

DOI: <https://doi.org/10.63332/joph.v5i7.2879>

Evaluation of Developed (Integrated) Social Studies Textbooks in Light of Global Social Studies Standards

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Abstract

This study aims to evaluate the developed (integrated) social studies textbooks for the seventh and eighth grades in light of global standards for social studies. The study employs a descriptive methodology, and a questionnaire consisting of 46 items was developed, covering seven global standards. The questionnaire was distributed to a study population of 91 male and female teachers in the Qasabat Al-Mafraq Education Directorate. The results show that the degree of availability of global standards in the textbooks is high, with a mean score of (3.62) and a standard deviation of (0.60). The "Global Citizenship" standard ranks first with a high degree of availability, while the "Digital Tools and Artificial Intelligence" standard ranks last with a moderate degree of availability. The study recommends increasing the inclusion of technology and artificial intelligence concepts in the textbooks in line with global progress in these fields, while also enhancing the aspects related to standards with moderate availability to achieve a more comprehensive integration within the content of social studies.

Keywords: *Evaluation, Social Studies, Integrated, Global Standards.*

Introduction

The world is witnessing rapid developments in the fields of science, knowledge, and technology, leading to the emergence of new educational concepts and strategies that require educational institutions to prepare learners capable of keeping pace with and investing in these changes. The curriculum is considered the primary tool for translating the aspirations of society and achieving its future goals. Social studies curricula, in particular, have emerged as a central instrument in preparing students to face global changes. These curricula have undergone updates in content and strategies to align with international standards and evolving political, economic, and social requirements.

These developments necessitate the continuous review, analysis, and development of curricula to ensure their alignment with contemporary knowledge and technological transformations. In line with Jordan's commitment to developing human capacities and equipping individuals with knowledge, the National Center for Curriculum Development, in cooperation with the Ministry of Education, has worked on updating and developing school textbooks. The aim is to raise students' academic levels, strengthen their national identity, enhance their thinking and problem-solving skills, and link learning to real life in a way that contributes to building a conscious and loyal national identity.

The school textbook, in its various subjects, represents the main tool used by any society to

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translate its goals and communicate them to the younger generations in order to bring about the desired changes. Therefore, it must serve as a true reflection of societal realities, be connected to the local environment, and be grounded in the knowledge, values, concepts, and skills embraced by society. The curriculum provides individuals with social competence and behavioral traits that qualify them to live effectively within their communities (Shhato, 2003).

According to Al-Yaqoubi (2020), social studies subjects are concerned with the study of human beings and their relationships with the surrounding universe, nature, and other members of society. These subjects play a significant role in preparing young people and raising their awareness of the issues and changes occurring in their world (Khattak et al., 2023). They also contribute to reinforcing cultural foundations, instilling values in students' minds, and educating them on appropriate behavior toward their environments. As Jamieson (2013) noted, civic and national education helps cultivate values of community service, problem-solving, and addressing social issues, in addition to imparting principles, values, attitudes, and active political participation.

Ruget (2006) highlighted the most important topics that should be included in civic education textbooks, such as the roles, rights, and duties of citizens, the fundamentals of the political system, political culture, values, international relations, civil life, governments, and the constitution—topics that are in constant flux.

This underscores the importance of continuous evaluation of social studies curricula to keep pace with political, social, and intellectual changes. Students' lives have changed significantly over the past few decades, as have the types of challenges they face, in addition to global shifts, necessitating the design of curricula that reflect these evolving realities and developments.

In the field of curriculum, Hindi and Olayan (1999) defined curriculum evaluation as the process aimed at determining the success or failure of a curriculum in achieving the general objectives for which it was designed. Evaluation is not only intended to assess the current state, but also to identify strengths and weaknesses, enhance the former, and address or avoid the latter, thereby ensuring the curriculum's effectiveness in achieving its intended goals in the best possible manner.

The researchers believe that evaluating social studies curricula is a comprehensive process aimed at collecting data and analyzing the content of the developed (integrated) textbooks for grades seven and eight, to determine the extent to which they incorporate global standards, identify strengths to reinforce, and pinpoint deficiencies to address. This evaluation seeks to enable specialists to make informed decisions that contribute to equipping students with the knowledge, skills, and behaviors necessary for both practical and academic life, thus supporting the objectives of the educational process.

Evaluation is a continuous process that should accompany the preparation of curricula and school textbooks at all stages. As Tanner & Tanner (1995) emphasized, evaluation is an integral part of curriculum improvement. Thus, it is a necessary and ongoing process before, during, and after planning, implementing, and assessing the curriculum. McNeil (1990) also emphasized the importance of evaluation for various stakeholders. Curriculum decision-makers need to understand the strengths and weaknesses of the curriculum and textbooks to make sound decisions, which also benefits parents and teachers by providing insight into the curriculum's impact on students.

There are several essential conditions for evaluation to bring about meaningful and positive

change in the curriculum. These include: comprehensiveness of evaluation to cover all aspects of the subjects—intellectual, psychological, physical, and social objectives; a scientific foundation for evaluation tools that ensures validity, reliability, objectivity, diversity, and distinctiveness; and continuity of the evaluation process. It should also help ensure a holistic approach by diversifying the methods and tools of assessment (Mustafa, 2003).

Among the important criteria for evaluation mentioned by Mansi (2002) is the extent to which school textbooks align with global developments and contribute to the revision and refinement of textbook content in accordance with defined standards. This includes keeping up with rapid technological advancements and the massive expansion of knowledge. The countries that have progressed are those that invested in human development, the foundation of which is the reform of the education system, including its plans, objectives, and curricula. Textbooks, in this regard, serve as the primary means of education to achieve its goals and strategies, and they represent the actual translation of the aims of education and its overarching frameworks.

Based on this, the researchers believe that there is a need for a comprehensive, ongoing, and constantly updated evaluation system for social studies curricula—one that is responsive to the vast transformations taking place in the world across political, economic, cultural, scientific, and other spheres. As such, the evaluation of social studies textbooks must be consistent with global, scientific, and technological educational values and concepts, and must reflect their presence within the content of these books in a manner that promotes positive changes in learners' values and attitudes. This is especially important in light of the continuous evolution in the needs, aspirations, and knowledge of both society and learners, as well as the shifting modes of thinking and tools of daily life brought about by global changes.

Abu Sharar (2010) highlighted the close relationship between global issues and topics related to science and technology, noting that this connection is evident in numerous subject areas, including population growth, the atmosphere and air quality, water resources, land and its uses, human health, energy, hazardous substances, and mineral resources.

From this standpoint emerges the idea of evaluating social studies textbooks in line with global standards. Tay (2009) emphasized that there is a set of universal values and standards that are shared by people everywhere, regardless of gender, race, or culture, and these include achievement, belonging, acceptance, caring for others, enjoyment of life, equality, responsibility, freedom, preservation of the Earth, environmental sustainability, safety, patriotism, peace with the world, personal contentment, respect for life, and self-respect.

Moreover, other global standards for social studies have been identified by the National Council for the Social Studies (NCSS, 2010) in the United States. These standards aim to provide learners with rich experiences that enable them to understand, develop, and critically evaluate various aspects of human life, including cultural awareness, historical continuity and change, relationships between people and environments, personal identity and development, the role of individuals within groups and institutions, governance and power structures, economic systems and resource use, the interrelation between science, technology, and society, global interdependence, and civic values and practices.

Currently, social studies curricula have shifted to align with global developments and focus on linking social studies disciplines. However, the traditional view still separates these subjects, teaching each independently, such as history, geography, and civics, with fixed periods in the school schedule. Subjects are further divided into subfields, like literature into texts, rhetoric,

and criticism, similar to other sciences. Advocates of this approach argue that organizing knowledge into separate subjects is the most logical and effective method to train the mind and enable students to absorb a large amount of information in limited time (Abu Al-Ezz, 2005).

This approach isolates knowledge into independent units, where a single topic is taught in different contexts by different teachers. The distinction between integration and fusion is clear: fusion means combining social studies subjects into one book under a unified title without clear links between topics, resembling separated units. Integration, however, connects and combines knowledge and experiences to develop the learner's personality comprehensively.

The Jordanian Ministry of Education and the National Curriculum Center merged social studies curricula for grades seven and eight into a single book titled "Social Studies," instead of three separate books (History, Geography, Civics). This step requires a comprehensive evaluation based on global standards and current updates to identify strengths and weaknesses and assess the integration of social studies branches in content and implementation, aiming for an objective judgment on the developed curricula.

Several studies have addressed this topic. The study by Al-Obaidani and Haroun (2022) examined the availability of 21st-century skills in social studies textbooks for grade 12 in post-basic education in Oman, using a descriptive analytical method with content analysis. The sample included social studies textbooks for the 2021/2022 academic year. The content analysis card had three main domains: learning and creativity, information/media/technology culture, and life and career, including 11 main skills, 24 sub-skills, and 62 performance indicators. Results showed variation in the distribution of 21st-century skills, with the highest concentration in learning and creativity.

Ahmed (2020) evaluated social studies curricula at the preparatory stage based on global values using qualitative content analysis. The study identified five main dimensions and sub-values of global values and found the curricula lacked sufficient coverage of these important contemporary values.

De Guzman & Ecle (2019) assessed the adequacy of social studies curriculum standards across ten dimensions to improve teaching quality and civic competence in the Philippines' basic education program K to 12. Using a quantitative descriptive approach with data from 100 teachers, results indicated high adequacy in most dimensions, including culture, time/change, environment, governance, economy, technology, global connections, and civic practices. ANOVA showed no significant differences in participant perceptions.

Zamali (2018) evaluated the fifth-grade social studies curriculum against the National Council for the Social Studies (NCSS) standards using content analysis of 50 sub-criteria across ten domains. Culture was the most met criterion, while science, technology, and society scored the lowest.

Al-Assali, Abu Abdeh, and Ayoub (2012) examined social studies curricula in Palestine in light of global standards and Palestinian societal specificity. They identified necessary standards for grades six to nine after expert review, then analyzed curricula content. The study concluded that curricula did not meet most derived standards.

Al-Olimat (2004) studied how Jordanian basic stage social studies and national education textbooks align with global standards. Using descriptive analytical methods with 366 teachers from Al-Mafraq, results showed low compliance in introductions and objectives but high

compliance in content presentation and teaching aids. Two educational units were developed based on a proposed model.

Edigar (2001) in Maryland, USA, identified social studies curriculum evaluation standards through surveys of teachers, administrators, and parents, literature reviews, and expert recommendations. The study emphasized aligning textbooks with social science fields and NCSS's ten standards, selecting appropriate curricula for students, and ensuring curricula remain dynamic, updated, and focused on contemporary issues and skills.

Based on the review of previous studies, the researchers observed significant attention given to the evaluation of social studies textbooks according to modern global standards. The current study aligns with prior research in focusing on social studies textbooks and relying on global criteria, as seen in Zamali (2018), who evaluated the content of fifth-grade social studies textbooks based on the National Council for the Social Studies standards, and Ahmed (2020), who assessed curricula in light of global values.

This study represents a qualitative addition due to its methodology and modernity, as it is, to the researchers' knowledge, the first to evaluate the newly developed integrated social studies curricula in Jordan from the perspective of social studies teachers. This is especially important because Jordan is implementing, for the first time, an integrated social studies curriculum for basic grades in a single developed textbook.

The importance of this study is also highlighted by its selection of teachers as the sample, given their direct involvement in curriculum implementation in classrooms and their practical experience in applying the curriculum.

Problem of the Study

Social studies curricula hold a high status among countries due to their crucial role in nurturing an individual who is interactive, balanced, and integrated across different personal aspects, while instilling positive values, attitudes, and behavioral traits that shape a person proud and loyal to their country.

The process of curriculum development is ongoing and open to continuous modification and improvement. Any development must be accompanied by continuous evaluation and review. Abu Hweij (2000) pointed out that curricula designed for a certain period may become less relevant and less effective after a few years if they are not subject to criticism, evaluation, and revision. Those best suited to evaluate these curricula are practitioners in the field—experts, teachers, and educational supervisors—because they implement the curriculum and are closest and most engaged with it. Al-Laqani and Muhammad (2001) emphasized that the teacher is the primary agent in curriculum processes, including planning, implementation, evaluation, and development. The teacher plans daily learning experiences, draws attention, meets needs, identifies the curriculum's strengths and weaknesses, and determines the difficulties students face in achieving the curriculum's objectives. Similarly, Al-Akker (2008) highlighted the educational supervisor's role in improving new curricula by monitoring their implementation and acting as an information source for teachers within their specialization.

Edigar (2001) also stressed the necessity of continuous evaluation of social studies curricula, benefiting from experts' recommendations and research. Moreover, considering the opinions of teachers, school principals, parents, and social studies stakeholders in the community supports the effective development of these curricula.

The researchers believe that social studies textbooks significantly contribute to preparing individuals for life by promoting global citizenship values based on respect for others, openness to dialogue and discussion, and developing human traits that enable positive interaction and integration within diverse environments. This aligns with Al-Twalbeh (2025), who asserted that social studies focus on the human being as a subject and content, beginning with empowering the individual's sense of self and progressing towards nurturing them as a global citizen through an integrative vision. This vision aims to build a responsible, believing human capable of influencing and being influenced, thus becoming a productive member of society and establishing positive, responsible citizenship.

Based on the above, responding to global standards in social studies textbooks has become essential. Therefore, this study aims to answer the following question:

- To what extent are the global standards for social studies available in the developed (integrated) social studies textbooks for grades seven and eight in the basic education stage from the teachers' perspective?

Significance of the Study

What makes the present study significant is that it seeks to:

1. establish a list of global standards necessary for social studies curricula.
2. identify the extent of availability of global standards in the developed social studies curricula.
3. provide curriculum developers with feedback on the developed curricula for revision and improvement.

Scope and Limitations of the Study

This study is limited by the following:

Subject Scope: Measuring the degree of availability of global standards in the developed (integrated) social studies textbooks for grades seven and eight in the Hashemite Kingdom of Jordan.

Academic Scope: The developed social studies curricula issued by the National Center for Curriculum Development in 2023 and 2024 for grades seven and eight.

Temporal Scope: The study was conducted during the second semester of the 2024/2025 academic year.

Spatial Scope: The study was applied in the Directorate of Education in Al-Mafraq Governorate.

Human Scope: The study targeted a sample of social studies teachers in the Directorate of Education under the Al-Mafraq Qasbat district.

Definitions of Concepts and Terms

This study includes some concepts and terms that can be defined as follows according to their use:

- Evaluation: The researchers define it as the teachers' judgment regarding the developed curricula and the degree to which global standards are available in them.
- Social Studies Textbooks: The series of developed (integrated) social studies textbooks issued by the National Center for Curriculum Development and taught to students in the 2024/2025 academic year for grades seven and eight.
- Integrated: The merging of social studies subjects (History, Geography, National Education) into one single course.
- Global Standards: A set of specifications and criteria adopted by the researchers based on previous studies as benchmarks to judge the developed (integrated) social studies textbooks.

Methodology

The descriptive method was used to identify the extent to which the necessary global standards are available in the developed (integrated) social studies textbooks for grades seven and eight in the basic education stage, from the teachers' perspective.

Population of the Study

The study population consisted of all social studies teachers in the Directorate of Education of Al-Mafraq Qasbat district who teach the integrated social studies course for grades seven and eight during the second semester of the 2024/2025 academic year, totaling 118 teachers according to the Directorate's Planning Department statistics.

Sample of the Study

The study sample consisted of 91 social studies teachers for grades seven and eight in the Directorate of Education of Al-Mafraq Qasbat district during the second semester of the 2024/2025 academic year. The study tool (questionnaire) was distributed to all members of the population (118 teachers), and 91 questionnaires were returned, while 27 teachers declined to participate.

Study Tools

Questionnaire on the Availability of Required Global Standards in the Developed (Integrated) Social Studies Textbooks for Seventh and Eighth Grades in the Basic Stage

The tool used in this study was a questionnaire designed to measure the availability of the necessary global standards in the developed (integrated) social studies textbooks for grades seven and eight in the basic education stage.

To assess the extent to which these global standards are present in the developed (integrated) social studies textbooks for grades seven and eight, from the teachers' perspective, the researchers constructed this questionnaire after reviewing relevant literature and studies such as Ediger (2001), Ahmed (2020), and Al-Zamli (2018). They also referred to global standards for social studies. Additionally, the researchers conducted a survey of expert opinions in social studies and citizenship to identify the global standards deemed necessary in social studies textbooks. The survey included (7) experts working in Jordanian universities, the Ministry of Education, and the National Center for Curriculum Development.

Validity and Reliability Indicators of the Questionnaire

Face Validity

Face validity was verified by presenting the questionnaire to 14 reviewers from university faculty members and specialized educational supervisors in Jordan. They provided feedback on the suitability of the content for the sample, clarity of phrasing, relevance of items to the standards, and suggested necessary modifications. Based on their observations, the questionnaire was revised and finalized with 46 items distributed across seven standards:

1. Global Citizenship (items 1–5);
2. Power, Authority, and Government (6–12);
3. People, Places, Environment, Civic Ideals and Practices (13–22);
4. Time, Continuity, and Change (23–27);
5. Culture, Individual Development, and Identity (28–35);
6. Production, Distribution, and Consumption (36–41); and
7. Digital Tools and Artificial Intelligence (42–46)

Construct Validity

Construct validity was verified by administering the questionnaire to a pilot sample of 30 teachers outside the original sample. The corrected item-total correlation coefficients between items and their standards, as well as with the overall score, were calculated. The correlations ranged between 0.44 and 0.79 for the standards, and between 0.40 and 0.72 for the overall score, all statistically significant and above the acceptable threshold of 0.20 (according to Awda, 2010). The correlation coefficients between the questionnaire domains and the total score ranged between 0.61 and 0.78, and the overall questionnaire reliability coefficients ranged from 0.84 to 0.92, confirming strong construct validity. The final instrument consisted of 46 items distributed over seven standards.

Reliability of the Questionnaire on the Availability of Global Standards in the Developed (Integrated) Social Studies Textbooks for Grades Seven and Eight in the Basic Education Stage

To estimate the internal consistency reliability of the questionnaire and its standards, Cronbach's Alpha coefficient was used based on data from the initial administration of the pilot sample, which included thirty (30) social studies teachers from the study population but outside the main sample, working in the Qasabat Irbid Directorate.

Test-retest reliability was also examined by re-administering the questionnaire to the same pilot sample after a two-week interval between the first and second administrations. Pearson correlation coefficients were then calculated between the two sets of responses. The test-retest reliability coefficient for the entire questionnaire was found to be 0.88.

The internal consistency reliability coefficients (Cronbach's Alpha) for the questionnaire standards ranged from 0.73 to 0.82, while the overall internal consistency reliability coefficient for the entire questionnaire was 0.84. These values indicate that the questionnaire possesses acceptable and strong levels of reliability for both internal consistency and stability over time.

Scoring and Interpretation of the Questionnaire on the Availability of Global Standards in the Developed (Integrated) Social Studies Textbooks for Grades Seven and Eight in the Basic Education Stage

The final version of the questionnaire titled “Availability of Global Standards in the Developed (Integrated) Social Studies Textbooks for Grades Seven and Eight in the Basic Education Stage” consisted of 46 items distributed across seven standards. Respondents rated each item using a five-point Likert scale, as follows:

Very High Degree = 5

High Degree = 4

Moderate Degree = 3

Low Degree = 2

Very Low Degree = 1

All items were phrased positively, meaning that higher ratings indicate a higher degree of availability of the global standards in the textbooks.

The total score on the questionnaire ranges between 46 and 230. A higher total score reflects a greater availability of global standards in the analyzed textbooks.

To interpret the means of responses, the length of the interval was calculated by dividing the range of the scale ($5 - 1 = 4$) by the number of categories (5), yielding an interval length of 0.80. Based on this, the levels were classified as follows:

Very High: 4.21 – 5.00

High: 3.41 – 4.20

Moderate: 2.61 – 3.40

Low: 1.81 – 2.60

Very Low: 1.00 – 1.80

These intervals were used to interpret the average scores of the participants' responses across the questionnaire dimensions and items.

Study Results

This study aimed to evaluate the developed (integrated) Social Studies textbooks for Grades Seven and Eight in the Basic Education Stage in light of global standards for social studies, from the perspective of social studies teachers. This was done by answering the main research question:

"To what extent are the global standards for social studies present in the developed (integrated) Social Studies textbooks for Grades Seven and Eight in the Basic Education Stage from the teachers' point of view?"

To answer this question, the means and standard deviations of the participants' responses to the questionnaire items and domains were calculated. The standards were arranged in descending order based on their mean scores, as shown in Table 1:

Rank	Standard	Mean	Std. Dev.	Level
1	Global Citizenship	3.82	0.74	High
2	Power, Authority, and Government	3.79	0.65	High
3	People, Places, Environment, and Civic Ideals and Practices	3.78	0.62	High
4	Time, Continuity, and Change	3.62	0.69	High
5	Culture, Individual Development, and Identity	3.50	0.72	High
6	Production, Distribution, and Consumption	3.43	0.73	High
7	Digital Tools and Artificial Intelligence	3.39	0.74	Moderate
	Overall Questionnaire	3.62	0.60	High

Table 1

Means and Standard Deviations for the Availability of Global Standards in the Developed (Integrated) Social Studies Textbooks for Grades Seven and Eight from Teachers' Perspectives (Ranked in Descending Order)

As shown in Table 1, the overall level of availability of global standards in the developed (integrated) Social Studies textbooks for Grades Seven and Eight was **high**, with an overall mean of **3.62**. The means of the individual standards ranged from **3.82 to 3.39**.

- The highest-rated standard was **Global Citizenship** (Mean = 3.82), indicating strong presence in the textbooks.
- It was followed by **Power, Authority, and Government** (Mean = 3.79) and **People, Places, Environment, and Civic Ideals and Practices** (Mean = 3.78).
- The lowest-rated domain was **Digital Tools and Artificial Intelligence** (Mean = 3.39), which fell under the **moderate** availability category.

This indicates that while the textbooks are generally aligned with global standards, there remains room for improvement—particularly in the integration of digital tools and artificial intelligence.

The researchers attribute the high level of availability of global standards in the developed (integrated) social studies textbooks for the seventh and eighth grades in the basic stage—as perceived by the teachers—to the efforts of ministries of education in many countries, including Jordan, to keep pace with global trends in curriculum development. This is consistent with the vision of the Ministry of Education in Jordan, which states: “An entrepreneurial educational community that is committed, participatory, and adheres to values, whose approach is science and excellence in pursuit of globalization.” Among the goals of the Ministry of Education is adherence to international standards in content preparation and organization, as well as conscious assimilation of technology, acquiring the skills to deal with it, produce it, develop it, and utilize it to serve the community. It also includes valuing human dignity, forming values and positive attitudes toward the self and others, work and social progress, and embodying democratic principles in individual and social behavior. As stated in the principles of the Ministry of Education, it aims to provide opportunities to realize the principle of lifelong

education and invest in forms of parallel education. School curricula are the primary tool for achieving the ministry's visions and goals. This reflects the interest of the National Center for Curriculum Development and curriculum developers in the ministry's objectives and strategies, and in keeping up with historical changes and developments. www.om.gov.jo

This also explains the Jordanian state's interest in deepening the philosophy of coexistence, acquiring citizenship and participation skills, respecting diversity and empathy under the slogans: "Learning to live with others," "Learning to be," "Learning to work," "Learning to reflect," and "Learning to innovate." These educational policies cannot be achieved without the presence of global standards that provide values concerned with building a national, pan-Arab, and human identity—far from extremism, bias, and all forms of isolationism. These standards must be based on the needs of society and the renewal of its heritage, purifying it from the flawed sectarian and racist practices, and promoting values focused on building a society that enjoys national, pan-Arab, and human identity.

Accordingly, this study is consistent with the findings of the study by (De Guzman & Ecle, 2019), which concluded that social studies curricula demonstrated high adequacy across most standards. It is also in agreement with the study by Aleimat (2004), which found that teachers reported a high degree of adherence to global standards in social studies textbooks. However, it differs from the study by Al-Asali, Abu Abdo, and Ayoub (2012), which found that the content of social science curricula did not meet most of the derived global standards, and from the study by Ahmad (2020), which concluded that the content of the prescribed textbooks analyzed lacked coverage of the dimensions and components of global values.

Arithmetic means and standard deviations of the responses of the study sample (teachers) to the questionnaire items for each of the standards were also calculated, with items ordered in descending order based on their mean values within each standard, as shown in Tables (2, 3, 4, 5, 6, 7, 8).

Rank	Item	Mean	Standard Deviation	Level of Availability
1	Focuses on global citizenship values (tolerance, freedom, pluralism, equality).	4.08	0.82	High
2	Helps promote global peace concepts and reduce conflict and tension among human groups.	3.83	0.82	High
3	Contributes to preparing the digital citizen capable of effectively utilizing information technology for positive participation in society.	3.79	0.91	High
4	Highlights Jordan's role in global communication as a link between East and West through its balanced foreign policy based on dialogue and cooperation.	3.78	0.91	High

Rank	Item	Mean	Standard Deviation	Level of Availability
5	The developed (integrated) social studies textbooks help students understand their roles as global citizens.	3.61	0.83	High
Global Citizenship Standard (overall)		3.82	0.74	High

Table (2)

Arithmetic means and standard deviations of the responses of the study sample (teachers) to the items of the Global Citizenship standard, arranged in descending order based on their mean values.

It is evident from Table (2) that the arithmetic means for the items under the Global Citizenship standard ranged from (4.08) to (3.61), with all items rated at a high level. These results reflect the curriculum's interest in instilling values of global openness in students, appreciation of cultural diversity, and awareness of global humanitarian issues such as justice, human rights, and peace.

These results can be interpreted as a response to national and institutional orientations towards integrating global citizenship education concepts within the curricula, in alignment with sustainable development goals and the vision of inclusive education.

The item stating: "Focuses on global citizenship values (tolerance, freedom, pluralism, equality)" ranked first with a mean of (4.08), a standard deviation of (0.82), and a high level of availability. This confirms that the curricula are progressing toward promoting universal human values, which have become the cornerstone of modern education—especially in the context of globalization and increased intercultural and international interaction. This also aligns with both national and international educational policies that emphasize raising younger generations on values of democracy, human rights, and respect for diversity, as essential prerequisites for achieving peace and sustainable development.

The item stating: "The developed (integrated) social studies textbooks help students understand their roles as global citizens" ranked last, with a mean of (3.61), a standard deviation of (0.83), and a high level of availability. This ranking indicates that there is still room to improve the connection between theoretical concepts of global citizenship and the practical application of the student's role in both local and global environments, so that understanding can be transformed into actual practice.

All items received high availability ratings, and the overall level of availability for the Global Citizenship standard was high, with a mean of (3.82) and a standard deviation of (0.74). This study is consistent with the findings of (De Guzman & Ecle, 2019), which concluded that the Global Connections standard was highly emphasized in social studies textbooks. However, it differs from the findings of (Ahmad, 2020), which indicated that the analyzed social studies textbooks showed shortcomings in addressing the dimensions and components of global values.

Rank	Item	Mean	SD	Availability
1	The textbooks address the importance of laws in protecting human rights and organizing society.	4.09	0.74	High
2	Encourage students to understand civic responsibilities such as voting rights, respect for laws, and social responsibility.	3.99	0.80	High
3	Discuss how public opinion is formed and its role in society.	3.86	0.77	High
4	Promote students' understanding of the importance of political participation in government decision-making.	3.84	0.81	High
5	Explain the roles of political institutions like parties and unions in policymaking.	3.71	0.85	High
6	Encourage reflection on mechanisms to prevent power abuse, such as community oversight and a free press.	3.67	0.96	High
7	Address the concept of power in international relations, alliances, and treaties, and their impact on other nations.	3.35	0.92	Moderate
Overall (Standard)		3.79	0.65	High

Table (3)

Means and Standard Deviations of Teachers' Responses to the "Power, Authority, and Government" Standard Items (Ordered Descending by Mean)

As shown in Table (3), all items under the "Power, Authority, and Government" standard received high availability ratings from teachers, except one, which was rated moderate. The overall mean ($M = 3.79$, $SD = 0.65$) suggests that the textbooks successfully contribute to students' civic and political awareness.

The highest-rated item ($M = 4.09$) emphasizes the importance of laws in protecting rights and maintaining social order—a foundational concept in nurturing informed and responsible citizens. This reflects the curriculum's clear focus on promoting legal awareness, emphasizing the rule of law through relevant real-world examples.

The lowest-rated item ($M = 3.35$) concerns international power dynamics and treaties. Despite its moderate rating, it reveals a potential gap in how global political concepts are presented. Teachers may find such topics abstract or less relatable for students, possibly due to the complexity of international relations or lack of contextualized content.

In sum, the findings confirm that social studies textbooks effectively support the development of students' understanding of governance, civil rights, and political engagement—core goals in civic education.

Rank	Item	Mean	SD	Availability
1	The textbooks promote the use of technological innovations such as digital maps, satellite imagery, GIS, GPS, GNSS, and AI.	4.02	0.87	High
2	Address global and local environmental issues such as global warming, greenhouse gases, fossil fuels, and hazardous waste.	3.91	0.84	High
3	Cover challenges to civic practices, including corruption, discrimination, and rights violations.	3.90	0.80	High
4	Guide students to understand their roles in mitigating environmental issues and reducing their impact.	3.86	0.72	High
5	Highlight the significance of symbolic sites (e.g., memorials, heritage sites) in preserving national memory.	3.81	0.92	High
6	Encourage student participation in volunteer and community service activities.	3.80	0.82	High
7	Clarify how urban development and infrastructure affect the environment and society.	3.75	0.81	High
8	Address the diversity of places and environments (urban, rural, desert, forests).	3.71	0.85	High
9	Promote involvement in community-based environmental protection and resource use.	3.58	0.96	High
10	Cover the importance of civic leadership and individuals' roles in leading social change.	3.51	0.87	High
Overall (Standard)		3.78	0.62	High

Table (4)

Means and Standard Deviations of Teachers' Responses to the Standard of People, Places, Environment, and Civic Ideals and Practices (Ordered Descending by Mean)

Table (4) indicates a high level of availability for all items under the "People, Places, Environment, and Civic Ideals and Practices" standard ($M = 3.78$, $SD = 0.62$). Mean scores ranged from 4.02 to 3.51, reflecting consistent integration of these themes across textbooks.

The highest-rated item emphasizes the incorporation of advanced technological tools ($M = 4.02$), such as GIS and AI, in social studies education. This points to a curriculum shift toward digital literacy and spatial thinking—key 21st-century skills—facilitating deeper analysis of geographical phenomena and enhancing students' cognitive engagement with space and place.

Conversely, the lowest-ranked item ($M = 3.51$), addressing civic leadership, although still rated highly, suggests a relative weakness in practical applications that empower students to enact social change. This gap may stem from limitations in classroom time, resources, or instructional strategies needed to implement civic engagement activities meaningfully.

These results reflect the textbooks' strong alignment with civic education goals, including fostering national identity, legal awareness, justice, respect for diversity, and active citizenship—core components of quality civic instruction.

Rank	Item	Mean	SD	Availability
1	The textbooks promote sustainable values by emphasizing the importance of natural resources and the need to preserve them for future generations.	3.80	0.72	High
2	The updated (integrated) textbooks keep pace with scientific and technological advancements across various fields.	3.69	1.00	High
3	The textbooks guide students to use timelines to facilitate understanding of events and their sequence.	3.68	0.91	High
4	They encourage teachers and students to use current events to illustrate content.	3.52	0.91	High
5	The content encourages using the past to understand the present and anticipate the future.	3.43	0.91	High
Overall: Time, Continuity, and Change Standard		3.62	0.69	High

Table (5)

Means and Standard Deviations of Teachers' Responses to the Time, Continuity, and Change Standard Items, Ordered Descending by Mean

Table (5) reveals a high overall availability of the "Time, Continuity, and Change" standard ($M = 3.62$, $SD = 0.69$), with item means ranging from 3.80 to 3.43. This suggests that social studies textbooks emphasize historical sequencing and continuity, helping students understand societal and systemic transformations over time.

The highest-rated item ($M = 3.80$) reflects the role of textbooks in instilling sustainable values, especially regarding natural resource conservation for future generations—demonstrating environmental awareness as integral to the concept of continuity and change.

The lowest-rated item ($M = 3.43$), despite its rank, still received a high availability rating. It emphasizes drawing lessons from the past to interpret the present and anticipate the future. Its relatively lower ranking may stem from challenges educators face in applying forward-looking thinking in classrooms—either due to curriculum limitations or instructional practices.

These findings align with Zalmali (2018), who found that while "Culture" ranked highest in textbook standards, the "Time, Continuity, and Change" domain followed closely in prevalence

Rank	Item	Mean	SD	Availability Level
1	Contributes to highlighting the concept of pride in identity and preserving its dimensions and constants.	4.03	0.82	High
2	The integrated social studies textbooks provide a clear depiction of national culture (language, religion, customs, values, and arts).	3.76	0.86	High
3	The integrated textbooks foster students' pride in their national and Islamic culture.	3.73	1.02	High
4	The books include cultural change and diffusion factors such as technology and colonialism.	3.70	0.80	High
5	Address students' developmental, cognitive, emotional, and physical needs.	3.43	0.88	High
6	Aim to protect future generations from anti-cultural and contradictory influences to authentic Arab and Islamic values.	3.13	0.98	Moderate
7	Highlight historical figures who shaped national history and contributed significantly to the homeland.	3.12	1.07	Moderate
8	Address the challenges facing Arab-Islamic culture.	3.07	0.98	Moderate
Culture, Development, and Identity (Overall)		3.50	0.72	High

Table (6)

Means and Standard Deviations of Teachers' Responses on the Culture, Individual Development, and Identity Standard Items, Arranged in Descending Order by Mean Scores

As shown in Table (6), item means ranged from 4.03 to 3.07, with the highest-rated item emphasizing pride in identity. The results suggest that social studies content has been adapted to deepen students' understanding of their culture, history, and society. The curriculum aligns with competency-based learning—especially the “cultural identity and belonging” competency, which is central to Jordan's national curriculum framework.

The top-rated item ($M = 4.03$, $SD = 0.82$) reflects the role of textbooks in reinforcing identity, consistent with efforts to protect students from cultural alienation by emphasizing Jordanian, Arab, and Islamic values. In contrast, the lowest-rated item ($M = 3.07$, $SD = 0.98$) concerns addressing challenges to Arab-Islamic culture. This may indicate that while textbooks focus on fostering positive cultural values (e.g., pride, belonging), they fall short in critically engaging with cultural threats. This finding aligns with De Guzman & Ecle (2019), who noted elevated emphasis on culture in social studies content, but with limited critical analysis of cultural

challenges.

Rank	Item	Mean	SD	Availability Level
1	Promotes economic values such as: social responsibility, fair resource distribution, rational consumption, moderate spending, and work ethic.	3.64	0.86	High
2	Provides examples of local and global economic issues like inflation, unemployment, economic development, and poverty.	3.64	0.89	High
3	Enhances students' understanding of key economic concepts such as production, saving, investment, and consumption.	3.56	0.96	High
4	Encourages concepts of innovation, entrepreneurship, and business incubators to support economic growth and development.	3.43	0.92	High
5	Stimulates creative thinking in solving economic problems and turning them into investment opportunities.	3.32	0.88	Moderate
6	Raises awareness about green education (green schools, green universities, environmental empowerment, etc.).	3.01	1.05	Moderate
	Overall Standard: Production, Distribution, and Consumption	3.43	0.73	High

Table (7)

Means and Standard Deviations of Teachers' Responses on the "Production, Distribution, and Consumption" Standard, Ordered Descendingly by Mean Score

The table shows that mean scores for the items ranged between **3.01** and **3.64**, indicating a generally high level of availability. This suggests that the social studies textbooks effectively address key economic concepts essential for helping students understand how goods and services are produced, distributed, and consumed. These concepts are closely tied to students' everyday lives, making them more comprehensible and easier to teach.

The highest-rated item emphasized promoting economic values—such as social responsibility, equitable resource distribution, and consumption moderation—with a mean of **3.64** and a standard deviation of **0.86**, reflecting a high availability level. This highlights the strong focus of integrated social studies curricula on instilling essential economic values that contribute to sustainable economic life and a balanced society.

These findings align with De Guzman & Ecle (2019), who reported high emphasis on economic standards in social studies textbooks.

Rank	Item	Mean	SD	Availability Level
1	Emphasizes local and global legal and ethical standards regulating the use of science and technology.	3.62	0.80	High
2	Guides teachers and students to develop their digital skills.	3.59	0.91	High
3	Highlights the link between a nation's civilizational and historical progress and technological advancement.	3.57	0.90	High
4	Employs AI applications (e.g., virtual and augmented reality, 3D models to simulate historical events).	3.09	1.02	Moderate
5	Encourages students to use AI to analyze historical texts, geographic data, and old maps for accurate insights.	3.08	0.99	Moderate
	Overall Standard: Digital Tools and Artificial Intelligence	3.39	0.74	Moderate

Table (8): Means and Standard Deviations of Teachers' Responses on the "Digital Tools and Artificial Intelligence" Standard, Ordered Descendingly by Mean Score

The results in Table (8) show that the mean scores ranged from **3.08** to **3.62**, with this standard ranking lowest among all evaluated areas. This may be attributed to the relatively recent integration of artificial intelligence in education. Despite Jordan's increasing use of digital tools in schools since 2020, AI remains a developing domain in curricula.

The highest-rated item emphasized the importance of legal and ethical guidelines in science and technology, with a mean of **3.62** and a standard deviation of **0.80**, indicating high availability. This reflects growing awareness of the need to balance scientific advancement with ethical responsibility—an essential component for preparing students to use technology wisely and sustainably.

Conversely, the lowest-rated item, which promoted the use of AI in analyzing historical texts and geographic data, scored a mean of **3.08**, indicating moderate availability. This suggests that AI's potential in deep academic analysis has yet to be widely adopted in textbooks. These findings are consistent with De Guzman & Ecle (2019), who also noted low availability of the "Science, Technology, and Society" standard in social studies textbooks.

Recommendations:

1. Conduct comparative analytical studies between Jordan's updated curricula and those of other countries in light of international standards, to enrich the national curriculum development experience.
2. Encourage curriculum development teams and the National Center for Curriculum Development to ensure a balanced integration of global standards by building on current strengths and addressing less represented areas, thus promoting comprehensive and coherent content in terms of knowledge, skills, and values.
3. Recommend that the Educational Supervision Department train teachers on the updated curricula and familiarize them with international standards in social studies education to enhance their effective implementation in classrooms.

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