strategy in the late 20th century to internationalize education, urging colleges of education to revise their teacher preparation programs by incorporating new projects and ideas that provide an international dimension. The goal is to equip teachers with the necessary competencies and skills to perform their duties effectively and implement instructional strategies in a global context (Abdel Hakim & Abdel Fattah, 2023).

Social studies play a vital role in teacher preparation, as they help educators develop an awareness of global issues and enhance their ability to teach students about global citizenship. As the demand for teachers with strong content knowledge and pedagogical skills in multicultural environments continues to grow, social studies educators must maintain an up-to-date understanding of new methodologies and emerging educational technologies. For them, education is a continuous growth process that enables them to stay abreast of educational advancements, refine their instructional skills, and effectively employ innovative teaching methods and technologies in the classroom. Excellence in social studies instruction requires skills such as lesson planning, designing engaging activities, utilizing modern teaching methodologies, incorporating technology into education, and assessing student performance (Ahmed, 2022).

Training programs for social studies teachers are essential in equipping them with effective teaching strategies, particularly differentiated instruction. Differentiated teaching is a contemporary instructional approach that acknowledges students' varying readiness levels, learning preferences, and interests. It is based on the premise that learners bring prior knowledge and experiences to the classroom, which significantly influence their ability to acquire new information, make connections, and construct meaningful learning experiences (Najdi & Al-Ghamdi, 2020).

Differentiated instruction has gained significant attention among researchers and educators due to its potential to foster student engagement, encourage active learning, and promote creative problem-solving. It enables students to explore novel ideas, develop innovative solutions, and

think critically about complex issues. The approach seeks to achieve multiple educational objectives, including designing challenging and stimulating learning experiences, focusing on essential concepts and skills, and adopting flexible teaching strategies that cater to diverse student needs. By incorporating modern instructional approaches that accommodate individual differences, educators can ensure equitable learning opportunities, allowing all students to maximize their potential and contribute effectively to society (Al-Alimat, 2022).

Several studies have highlighted the effectiveness of differentiated instruction and the importance of preparing teachers to implement this approach. For instance, Hashish and Bakhit (2022) demonstrated the value of employing differentiated instruction strategies in developing pre-service teachers' creative teaching skills. Their study recommended the integration of such strategies into teacher training programs to enhance professional competencies. Similarly, Harhash and Hendawi (2021) explored the impact of a proposed differentiated instruction program on developing 21st-century skills among pre-service teachers. The study's findings indicated significant improvements in these skills following program implementation.

Based on these findings, the researchers recognize that differentiated instruction represents a philosophy of effective teaching and a framework for designing diverse learning experiences. It involves providing students with various instructional methods to facilitate content acquisition, idea generation, and knowledge application. Additionally, it emphasizes student-centered learning, collaborative engagement, and the creation of inclusive learning environments that align with international teacher preparation standards. By adopting these principles, educators can be better prepared for their roles in teaching and contributing to the advancement of education in a globalized world.

Considering the reality of teacher preparation programs, a significant gap is observed between the knowledge content and educational experiences provided and the requirements of the current era in the 21st century. This necessitates a qualitative shift in teacher education—from teaching uniformity and conformity to fostering individuality and diversity. Multicultural education plays a crucial role in developing knowledge, attitudes, and orientations among students who live in diverse cultural communities. Preparing teachers becomes essential for understanding the principles and goals of multiculturalism to enhance an effective learning environment and integrate it comprehensively into teaching. Teacher preparation institutions aim to equip future educators with the necessary skills to meet intellectual and social needs, achieve high-quality education for students, and expand their awareness of cultural diversity. Several conferences have emphasized the need to incorporate global values into all educational programs and update their content to reflect social changes and promote global understanding as a fundamental means for cultural coexistence (Al-Adawi, 2021).

Education in an international context requires preparing teachers who can recognize and understand global issues and trends, respect universal values such as peace, human rights, diversity, justice, democracy, non-discrimination, and tolerance, and acquire cognitive skills for critical and creative thinking, problem-solving, and decision-making.

It also necessitates mastering social skills such as empathy and openness to the experiences of others. International teacher preparation programs also include the ability to engage with advanced technology and integrate it into communication and learning processes (Radwan & Al-Daghidi, 2016).

The researchers argue that preparing social studies teachers based on the requirements of

international teacher preparation is a pressing necessity, especially in social studies, which focus on individuals who must interact with global issues and embody values of compassion and understanding.

This topic has attracted considerable attention from researchers. Al-Adawi's (2021) study aimed to align teacher education programs with global trends in international teacher preparation, ensuring their cognitive, skill-based, and affective requirements are met. The study focused on properly qualifying teachers to understand the nature of education in an international context, be aware of local and global issues, teach in multicultural environments, enhance global citizenship values, and train in effective communication strategies among culturally diverse students. It emphasized participation in conferences and workshops focused on teacher training and engagement in online discussions.

Similarly, a study by Calavia et al. (2023) examined pre-service teacher training to address teaching challenges. It highlighted the increasing effectiveness of teaching design thinking (DT), which enables teachers to tackle complex challenges in their daily work. However, few teachers receive training in this field. The study introduced the "Thinking-Creativity-Teaching" (TCT) methodology to help pre-service teachers create instructional materials guided by DT principles. The TCT methodology was applied and evaluated quantitatively in a project-based learning subject with 56 pre-service teachers (experimental group). Their work processes and materials were then compared with those of a control group of 52 pre-service teachers who had not used TCT. The results indicated that TCT contributed to designing better educational materials, integrating them into curricula, and proving its validity as a design training method capable of addressing modern teaching challenges.

A study by Bishtawi & Obeidat (2023) explored the effectiveness of a proposed training program for social studies teachers in managing digital technologies in teaching and developing their digital skills in Irbid, Jordan. The quasi-experimental study involved 14 social studies teachers from the Qasaba Irbid district during the 2022/2023 academic year. Results showed statistically significant differences in teaching effectiveness and digital skills between the pre- and post-tests in favor of the post-test, confirming the effectiveness of the training program in enhancing digital teaching competencies.

Getenet's (2025) study investigated the alignment of initial teacher education curricula with Australia's professional teaching standards (APSTs) using Shulman's (1986) teacher competencies framework and Grossman's (1990) teacher competency sources model. Conducted at a regional university in Australia, the study analyzed accreditation documents and course specifications for 96 courses and three accreditation documents. The findings revealed that initial teacher education programs primarily focused on "professional knowledge," with less emphasis on "professional engagement." Courses strongly emphasized planning and implementing effective teaching and learning competencies, but no significant differences were found in the preference for APSTs between or within programs.

Eltafahny's (2023) study examined an updated environmental science course for social studies pre-service teachers at the Faculty of Education, Port Said University. The quasi-experimental study assessed the impact of the interdisciplinary approach on deep understanding. Conducted on 45 first-year social studies education students in the 2022-2023 academic year, the study found that the revised course and environmental academic projects effectively developed cognitive skills and deep affective understanding.

Moorhouse's (2024) study explored the effects of virtual overseas teaching experiences on pre-service teachers' professional learning. Data included teaching records and reflective writings from two groups of pre-service teachers from Hong Kong who participated in a virtual overseas teaching experience hosted by a UK university, along with interviews with course coordinators. The results showed that pre-service teachers found virtual overseas teaching a novel and unique experience that contributed to professional learning by (a) increasing their confidence and flexibility, (b) improving synchronous online teaching skills, (c) enhancing their awareness of learners' differences and needs, and (d) exposing them to innovative pedagogical methods. The study suggested that virtual overseas teaching experiences could be incorporated into initial teacher training, particularly since their financial costs are lower than in-person experiences. However, they are not sufficient to replace an extended immersive teaching experience abroad.

Miguel et al.'s (2020) study evaluated the digital competence of social studies teachers using the TPACK-21 model. Conducted over two academic years, the study assessed pre-service secondary education teachers' competencies using a quantitative approach and a questionnaire. Results confirmed the adequacy of the framework and tools used and demonstrated positive progress in competency development. While pre-service teachers initially lacked confidence in integrating technological knowledge with pedagogical content knowledge, particularly in three components, this challenge was overcome after the intervention. The pedagogical and conceptual approach showed a positive impact, demonstrating the effectiveness of a comprehensive and adaptable teaching methodology for social studies education.

Al-Humaidan's (2016) study designed a training program for elementary social studies and national education teachers in Riyadh to teach problem-solving strategies. Using a quasi-experimental method with pre- and post-tests, the study involved all social studies teachers in private schools during the 2015-2016 academic year. The results indicated statistically significant differences in teachers' mastery of problem-solving teaching concepts, favoring the post-test results. The experimental group that received problem-solving strategy training outperformed both the control group that followed conventional teaching methods and the second control group that applied problem-solving strategies without pre-testing.

Research Problem and Questions

The researchers observed shortcomings in social studies teacher preparation programs in meeting international teacher preparation requirements. Many teachers struggle to bridge the gap between theoretical studies and real-world classroom applications. Additionally, there is a disconnect between university curricula and field requirements. Professional development awareness must be increased, and teachers should be trained in modern strategies such as differentiated instruction. Training workshops should be provided to help teachers adapt to evolving educational landscapes and global cultural and economic trends.

This study aims to assess the effectiveness of a training program for social studies pre-service teachers based on international teacher preparation requirements in developing differentiated teaching skills and cultural diversity values. It seeks to answer the following questions:

1. Are there statistically significant differences at ($\alpha = 0.05$) in the mean scores of the experimental group on the Differentiated Teaching Skills Scale before and after the training program?
2. Are there statistically significant differences at ($\alpha = 0.05$) in the mean scores of the experimental group on the Cultural Diversity Values Test before and after the training program?

The Significance of This Study Lies in Its Potential Benefits for the Following:

1. Teacher Preparation and Training: Enhancing teachers' ability to teach in an international context by incorporating training programs that include both online and face-to-face workshops, as well as group discussions, to enable teachers to effectively implement these strategies in the educational process.
2. Teacher Preparation Program Developers: Directing the attention of those responsible for developing international teacher preparation programs towards employing differentiated instruction in the presentation and teaching of subjects, making learners more effective in their teaching practice.
3. The Directorate of Training and Educational Supervision at the Ministry of Education: Training as many teachers as possible by diversifying strategies within the educational process to prepare teachers with experience and skills suited for teaching in an international educational context, in line with the implications of cultural and economic globalization.

Scope and Limitations of the Study

- Temporal Boundaries: The study was conducted during the second semester, from February 2, 2025, to February 11, 2025, in the academic year 2024/2025.
- Spatial Boundaries: The study was conducted at the Faculty of Educational Sciences, Yarmouk University.
- Human Boundaries: A group of social studies teacher trainees enrolled in the Teacher Diploma Program at Yarmouk University.
- Subject Boundaries: The study focused on the effectiveness of a training program for social studies teacher trainees based on the requirements of international teacher preparation, differentiated teaching skills, and values of cultural diversity.

Study Limitations

The generalization of the study's results is limited to the psychometric properties of the study tools, their validity and reliability, as well as the objectivity and accuracy of the respondents in answering the study instruments.

Operational Definitions

- Training Program: Operationally defined as a series of training workshops for social studies teacher trainees aimed at developing their skills and knowledge in teacher preparation and training within a specific domain. It also aims to enhance their professional knowledge and attitudes. The program consists of objectives, content, activities, educational tools, and a theoretical framework. In this study, the training program includes five workshops: (communication and interpersonal skills, problem-solving and decision-making, cultural pluralism, modern technology, and contemporary global issues).
- International Teacher Preparation Requirements: A set of global orientations reflecting the skills, knowledge, and competencies that social studies teachers need to enhance their future teaching performance. The key requirements include: (cultural skills, language skills, needs analysis, curriculum development, academic education, technology in education, continuous

professional training, understanding educational systems, flexibility and adaptability, assessment and feedback, effective communication, and critical thinking and problem-solving).

- **Differentiated Teaching Skills:** A set of instructional skills necessary for accommodating different learning styles among students while considering their individual and cultural differences. Teacher trainees must modify course content and provide diverse learning outcomes, employing distinctive teaching strategies and a variety of learning resources and methods that cater to students' abilities, needs, and cultural backgrounds. These skills include: (lesson planning for differentiated instruction, differentiating learning content, differentiating classroom environment, differentiating learning activities, differentiating teaching strategies, and differentiating assessment methods). This was measured through pre- and post-assessments completed by social studies teacher trainees using a differentiated teaching skills scale developed for this study.
- **Cultural Diversity Values:** A set of judgments, standards, and principles that guide the teacher trainee's behavior concerning (respect for cultural diversity, acceptance of cultural differences, cultural openness, cultural collaboration, tolerance, and equality). These values were assessed through pre- and post-assessments completed by social studies teacher trainees using a cultural diversity values test developed for this study.

Methodology and Procedures

Study Methodology

The researchers employed a quasi-experimental design using a one-group pretest-posttest approach, as it is the most suitable for examining the effectiveness of a training program for social studies teacher trainees based on international teacher preparation requirements in developing their differentiated teaching skills and cultural diversity values.

Study Participants

The study sample consisted of male and female social studies teacher trainees enrolled in the Teacher Preparation Diploma Program at Yarmouk University for the academic year (2024/2025). A total of (30) teachers were purposefully selected, representing an entire class from the program. This selection was based on the ease of access to participants and the availability of trainees enrolled in the Teacher Preparation Diploma at the university.

Study Material

The study material consisted of a training program for social studies teacher trainees, designed based on international teacher preparation requirements to enhance differentiated teaching skills and cultural diversity values. The program was organized as a series of training workshops aimed at developing the trainees' knowledge, skills, and attitudes toward the teaching profession. The program covered the following areas: (communication and interpersonal skills, problem-solving and decision-making, cultural pluralism, modern technology, and contemporary global issues).

Development of the Training Program

The Training Program Was Developed Through the Following Steps:

- Reviewing theoretical literature and previous studies related to training programs based on international teacher preparation requirements, such as the studies of Bshatawi and Ubaidat (2023), Hashish and Bakhit (2022), and Al-Humaidan (2016).

- Establishing the general framework of the training program, which included:

Justifications for the Program

- The need to prepare globally competent social studies teachers capable of working in culturally diverse educational environments.
- Emphasizing international standards for preparing social studies teachers to align training programs with modern educational trends.
- Updating teaching methodologies to meet 21st-century educational requirements.
- Preparing social studies teachers to address challenges arising from increasing cultural diversity in schools.
- Addressing the weak integration of digital technologies in social studies instruction.

General Objectives of the Training Program

- Equipping social studies teacher trainees with the necessary teaching knowledge, experiences, and skills using diverse instructional strategies suitable for different learning styles and levels.
- Training social studies teacher trainees in differentiated teaching skills to meet students' needs according to their abilities and learning patterns.
- Enabling social studies teachers to utilize technology and multimedia for delivering diverse and comprehensive educational content that enhances their capabilities.

Scientific Content of the Training Program

- The program consisted of five training workshops covering: (communication and interpersonal skills, problem-solving and decision-making, cultural pluralism, modern technology, and contemporary global issues).
- Each workshop included general and specific learning outcomes, instructional methods and activities, and evaluation procedures.

Teaching Methods and Strategies Used in the Program

- Lectures, discussions, and dialogues to engage and motivate trainees.
- Practical presentations, ensuring variety and modernity, incorporating images, diagrams, and educational websites.
- Self-learning, encouraging trainees to independently acquire knowledge and achieve the program's objectives.
- Effective communication skills, ensuring that trainees develop strong interpersonal and interactive abilities for discussions and debates.

Training Tools and Activities Used in the Program

- The program utilized tools such as projectors, multimedia, trainee guides, and structured training modules.
- A variety of activities were incorporated to achieve the program's objectives.

Duration of the Training Program

- The program was conducted from Sunday, February 2, 2025, to Tuesday, February 11, 2025.
- It included five training workshops totaling 15 training hours.
- The first and last workshops consisted of two sessions (4 hours each), during which pre- and post-study assessments were conducted.
- The second, third, and fourth workshops each comprised one session (3 hours each).
- All workshops commenced at 11:30 AM and were held in the Teacher Training Hall at the Faculty of Educational Sciences, Yarmouk University.

Evaluation of the Training Program

- Pre-evaluation: Conducted before the training using the differentiated teaching skills scale and cultural diversity values test.
- Formative evaluation: Implemented during the workshops through various activities and exercises.
- Post-evaluation: Conducted after training completion using the post-assessment of differentiated teaching skills and cultural diversity values.

Validity of the Training Program

- The program's validity was confirmed through content validity by presenting it to 10 expert reviewers specializing in education, psychology, and training.
- Their feedback was incorporated to finalize the program.

Study Tools

First: Differentiated Teaching Skills Scale

The differentiated teaching skills scale was developed through the following steps:

- Reviewing theoretical literature and previous studies on differentiated teaching skills, such as Hashish and Bakhit (2022), Al-Aleemat (2022), and Harhash (2021).
- Developing the initial version of the scale, consisting of 25 items.
- Establishing a three-level rating scale for each item in the differentiated teaching skills assessment.

Validity of the Differentiated Teaching Skills Scale

The validity of the Differentiated Teaching Skills Scale was verified by presenting it to (10) university professors specializing in social studies curricula and teaching methods at Yarmouk University and other Jordanian universities, as well as professionals from the Jordanian Ministry of Education. They assessed the extent to which the scale items aligned with the intended measurement objective, their coverage of all relevant areas, and their clarity. Suggestions for deletion, modification, and addition were provided, and the feedback from the evaluators was incorporated. The final version of the Differentiated Teaching Skills Scale consisted of (25) items distributed across (5) domains, with (5) items assigned to each domain.

Reliability of the Differentiated Teaching Skills Scale

The internal consistency reliability coefficient of the scale ranged between (0.890-0.976) for sub-skills and (0.982) for the overall tool. All values exceeded (0.70), indicating a high level of reliability (Cronbach, 1951).

Second: Cultural Diversity Values Test

The Cultural Diversity Values Test was developed following these steps:

- A review of theoretical literature and previous studies on cultural diversity values, including studies by Al-Adawi (2021), Abdul Hakim (2021), and Al-Qahtani (2023).
- The initial version of the Cultural Diversity Values Test was constructed, comprising (25) items.

Validity of the Cultural Diversity Values Test

The validity of the Cultural Diversity Values Test was confirmed by presenting it to (10) university professors specializing in social studies curricula and teaching methods at Yarmouk University and other Jordanian universities, as well as professionals from the Jordanian Ministry of Education. They evaluated the relevance of the test items to the intended measurement objective, their comprehensiveness across different areas, and their clarity. Suggestions for deletion, modification, and addition were provided, and their feedback was incorporated. The final version of the Cultural Diversity Values Test consisted of (25) items distributed across (5) skills, with (5) items assigned to each domain.

Reliability of the Cultural Diversity Values Test

The internal consistency reliability coefficient of the test ranged between (0.797-0.903) for sub-skills and (0.965) for the overall test. All values exceeded (0.70), indicating a high level of reliability (Cronbach, 1951).

Study Procedures

The researchers conducted the study according to the following steps:

1. Identifying the research problem, questions, and variables.
2. Developing a training program for pre-service social studies teachers based on international teacher preparation requirements to enhance their differentiated teaching skills and cultural diversity values. The program's validity was confirmed through expert review.
3. Constructing the study instruments (Differentiated Teaching Skills Scale and Cultural Diversity Values Test), verifying their validity and reliability, making necessary modifications, and finalizing them.
4. Selecting (30) social studies teachers from the study population using a purposive sampling technique.
5. Implementing the training program from Sunday, February 2, 2025, to Tuesday, February 11, 2025, consisting of five training workshops totaling (15) training hours. The first and last workshops each included two sessions (4 hours total), during which pre- and post-study instruments were administered. The second, third, and fourth workshops each consisted of a

single training session lasting (3) hours. All workshops started at 11:30 AM and were conducted at the College of Educational Sciences, in the Teacher Training Hall at Yarmouk University.

6. Scoring the study instruments and analyzing the data using appropriate statistical procedures through the Statistical Package for Social Sciences (SPSS) to answer the study questions, derive results, and interpret findings.

7. Providing recommendations based on the findings, which may contribute to enriching future research topics.

Study Variables

The study included the following variables:

- Independent Variable: A training program for pre-service social studies teachers based on international teacher preparation requirements.
- Dependent Variables: Differentiated teaching skills and cultural diversity values.

Study Results and Discussion

First: Results Related to the First Research Question

"Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the mean scores of the experimental group on the Differentiated Teaching Skills Scale before and after the training program?"

To answer this question, the Kolmogorov-Smirnov test was used to examine the pre-test and post-test scores for each of the five skills and the total score, as shown in Table (1).

Domain	Pre-Test Measurement		Post-Test Measurement	
	Mean	Standard Deviation	Mean	Standard Deviation
Differentiation in Planning for Differentiated Instruction	1.8980	.43358	2.4063	.29230
Differentiation in Learning Content	1.9027	.42465	2.3513	.41215
Differentiation in Classroom Environment	2.0737	.38437	2.3977	.28873
Differentiation in Activities	1.7960	.41610	2.2983	.36241
Differentiation in Assessment	1.4950	.42603	2.4843	.29401
The Scale as a Whole	1.8331	.21533	2.3876	.15799

Table (1) shows apparent differences between the mean scores of the study sample on the differentiated teaching skills scale in the pre-test and post-test measurements. The mean score of the experimental group on the overall test in the pre-test measurement was (1.8331), while

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the mean score in the post-test measurement was (2.3876).

To determine the significance of these differences, it was necessary to verify the assumption of normal data distribution. Therefore, the Kolmogorov-Smirnov test was used to examine the pre-test and post-test scores for each of the five skills and the overall score, as shown in Table (2).

Application		Skill	Kolmogorov-Smirnov (K-S) Statistic	Statistical Significance	Distribution
Pre-test		Differentiated Teaching Planning	0.132	0.191	Normal
		Differentiated Learning Content	0.120	0.200	Normal
		Differentiated Classroom Environment	0.133	0.186	Normal
		Differentiated Activities	0.146	0.100	Normal
		Differentiated Assessment	0.141	0.134	Normal
		Differentiated Teaching Skills (Overall)	0.113	0.200	Normal
Post-test		Differentiated Teaching Planning t	0.140	0.139	Normal
		Differentiated Learning Content	0.085	0.200	Normal
		Differentiated Classroom Environment	0.146	0.105	Normal
		Differentiated Activities	0.148	0.093	Normal
		Differentiated Assessment	0.135	0.171	Normal
		Differentiated Teaching Skills (Overall)	0.105	0.200	Normal

Table (2) Normal Distribution Test for Differentiated Teaching Skills Using Kolmogorov-Smirnov

It is observed from Table (2) that all statistical significance values were greater than 0.05, indicating that the data follow a normal distribution. Based on this, parametric statistical tests

were used to analyze the differences between the pre-test and post-test measurements.

More specifically, the Paired Samples T-Test was employed to measure the significance of differences between the pre-test and post-test means of differentiated teaching skills, in order to determine the impact of the training program on the development of overall differentiated teaching skills.

Table (3) presents the results of this analysis.

differentiated teaching skills (overall)	T value	Degrees of Freedom	Statistical Significance	Eta square
	12.103	29	.000	0.835

Table (3) Results of the T-Test for Related Samples to Measure the Differences Between the Pre- and Post-Applications of The Total Score for Differentiated Teaching Skills

It is observed from Table (3) that the t-value for the overall Differentiated Teaching Skills Scale was (12.103), which is statistically significant at the significance level ($\alpha=0.05$). This indicates the presence of statistically significant differences between the pre-test and post-test scores of the group. Reviewing the mean values shows that the differences favor the post-test, as the post-test mean scores of the group were higher than the pre-test mean scores.

Furthermore, Eta square was calculated and found to be (0.835), meaning that approximately (83.5%) of the variance in the performance of the study sample on differentiated teaching skills between the pre-test and post-test is attributable to the training program. Accordingly, the effect size is considered high, as indicated by Kilani and Al-Sharifain (2016), who stated that the effect size is high if it exceeds 16%.

Based on the above, the second hypothesis in its original form is rejected and reformulated as follows:

"There are statistically significant differences at the significance level ($\alpha=0.05$) between the mean scores of the experimental group on the Differentiated Teaching Skills Scale before and after the training program, attributed to the training program."

Additionally, a Paired Samples T-Test was conducted to measure the statistical significance of the differences between the pre-test and post-test mean scores for each differentiated teaching skill separately, in order to determine the effect of the training program on the development of each skill.

skill	T value	Degrees of Freedom	Statistical Significance	Eta square
Differentiation in Lesson Planning	4.768	29	.000	0.439
Differentiation in Learning Content	4.357	29	.000	0.396

Differentiation in Classroom Environment	3.497	29	.002	0.297
Differentiation in Activities	6.588	29	.000	0.599
Differentiation in Assessment	11.820	29	.000	0.828

Table (4) Results of the Paired Samples T-Test to Measure the Differences Between the Pre-Test and Post-Test for the Five Skills and the Overall Score.

Table (4) shows statistically significant differences in the subskills of the Differentiated Teaching Skills Scale, which are as follows:

- Skill of Differentiation in Lesson Planning: The (t) value was (4.768), statistically significant at ($\alpha=0.05$), indicating an improvement in differentiation in lesson planning in favor of the post-application. The post-test mean score was (2.4063), compared to a pre-test mean of (1.8980). The partial Eta squared value was (0.439), meaning the training program based on international teacher preparation requirements explained 43.9% of the variance in participants' performance on differentiation in lesson planning between the pre- and post-applications. This effect size is considered high, following Kilani and Al-Sharifain (2016), who stated that an effect size above 16% is high.
- Skill of Differentiation in Learning Content: The (t) value was (4.357), statistically significant at ($\alpha=0.05$), indicating an improvement in differentiation in learning content in favor of the post-application. The post-test mean score was (2.3513), compared to a pre-test mean of (1.9027). The partial Eta squared value was (0.396), meaning the training program explained 39.6% of the variance in participants' performance on differentiation in learning content. This effect size is high according to Kilani and Al-Sharifain (2016).
- Skill of Differentiation in Classroom Environment: The (t) value was (3.497), statistically significant at ($\alpha=0.05$), indicating an improvement in the classroom environment in favor of the post-application. The post-test mean score was (2.3977), compared to a pre-test mean of (2.0737). The partial Eta squared value was (0.297), meaning the training program explained 29.7% of the variance in participants' performance on differentiation in the classroom environment. The effect size is high according to Kilani and Al-Sharifain (2016).
- Skill of Differentiation in Activities: The (t) value was (6.588), statistically significant at ($\alpha=0.05$), indicating an improvement in differentiation in activities in favor of the post-application. The post-test mean score was (2.2983), compared to a pre-test mean of (1.7960). The partial Eta squared value was (0.599), meaning the training program explained 59.9% of the variance in participants' performance on differentiation in activities. The effect size is high according to Kilani and Al-Sharifain (2016).
- Skill of Differentiation in Assessment: The (t) value was (11.820), statistically significant at ($\alpha=0.05$), indicating an improvement in differentiation in assessment in favor of the post-application. The post-test mean score was (2.4843), compared to a pre-test mean of (1.4950). The partial Eta squared value was (0.828), meaning the training program explained 82.8% of the variance in participants' performance on differentiation in assessment. The effect size is high according to Kilani and Al-Sharifain (2016).

The researchers explain these findings by attributing the differences to the training program, which included various teaching methods and strategies such as discussion, dialogue, practical exercises, the use of educational links and resources to enhance self-learning, and training tools. The program also contained activities aimed at fostering critical thinking among pre-service teachers and assessment methods including pre-assessment, formative assessment through workshop activities, and post-assessment. These elements supported the differentiated teaching skills variable.

Additionally, the training program provided participants with instructional approaches that helped them develop cognitive and practical teaching skills. Some teaching strategies contributed to improving performance, increasing motivation, and encouraging effective training both individually and in cooperative group settings. The program effectively addressed the needs and interests of pre-service teachers.

This study aligns with the findings of Beshtawi and Obeidat (2023), which demonstrated the effectiveness of training programs in teaching and developing digital skills for social studies teachers. It also supports the study by Helmy and Abdel Hakim (2021), which confirmed the effectiveness of a proposed program in achieving its intended outcomes.

Second: Results Related to the Second Research Question

Are there statistically significant differences at ($\alpha=0.05$) between the mean scores of the experimental group in the pre- and post-tests on the Cultural Diversity Values Scale due to the training program?

To answer this question, the mean scores and standard deviations of the participants' results on the Cultural Diversity Values Scale and its subskills were calculated. Table (5) presents these findings.

Field	Pre-test		Post-test	
	Mean	Standard Deviation	Mean	Standard Deviation
Respect for Cultural Diversity and Acceptance of Cultural Differences	2.1333	1.25212	4.1000	.88474
Cultural Openness to Others	1.9333	1.17248	4.4000	.85501
Cultural Participation	1.7667	1.07265	4.3333	.88409
Tolerance	2.1667	1.17688	4.1333	1.00801
Equality	2.2333	.93526	4.1000	1.02889
Overall Test	10.2333	3.20219	21.0667	2.61209

Table (5) Means and Standard Deviations of Pre- and Post-Test Performance of the Experimental Group on the Cultural Diversity Values Test and Its Subskills

Total Score of the Test (25)

It is clear from Table (5) that there are apparent differences between the means of the study sample's scores on the Cultural Diversity Values Test skills in the pre-test and post-test. The mean score for the experimental group on the test as a whole in the pre-test was (10.2333), and the mean score for the experimental group in the post-test was (21.0667).

To determine the significance of the differences between these means, it was necessary to verify the assumption of normal data distribution. Therefore, the Kolmogorov-Smirnov test was used to examine the pre-test and post-test scores for each of the five skills and the overall score, as shown in Table (6).

Application	skill	Kolmogorov-Smirnov Statistic (K-S)	Statistical Significance	Distribution
Pre- test	Respect for Cultural Diversity and Acceptance of Others' Cultural Differences	0.217	0.001	Not Normal
	Cultural Openness to Others	0.220	0.001	Not Normal
	Cultural Sharing	0.329	0.000	Not Normal
	Tolerance	0.239	0.000	Not Normal
	Equality	0.227	0.000	Not Normal
	Cultural Diversity Values (Total)	0.162	0.042	Not Normal
Post - test	Respect for Cultural Diversity and Acceptance of Others' Cultural Differences	0.245	0.000	Not Normal
	Cultural Openness to Others	0.359	0.000	Not Normal
	Cultural Sharing	0.308	0.000	Not Normal
	Tolerance	0.272	0.000	Not Normal
	Equality	0.276	0.000	Not Normal
	Cultural Diversity Values (Total)	0.173	0.022	Not Normal

Table (6) Normality Test for Cultural Diversity Values Using Kolmogorov-Smirnov Test

It is observed from Table (6) that all statistical significance values were less than 0.05, indicating that the data does not follow a normal distribution. Therefore, non-parametric statistical tests were used to analyze the differences between the pre-test and post-test. Specifically, the Wilcoxon Signed-Rank Test was used to measure the significance of the differences between the pre- and post-test values of cultural diversity values, in order to determine the effect of the training program on the development of cultural diversity values (overall). Table (7) shows the results of this analysis.

Eta Square	Statistical Significance	Statistical Value (Z)	Tied Ranks	Sum of Negative Ranks	Sum of Positive Ranks	Cultural Diversity Values (Overall)
0.739	0.000	4.708	1	29	0	

Table (7) Results of the Wilcoxon Signed-Rank Test for Measuring The Differences Between the Pre-Test and Post-Test of the Overall Cultural Diversity Values

It is observed from Table (7) that the (Z) value for the overall cultural diversity values test was (4.708), which is statistically significant at the significance level ($\alpha=0.05$), indicating that there are statistically significant differences between the pre-test and post-test scores of the group. Upon reviewing the mean values, it is clear that the differences favor the post-test, as the post-test mean scores of the group were higher than the pre-test mean scores. Additionally, the Eta square was calculated and reached (0.739), meaning that approximately (73.9%) of the variance in the performance of the sample members on cultural diversity values between the pre-test and post-test can be attributed to the training program. Therefore, the effect size is high, according to Kilani and Al-Sharifin (2016), who state that the effect size is considered high if it is greater than 16%.

Based on the above, the second hypothesis in its current form is rejected, and it becomes: There are statistically significant differences at the significance level ($\alpha=0.05$) between the mean scores of the experimental group on the cultural diversity values test before and after, attributable to the training program.

The Wilcoxon Signed-Rank Test was also conducted to measure the significance of the differences between the pre-test and post-test values for each cultural diversity value skill separately, in order to determine the effect of the training program on developing each cultural diversity value skill.

Skill	Positive Rank Sum	Negative Rank Sum	Tied Ranks	Z-Statistic	Statistical Significance	Eta Square
Respect for Cultural Diversity and Acceptance of Cultural Differences	3	24	3	3.983	0.000	0.529
Cultural Openness to Others	1	28	1	4.633	0.000	0.715
Cultural Sharing	2	27	1	4.500	0.000	0.675
Tolerance	1	24	5	4.300	0.000	0.616
Equality	2	27	1	4.153	0.000	0.575

Table (8) Results of the Paired Samples T-Test Measuring the Differences Between the Pre-Test and

It is clear from Table (8) that there are statistically significant differences in the sub-skills of the Cultural Diversity Values Test, which are:

Skill of Respect for Cultural Diversity and Acceptance of Cultural Differences: The Z-value was (3.983), statistically significant at the significance level ($\alpha = 0.05$). This indicates an increase in the level of respect for cultural diversity and acceptance of cultural differences for the post-test, with the post-test mean value being (4.1000) compared to the pre-test mean value of (2.1333). The partial Eta square value was (0.529), meaning that the training program based on international teacher preparation standards explained about 52.9% of the variance in the participants' performance on this skill between the pre-test and post-test. Therefore, the effect size is high, as indicated by Kilanai and Sharifin (2016), who stated that the effect size is high if it is greater than 16%.

Skill of Cultural Openness to Others: The Z-value was (4.633), statistically significant at the significance level ($\alpha = 0.05$). This indicates an increase in the level of cultural openness to others for the post-test, with the post-test mean value being (4.4000) compared to the pre-test mean value of (1.9333). The partial Eta square value was (0.715), meaning that the training program based on international teacher preparation standards explained about 71.5% of the variance in the participants' performance on this skill between the pre-test and post-test. Therefore, the effect size is high.

Skill of Cultural Sharing: The Z-value was (4.500), statistically significant at the significance level ($\alpha = 0.05$). This indicates an increase in the level of the classroom environment for the post-test, with the post-test mean value being (4.3333) compared to the pre-test mean value of (1.7667). The partial Eta square value was (0.675), meaning that the training program based on international teacher preparation standards explained about 67.5% of the variance in the participants' performance on this skill between the pre-test and post-test. Therefore, the effect size is high.

Skill of Tolerance: The Z-value was (4.300), statistically significant at the significance level ($\alpha = 0.05$). This indicates an increase in the level of tolerance for the post-test, with the post-test mean value being (4.1333) compared to the pre-test mean value of (2.1667). The partial Eta square value was (0.616), meaning that the training program based on international teacher preparation standards explained about 61.6% of the variance in the participants' performance on this skill between the pre-test and post-test. Therefore, the effect size is high.

Skill of Equality: The Z-value was (4.153), statistically significant at the significance level ($\alpha = 0.05$). This indicates an increase in the level of equality for the post-test, with the post-test mean value being (4.1000) compared to the pre-test mean value of (2.2333). The partial Eta square value was (0.575), meaning that the training program based on international teacher preparation standards explained about 57.5% of the variance in the participants' performance on this skill between the pre-test and post-test. Therefore, the effect size is high.

The researchers interpret this result by attributing the differences to the training program, which focuses on preparing social studies teachers who believe in global citizenship and do not recognize the geographical boundaries separating countries. The program emphasized values of love and provided training that included activities, strategies, and methods that contributed to improving and developing students' skills. It also included real-life examples and situations that helped participants interact with the content of these values and behaviors, positively influencing

them during the experience. The program also encouraged analyzing values, making judgments about them, and supporting these judgments with appropriate teaching strategies that promote free expression, discussions, and respect for diverse perspectives. This approach helps adopt positive attitudes toward these values and apply them in daily life situations.

This result aligns with Talabeh (2025), who emphasized that the concept of social studies includes knowledge, emotional, and skill-based content designed to help prepare responsible and positive individuals. This process starts with the individual's close circle (self), then expands to the family, the nation, and finally to global citizenship. This may be attributed to the nature of the training program that reinforced cultural diversity values, especially in helping student teachers respect cultural diversity and accept cultural differences.

Furthermore, the study's results are consistent with the study of Al-Barbari and Metwally (2023), which demonstrated the effectiveness of the proposed program in developing students' skills in using digital geography applications and improving their professional aspirations, as well as the study of Al-Humaidan (2016), which showed the effectiveness of designing a training program for social studies and national teachers to teach using problem-solving strategies.

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