



**Arab American University**  
**Faculty of Graduate Studies**

**Examining the Effectiveness of the Social Studies  
Curriculum and Teachers 'Perceptions of the Value  
System in Palestine: A Proposed Model**

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the Strategic Planning and Fundraising**

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## Thesis Approval

### **Examining the Effectiveness of the Social Studies Curriculum and Teachers' Perceptions of the Value System in Palestine: A Proposed Model**

By

**Iman Hasan Ahmad Ragheb**

This thesis was defended successfully on 28/2/2024 and approved by:

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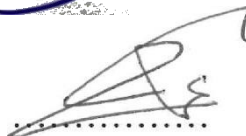
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## **Declaration**

I hereby declare that I have complied with all the applicable rules, regulations, and decisions of the Arab American University of Palestine (AAUP) by the recognized scientific and ethical standards, including the scientific integrity, and that I shall bear all consequences and liability if the contrary is proved. By this, I authorize the AAUP to photocopy my thesis in whole or in part, and to provide copies of it to individuals and institutions by the regulations and instructions of the AAUP with my approval.

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## **Abstract**

In the era of globalization and information sharing, shaping the values of the younger generation is crucial for nations facing challenges. This study delves into the Palestinian educational system's effectiveness in instilling social, national, religious and moral values in students. It aims to assess the alignment of the curriculum content with the values outlined by the Palestinian Ministry of Education. It investigates the scope of teachers' understanding of the presented value system. The study comes up with an optimal model which constitutes the general framework of the value system. To address the problem of the study, a mixed-methods approach was employed. The quantitative approach collected data from the study sample to evaluate the scope of teachers' understanding of the system of values taught in the social studies curriculum for the seventh and eighth grades by a questionnaire. A comprehensive survey method was used due to the small size of the study population of male and female social studies teachers and social studies supervisors for the seventh and eighth grades in Ramallah and Al-Bireh Governorate. Statistical processing of the data was done by using (SPSS25) program. The quantitative approach was also utilized in analyzing the content of the Palestinian social studies textbooks for seventh and eighth grades to reveal the value system. The partial idea was chosen as the unit of the analysis because it is the largest and the most comprehensive unit of the content analysis. The national, social, religious and moral values were the analysis categories. The researcher verified the validity of the content analysis card by calculating the reliability coefficient across time and calculating the reliability coefficient across people using the Cooper equation. The

qualitative approach, on the other hand, was employed in conducting interviews with social studies teachers and supervisors. A constructivist perspective was used in building the optimal model. The study found that the seventh-grade textbook encompasses a higher percentage of values (59.96%) than the eighth-grade textbook (40.04%). The seventh-grade book excels in encompassing moral, religious, social, and national values, while the eighth-grade book demonstrates a lower percentage for each category. The inclusion of the value system in textbooks varied depending on the study unit content, as the study found. Moreover, the study revealed that male and female social studies teachers' understanding of the values taught in the curriculum was evaluated to a large extent. Leveraging these findings, the study proposes an optimal model for designing social studies curricula to instill values among students, tailored to stakeholders' expectations. This study not only contributes valuable insights, but also offers recommendations which could serve as a framework for refining the policies established by the curricula department in the Palestinian Ministry of Education, and provide guidelines for social studies teachers to instill values among students.

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## **Chapter One**

### **Introduction**

#### **1.1 An Overview**

This thesis lies in the field of assessing the inclusion of citizenship, patriotism, and moral values in the Social Studies curricula in Palestine. It also investigates the role of the Social Studies curriculum in developing and instilling such values among the high-basic stage students. The thesis will come out with an optimal model of the ideal methods social studies teachers can use in instilling values among students.

#### **1.2 Background and Context**

The world has recently witnessed many changes and developments in all cultural, economic, and social aspects. It has also witnessed a scientific and technological revolution which has led to serious changes in the value system of human societies. These changes are starting to devour values and the value systems at the level of all humanity, not only at the level of Arab societies, but Arab Societies are more influenced by these changes because they are conservative Communities. These changes have reshaped our knowledge and concepts about life and have led to the spread of many negative values, especially in Arab societies, such as the focus on material values over moral values and emptied knowledge of its human content. This led to the instability in the value system which caused a value crisis for individuals, especially the youth who became unable to distinguish between what is good and what is bad, and who started thinking about their interests rather than their society's interests.

The value issue is a great issue that contemporary education faces for its importance in shaping human behavior and they are important in building society. Values are considered as the directors of human behavior and they are the tool for judging it. In the light of the contemporary challenges, we face due to globalization and our openness to Western cultures, which separated us from our traditions and customs, have led to many social problems in our society such as an increase in the rate of crimes, robbery, drugs, etc. This calls for a rapid intervention in considering the value system in the educational process.

The educational curriculum has a significant impact on society and is also influenced by society's educational philosophy. Whenever there is any scientific or technological progress or cultural transformation occurring in society, these changes directly affect the concept and content of educational curricula. The structure and content of the curriculum are also influenced by the political, social, and economic activities that exist in society. Additionally, suppose society requires certain behaviors to be present in young people.

In that case, it entrusts these requirements to the educational curriculum to instill them in the minds and behavior of children and young people at different stages of thinking since the curriculum has a significant role in shaping the culture of society. It acts as an incubator for the value system and must work towards preserving the basic aspects and experiences associated with the culture to create a conducive environment for individuals to learn. The curriculum should also include educational situations that promote attitudes, values, and patterns of behavior that society aims to maintain. Cultural foundations are crucial for building a strong curriculum and must be included during the preparation of the curriculum foundations (Mazen, 2009).

Educational curricula are society's tool to prepare young people for present and future life and a means of instilling desirable behavioral patterns, and their importance increases whenever something new occurs in society. The curriculum plays a vital role in attaining society's goals and transmitting its heritage and culture. It helps shape the individual's personality, prepares them to function in their society, and enhances their ability to solve problems they may encounter. It plays a vital role in preserving the Islamic faith and the associated values and morals in Islamic society. Moreover, it helps in safeguarding the rights, dignity, and freedom of citizens. In addition to this, the curriculum ensures the preservation of natural resources for future generations and fulfills the needs of society.

It also contributes towards instilling essential social values like cooperation, which are essential for the growth and development of a healthy society. These values are imparted to the students through the curriculum content. (Al-Khawaldeh, 2004)

The issue of values is one of the basic fields of the educational system, as education in its essence is a process of a value nature. The Education curricula represent an important focus in the educational learning process because the educational curricula are a reflection of the content of the educational learning process. They should fulfill students' needs and their society's needs, especially in the era of knowledge revolution and technological developments. They are also effective tools for reforming the educational system. Thus, the policy makers should pay a lot of attention to curricula since they are considered one of the main components of the education system and they bear a large part of the responsibility for any shortcomings of education in achieving the goals of the society. They need a continuous review and reform to take into account the needs of the learners and their societies. Any reform of the curricula should take into

account strengthening the system of values that enable learners to face life in the changing world, especially in front of the pressures they suffer because of technological developments.

The curricula of all subjects should deal with values since they are essential. At the front of these curricula comes the social studies curriculum because one of its main goals is developing values among students. These curricula are the most important materials through which values can be taught and learned.

Social institutions such as schools, universities, general libraries, etc. have a big role in shaping generations and strengthening the value system through their social media. Schools are the most important institutions concerned with values, where teachers, the curricula, lessons, and school activities help to establish and strengthen values among students. The teacher is the cornerstone of the educational process and has a big influence in instilling values among students because of the authority he has over them. The lessons and the activities used to convey the curricula to students also have a significant role in building and reinforcing the value system. The more successful the teaching methods used by teachers to instill values among students, the stronger the effect. Thus, the study will build an optimal model for designing social studies curricula that meet stakeholders' expectations and provide guidelines for social studies teachers to instill values among students.

### **1.3 Research Problem**

The growth of globalization and the prevalence of social media have made it increasingly difficult to instill values in children. As a result, it has become crucial for nations to focus on values education to preserve their societies' identity. The Palestinian

society is also facing challenges in maintaining moral values and attitudes, as reported by the Monitoring and Evaluation (M&E) Department and the General Directorate of Educational Planning at the Ministry of Education. The reports indicate that the moral values and attitudes of fourth and eighth-grade students are below the internationally required proficiency level of 80.0, as stated by a 2012 UNICEF study.

These rates are also low by local standards, as the proficiency level recommended by the indicator's work team stands at 70. According to the reports, the degree to which fourth-grade students possessed moral values and attitudes was 57.6 in the baseline year 2014, and 52.1 in 2017. For eighth-grade students, the degree was 59.7 in 2014 and 61 in 2017. The reports revealed a discrepancy in the average level of moral values possessed by students, which requires further investigation. The main cause for these results is the education system's lack of interest in promoting value-enhancing educational programs. It's important to note that moral and behavioral values are gained through practical activities done by the students, rather than relying on abstract concepts and theories. Therefore, the Palestinian Ministry of Education must focus on social, national, and moral values through education to preserve our identity in the face of external challenges.

The educational system needs, from time to time, a critical revision including revising its curricula to make sure that the preset goals can be achieved in the present circumstances. Patriotism, social, and moral values education are not exceptions. Teaching these subjects effectively in the educational curricula will build the value system of these children and create a responsible, practical, and affiliated generation capable of bringing about positive change. These values are badly needed to strengthen the ties among people and encourage practices like collaboration, teamwork,



constructive communication, helping people, and feeling sympathy with others. These values are also needed at the national level to encourage people to work for the public interest, to work to defend the national interest of Palestinians against the occupation and to work to build a real independent state. The study's focus is on the presence of patriotic, social, moral, and religious values in Palestinian social studies for seventh and eighth grades and its alignment with the Palestinian Ministry of Education's broad guidelines for this goal.

Each educational curriculum, as it is widely known, has foundations and objectives that the Palestinian educational system is meant to aim toward through educational processes. The study will examine the reality of the value system in the social studies curriculum of the seventh and eighth grades, it also aims at delineating sub-values, and the scope of understanding such values by social studies teachers, and building a model of values ramification to show how the social studies curriculum should look like.

#### **1.4 Research Objectives**

The study aims to achieve the following objectives:

1. Assess the consistency of curriculum content allocated to promoting values and ethical pillars taught in Palestinian schools, as well as the extent to which it adheres to the Ministry's announced general guidelines put forward for this issue.
2. Assess the scope of teachers' understanding of the value system presented.
3. Develop an optimal model for designing social studies curricula that meet stakeholders' expectations and provide guidelines for social studies teachers to instill values among students.

### **1.5 Research Questions**

The following questions will be answered in the study:

1. What is the value system that is presented in the social studies textbooks for the seventh and eighth graders in Palestine?
2. What is the scope of teachers' understanding of the model values presented?
3. What is the anticipated model for instilling values among students that meet the expectations of the stakeholders?

### **1.6 Significance of the Study**

The importance of the study stems from the objectives that were formulated for the study, including the following:

- The observer and worker in the Palestinian education sector noticed a shift in the value system of the younger generations of the Palestinian people, and it is part of my observations in my job as a secondary school principal for many years. These subject gains great thematic importance because the value system refers to the advancement of the nation. Thus, my thesis will be a golden opportunity to prove the importance of teaching moral values and citizenship for generations via the curricula at schools.
- The study will be a scientific study that is carried out by scientific tools, so the outcomes of the study will be scientific outcomes.
- It will be a scientific base for further studies to be used as a reference.
- Useful recommendations may be put forward by this study that may work as an amendment system for the policies put by the Curricula Department in the Palestinian Ministry of Education.

- The study will review the foundations upon which the social studies curriculum was developed by the ministry's staff, and if these foundations are capable of instilling a value system in the conscience of generations in Palestine.
- The study will analyze the curriculum content for the seventh and eighth grades and determine whether it is compatible with the foundations set by the Ministry for those goals.
- The study will develop an optimal model for designing social studies curricula that meet the expectations of the stakeholders and provide guidelines for social studies teachers to instill values among students.

### **1.7 Terminology of the Study**

The definitions of the main concepts of this study are limited to the following:

Values: are standards and measures that govern an individual's actions and attitudes toward things, topics, and situations. It's the effective means that determines what is desirable and what is undesirable. The modern dictionary defines it as the principles or the characteristics that help us determine whether some objects are good or bad, right or wrong.

Ahmad Barakat also defined it as a set of laws and standards established in a group, and from which they take criteria to judge material and moral actions. They have strengths and influence on the group so that they become obligatory, necessary, and general, any deviation from its directions becomes a departure from the group's principles, goals, and ideals (Ahmad Lutfi Barakat, 1986).

Values are the religious, moral, patriotic, and social virtues that constitute the essence of the cultural identity of the society. They are translated into human behaviour

that acquires the characteristics of commitment, continuity, and relative stability through the mechanisms of control such as the family, school, and law (Issa, Mahmoud Saeed, 2012).

Ali al Tarrah defined it as standards of desirable and undesirable behaviour and trends that society acquires for its members through socialization processes carried out by the family.” As a social institution, the school as an educational institution, and the means of collective communication represented by the radio, television, cinema, theatre, books, mosques, churches, etc. as they are considered the most important guides to individual and collective behaviour, and they play a major function in organizing social relations, whether between individuals or between individuals and the prevailing system, and the value system is characterized by relative stability.( Ali Al Tarrah, 2001)

The researcher defined values as the set of standards that students must acquire in the last grades of the higher basic education in Palestine and be accepted by society to guide their behaviour and life practices. These values will be determined in the social studies textbooks of the research sample.

**Curriculum:** The curriculum is a written document or plan that educators and teachers use to facilitate the educational process in the classroom

**Social Studies textbooks:** The books which were approved by Palestinian the Ministry of Education in the 2017-2018 academic year. Geography, history, and national education are merged into one textbook which is called social studies

**The Upper Basic Stage:** the school stage that extends from the fifth grade to the ninth grade.

**Religious and Moral values:** the set of rules and ideals that the individual believes in and his behaviour is determined in light of them, and through them the individual judges everything he says or does that links him to the Creator or society.

**Social values:** the set of desirable principles or qualities that organize the life of the group determines the behaviour of its members, and formulate the social relations within it, such as tolerance, justice, and cooperation. It is a social tool for maintaining the social order and stability in society.

**National or patriotic values** can be summarized as the love of the country, the feeling of belonging to it, and the commitment to the state in which the individual lives. Some see it as the spiritual connection to the nation that drives him to adhere to the principles and goals set by the constitution to achieve the nation's progress.

## **1.8 Limitations**

It is important to acknowledge the limitations of any study, and this thesis is no exception. However, it is essential to note that despite the limitations, this thesis still provides valuable insights into the Palestinian context and social studies education.

- Regarding the area and site of the study, it is unfortunate that the occupation checkpoints limited access to a broader range of locations. However, the focus on Ramallah and Al-Bireh Governorate provides a unique perspective into the challenges faced in this specific area.

- In terms of the sample size, while it would have been beneficial to analyze more textbooks and include more teachers and supervisors, the analysis of seventh and eighth-grade teachers and textbooks still provides significant findings.

- The difficulties faced in finding willing participants further emphasize the importance of the insights gained from those who did participate.
- The lack of references in Palestine regarding the subjects studied presented significant challenges. However, this also highlights the need for further research in this area and the potential impact that this thesis could have on future studies.
- It is also important to note that the potential bias or lack of experience of teachers is a common limitation in any study involving human subjects. This limitation was mitigated by ensuring anonymity, but it is still a factor to consider.
- Finally, the time constraints faced by the researcher further emphasize the importance of the findings presented in this thesis. Despite the limitations, the insights gained have significant implications for the future of social studies education in Palestine.

Overall, while this thesis has limitations, the findings presented still provide valuable insights into social studies education in Palestine. These insights have the potential to inform future research and positively impact the education system in Palestine.

## **1.9 The Structural Outline**

This section provides an outline of the thesis structure. The thesis consists of five chapters, starting with abstract and acknowledgements, and continues as the following:

- Chapter one covers the introduction. It consists of the overview, background, the research problem, the research aims and objectives, the research questions, the significance of the study, Terminology of the study, the limitations, and the structural outline.

- Chapter two presents the theoretical background of the research and a summary of the literature related to this study.
- Chapter three presents the methodology which was employed to investigate and collect the data.
- Chapter four consists of the data analysis and discussion of the research findings.
- Chapter five provides the findings, optimal model, suggested recommendations, and further researches.

## **Chapter Two**

### **Conceptual Framework and Literature Review**

#### **2.1 Preface**

In this chapter, you will find valuable information regarding the background and context of the subject matter. Additionally, you can explore a detailed literature review of existing studies and research in this field.

#### **2.2 Contextual Background**

The reformation of Palestine's education system has emerged as a critical focus, driven by concerns about subpar educational outcomes. This effort aims to realign the system with global changes and modern educational trends, fostering a generation equipped with skills, knowledge, qualities, and values to propel Palestinian society forward.

In May 2016, policymakers at the Ministry of Education in Ramallah initiated a reform plan for Palestinian curricula. Headed by the Prime Minister and coordinated by the Minister of Education, a committee was formed to review the educational system. The committee's collaborative efforts resulted in a comprehensive document serving as a general framework for Palestinian curricula. Dr. Sabri Saidam, the Head of the Curriculum Committee, Dr. Basri Saleh, Vice President of the Curriculum Committee, and A. Tharwat Zeid, the Head of the Curriculum Center, oversaw its development. This document was followed by an action plan and supplementary appendices, providing outlines and detailed guides for each topic with specific objectives for each education stage, marking a pivotal step in the reform of the Palestinian educational



system (The Document of the General Framework of the Developed Palestinian Curricula, 2016).

### **2.2.1 Values within the Palestinian Educational Framework**

Reforming the educational sector in Palestine is guided by a vision aiming to shape a Palestinian society enriched with values, science, culture, and technology. This vision and what comes out of it such as the affirmation of national and educational values was approved by the National Reform Committee because it is a clear and comprehensive vision that includes skills, qualities, knowledge, and values that are hoped for educating the Palestinian children in the twenty-first century. Thus, the process of creating the Palestinian Curricula depended on the vision of the Palestinian Educational System (The Document of the General Framework of the Developed Palestinian Curricula, 2016).

The mission of the Palestinian Educational System, as embodied in the curricula, is to build an educational framework fostering national and human values, ethics, and critical thinking. It strives to develop research foundations, a passion for knowledge, and competencies needed to graduate effective citizens capable of positive contributions to the educational process (The Document of the General Framework of the Developed Palestinian Curricula, 2016).

The Palestinian curricula, developed in 2016, are based on pillars enabling them to provide a model for individuals possessing knowledge, skills, attitudes, and values to adapt to global developments in harmony with the era of knowledge. The urgency for this development was driven by the need to solidify the value and national system, contributing to the unity and cohesion of Palestinian society.

The Social Studies Curriculum, a crucial component, is guided by a national document outlining each textbook. Developed by the Palestinian Curricula Center in 2016, this document aligns with the plan set by the Ministry of Education and incorporates national and social upbringing, and geographical and historical curricula, both locally and internationally. The Social Studies Curriculum, covered in one textbook during the Upper Basic Stage (grades 5-9), aims to provide learners with knowledge, scientific trends, and the development of skills. The focus of this study is on analyzing social studies textbooks for Seventh and Eighth grades concerning educational values.

The Ministry of Education in Palestine, responsible for managing, developing, and reforming the entire education system, oversees various sectors, including preschool, school education, vocational and technical education, higher education, and non-formal education (Ministry of Education and Higher Education, 2017).

The Ministry of Education in Palestine is responsible for managing, developing, and reforming the entire education system, and oversees its various sectors, including preschool (kindergarten), school education (Basic and secondary education), vocational and technical education, higher education, and non-formal education (Ministry of Education and Higher Education, 2017).

### **2.2.2 Comprehensive Objectives of the Social Studies Curriculum for Upper Basic Stage (5-9)**

The target stage of the researcher's study is the Basic Education Stage, which is divided into two parts: the Lower Basic Stage for grades 1-4 and the Upper Basic Stage for grades 5-9. The researcher chose the upper basic stage education as a sample for her study since this stage is a critical and important stage in the student's life and their

future aspirations as the students at this stage are affected by all the social and cultural changes surrounding them which leave effects on their values. This stage of their life represents the fertile field in which these values grow.

According to the General Framework Document of the Developed Palestinian Curricula (2016), the objectives of the Social Studies Curriculum for the Upper Basic Stage encompass a holistic approach to education. This means that the curriculum aims not only to impart knowledge but also to foster a deeper understanding and connection to various aspects of life:

- **Empowering with Knowledge:** The curriculum aims to empower students with a robust foundation of knowledge, covering diverse topics that contribute to a well-rounded education.
- **Fostering Religious Awareness:** Beyond academic knowledge, the curriculum seeks to instill a profound understanding of religious values, fostering awareness and appreciation.
- **Instilling Citizenship and Identity Values:** Central to the curriculum is the cultivation of a strong sense of citizenship and identity, instilling values that contribute to a sense of belonging and responsibility.
- **Enhancing Research and Communication Skills:** Recognizing the importance of practical skills, the curriculum endeavors to enhance students' abilities in research and effective communication.
- **Empowering Life Skills:** Education goes beyond textbooks; the curriculum aims to empower students with essential life skills, preparing them for the challenges of the real world.

- Promoting Freedom, Justice, Equality, and Respect: Fundamental values such as freedom, justice, equality, and respect are actively promoted, fostering a culture of fairness and understanding.
- Preparing Responsible Citizens: The ultimate goal is to nurture responsible citizens who are not only knowledgeable but actively engage in their communities with a sense of duty.
- Providing Historical and Geographical Knowledge: The curriculum delves into the realms of history and geography, providing students with a comprehensive understanding of the world's past and present.
- Developing Values of Human Participation: Encouraging active involvement in societal affairs, the curriculum seeks to develop values of human participation, emphasizing the importance of engagement and contribution.
- Advocating for Democracy and Civic Responsibility: Students are guided towards an appreciation for democratic principles and civic responsibility, understanding their role in shaping a just and equitable society.
- Championing the Defense of Human Rights: The curriculum actively promotes a strong stance on human rights, instilling in students the importance of defending and upholding the rights of every individual.

The researcher's undertaking involves meticulous analysis of the content within Social Studies textbooks for grades 7-8. This analysis aims to critically assess the extent to which these comprehensive objectives are effectively reflected in the educational material, ensuring the curriculum aligns with the broader goals of holistic education and societal development.

### **2.3 Literature Review: Importance of Social Studies Curriculum in Values Education**

The significance of the social studies curriculum in shaping the values of students is a subject widely explored in both global and local studies. Numerous analyses have been conducted on social studies textbooks, emphasizing their role in conveying values.

Additionally, the pivotal contribution of social studies teachers in imparting values education has been underscored in educational literature and related studies.

One noteworthy study conducted by Al-Sha'wan (1997) sought to affirm the importance of teaching and learning values within social studies textbooks. The study aimed to elucidate the meaning of values, identify their various types, and propose effective methods for their instruction. Al-Sha'wan's comprehensive approach involved several key steps. Firstly, he provided a clear definition of values, distinguishing between implicit and explicit forms. Secondly, the study clarified the distinction between values and attitudes. Thirdly, Al-Sha 'wan categorized values into six dimensions, including content, intent, intensity, generality, explicitness, and permanency. Fourthly, he highlighted the paramount importance of values in social studies, emphasizing their close association with the emotional aspect. This emotional dimension, according to the study, serves as a foundational pillar for instilling societal values in the hearts of students—an outcome deemed essential by society.

Furthermore, the researcher presented four distinct approaches to teaching values: instilling values, clarifying values, moral reasoning, and analyzing values. These methodologies offer a comprehensive framework for educators to effectively integrate values into the social studies curriculum.

The literature review reveals a consensus on the vital role of social studies in values education. It underscores the need for a nuanced understanding of values, their varied dimensions, and the emotional resonance they carry. Al-Sha'wan's study contributes significantly to the existing body of knowledge, providing educators and curriculum developers with valuable insights and practical methods for instilling values through the social studies curriculum.

This study aligns with and builds upon the foundational work of Al-Sha'wan, aiming to delve deeper into the assessment of social studies textbooks for their effectiveness in conveying values. By extending this exploration, the research endeavours to contribute to the ongoing discourse on values education within the realm of social studies.

Within the broader landscape of studies analyzing social studies textbooks and their role in shaping values, Al-Qimarie & Sandoqa (2020) conducted a notable investigation into the value system reflected in secondary school history books in the Hashemite Kingdom of Jordan. Using content analysis and a descriptive-analytical method, the study identified 49 sub-values distributed across six main domains: social, religious, moral, economic, national, and cognitive values. The study revealed a dominance of national values, comprising 47% of the total values, followed by cognitive values (25%), social values (9%), moral values (7%), and religious values (2%). This comprehensive approach provides valuable insights into the thematic emphasis within Jordan's educational materials.

In parallel, Al-Agha, A. & Ahmad, S.'s (2017) study focused on moral principles embedded in Palestine's civics, life education, and social studies textbooks for the first four grades. Through meticulous content analysis, the researchers identified a total of 45 values, with a frequency of 1400 repetitions. The study highlighted the prominence of

values such as "places of a homeland," emphasizing the geographical connection to one's homeland, and the importance of "respect" for social systems and laws. Additionally, values like "preserving the environment" and "health awareness" showcased the inclusion of broader themes related to environmental and health education. The study categorized values into social, patriotic, and environmental domains, revealing that the first and second grades emphasized values at a rate of 45.92%, while the third and fourth grades increased to 54.071%.

This comparative analysis sheds light on the geographical variation in values emphasized, with Jordan focusing on national values, while Palestine places significant emphasis on social, patriotic, and environmental values. The methodological approach, centered around content analysis, demonstrates the nuanced understanding of values within the context of social studies textbooks. These studies collectively contribute to the understanding of regional priorities and thematic emphases in values education, offering valuable insights for educators and policymakers.

The literature features several global and local studies analyzing social studies textbooks and emphasizing the pivotal role of social studies curricula and teachers in conveying values to students. Noteworthy studies include:

Al-Qimarie & Sandoqa (2020), examining Jordan's history books, identified 49 sub-values across social, religious, moral, economic, national, and cognitive domains. The study found a high recurrence of national values (47%) and emphasized the importance of understanding the values reflected in educational materials.

Al-Agha, A. & Ahmad, S. (2017) focused on moral principles in Palestine's civics, life education, and social studies textbooks for the first four grades. Their analysis revealed

45 values, with a focus on social, patriotic, and environmental domains, emphasizing the importance of understanding values within specific educational contexts.

Mortaja & Al-Rantisi (2011) evaluated citizenship values in Palestinian civic education for grades seven to nine, finding a low representation and imbalanced distribution. The study highlighted the need for a more comprehensive and balanced integration of citizenship values.

Supardi & Hasanah (2020) investigated teachers' efforts in integrating values education into social studies learning. Their findings emphasized the effectiveness of social studies curricula in instilling values directly or indirectly through learning activities and experiences.

Keskin Y. & Keskin S. C. & Soylemez H. (2013) explored challenges faced by social studies teachers in transferring values to students, revealing perceived inadequacies in qualifications and external challenges.

Khan, Muhammad Ilyas & Ahmed, Malik's (2017) study on Pakistan's Islamiyat curriculum highlighted the incorporation of social and moral values. The study showcased values like human rights, love, and honesty, emphasizing their significance in shaping behaviour in an Islamic society.

In a comparative analysis, these studies collectively underscore the importance of aligning educational curricula with societal values, addressing deficiencies, and recognizing the critical role teachers play in instilling values. While each study focuses on specific contexts, their common thread emphasizes the need for a holistic and contextualized approach to values education.

The examination of curriculum documents for primary education in Bangladesh by Rukhsana Tarannum Tajin, Kerry Dally, and Terry Lovat (2010) draws on international



best practices in values education. Analyzing Social Studies and Islamic Studies, the study explores the definition and conveyance of values, prioritized social and personal skills, and the alignment of lessons with real-life experiences.

Thomas P. Oeschger, Elena Makarova, and Anna K. Döring's (2022) study in Switzerland utilizes Schwartz's theory of basic human values. Their qualitative content analysis of the Swiss educational curriculum (Lehrplan 21, D-EDK, 2016) reveals a focus on values like Openness to Change, Conservation, and Self-Transcendence. The quantitative study, involving 108 primary school teachers, aligns teachers' perceptions of value-oriented curricular contents with Schwartz's motivational continuum.

Joseph Lomlani Khathi, Samantha Govender, and Oluwatoyin Ayodele Ajani's (2021) study, grounded in Kohlberg's theory of moral cognitive development, explores the integration of values education in the South African system. Findings from lesson observations and interviews highlight varying perspectives among teachers on moral education's integration, advocating for adequate teacher training and the incorporation of moral education content into the curriculum.

Charlene Tan's study (2008) focuses on the Cambodian government's efforts to instill civic and moral principles in schools through "Civics and Morals." It discusses the gap between traditional and modern education perspectives in Cambodia, emphasizing the need for collaboration with local communities and religious institutions.

Baker S. Mawajdeh, Mansour H. Talhouni, and Mohammad O. Rfou's (2017) study in Jordan evaluates the inclusion of national values in social studies textbooks for the upper-primary stage. Using a descriptive-analytical approach, the study identifies 319 occurrences of national values, emphasizing the importance of social pride.

The study conducted by Palestinian researchers Barhama, K., Shaerb, N., and Sleem, H. (2021) aims to explore the citizenship values presented in social studies textbooks for grades 5-7. Using a descriptive-analytical content analysis, the study reveals that 107 citizenship values were identified, with nationality being the most commonly mentioned value, which reflects the current situation in Palestine.

Baamphatlha Dinama's (2012) study explores the practices of moral education teachers and the challenges encountered in implementing the new curriculum. Findings reveal positive teacher attitudes toward moral education, necessitating a shift in teaching approaches.

Khathi, Govender, and Ajani's (2021) study on high school teachers in South Africa examines perspectives on values education. Findings stress the need for teacher training, appropriate rewards and sanctions, and the integration of moral education content into the curriculum.

These studies collectively underscore the global efforts to integrate values education into diverse educational systems, addressing challenges and emphasizing the importance of teacher training and curriculum alignment with societal needs.

The comprehensive review of previous research and studies underscores the pivotal role of academic courses, particularly social studies, in cultivating positive values among students. The recognition of the significance of social studies courses and their teachers in fostering social, moral, and national values during the basic education stage is a critical area that warrants focused attention, thorough study, and in-depth research. Given the paramount importance of these values among students at this developmental stage, as well as the influential role of social studies courses and teachers in shaping values, this topic emerges as a pertinent subject for investigation and exploration.

Drawing insights from the wealth of previous studies, the researcher has derived a valuable list of essential moral, national, and social values that can be nurtured through the teaching process within social studies courses. The present study aligns with the objectives, sample selection, curriculum focus, research style, and tools used in prior research. However, distinctions arise in the age stage and the number of books subjected to analysis. Notably, this study stands out by examining the values embedded in the social studies curriculum for the upper basic stage in Palestine, with a specific emphasis on moral, national, and social values. The uniqueness of this study lies in addressing a notable knowledge gap, particularly the absence of Palestinian studies investigating both the role of the social studies curriculum and social studies teachers in cultivating moral, social, and national values among students at the higher stage of basic education. The absence of prior Palestinian studies in this specific domain underscores the necessity of conducting such research to unveil the effectiveness of social studies textbooks and teachers in instilling essential values among students at the higher stage of basic education. Recognizing this knowledge gap, the current study serves as a crucial contribution to the educational landscape in Palestine. By providing an optimal model for teaching these values and employing effective methods for their inculcation among students, the researcher not only addresses the identified gap but also offers valuable insights that can shape and enhance the educational system in Palestine. In conclusion, this research not only bridges a critical knowledge gap but also lays the foundation for advancing the understanding of the role of social studies in fostering values crucial for the holistic development of students.

## **Chapter Three**

### **Research Methodology and Procedures**

#### **3.1 Preface**

The methodology and procedures used in the study serve as a crucial framework, guiding the practical aspects of the research. Through these methodologies, the necessary data for statistical analysis is gathered, leading to the interpretation of results within the context of the study's relevant literature. This chapter details the chosen approach, the research methodology, the study sample, the employed tools, their preparation methods, and their development. Furthermore, it delves into the considerations of their validity and reliability. The chapter ends with the statistical treatments applied in the data analysis. The subsequent sections provide a detailed account of these procedures.

#### **3.2 The Research Design**

The study embraced an interpretivism research philosophy to delve into the issue at hand. This philosophy highlights the impact of social and cultural factors on individuals and concentrates on peoples' thoughts and ideas within the socio-cultural context. It acknowledges the researcher's role in observing the world, underscoring that reality is unique to each observer and is subjectively perceived.

#### **3.3 The Research Methodology**

To address the study problem and sub-questions, and to examine hypotheses for achieving objectives, the researcher adopted a mixed approach, combining quantitative

and qualitative methods. This approach, as defined by Kyne (2021), involves integrating both methods in a single study. The descriptive method used in this study aimed to solve the problem through an accurate description of the phenomenon, collecting facts and information, evaluating phenomena based on values, finding relationships that unite the phenomena, and making predictions and suggestions for the future steps that should be (Shehata, 2009). Additionally, a constructivist approach was employed in constructing the optimal model.

This mixed approach was chosen to explore the role of the Palestinian education system in developing and instilling social, patriotic, moral, and religious values among upper-basic-stage students. The analysis of social studies textbooks for seventh and eighth grades involved both quantitative and qualitative methods. Quantitative analysis included counting terms associated with values and assessing their proportion, frequency, and intensity. Qualitative analysis evaluated the effectiveness of texts in conveying messages developed by the Ministry of Education.

A quantitative questionnaire was developed to collect data from the study sample to assess the extent of male and female teachers' understanding of the value system (social, patriotic, and moral) taught in the social studies curriculum for the seventh and eighth grades. The final step involved qualitative interviews conducted with a sample of educational social studies supervisors, and male and female social studies teachers to gather insights on how the value system should be reflected in the Palestinian social studies curriculum. This comprehensive approach aimed to develop an optimal model for designing social studies curricula that meet the expectations of the stakeholders and guide social studies teachers to instill values among students.

### 3.4 Study Population and Sample

The study community encompasses two primary components:

1. Social studies textbooks for the seventh and eighth grades, encompassing both their first and second parts.
2. Male and female teachers responsible for instructing social studies curriculum for the seventh and eighth grades in Ramallah and Al-Bireh Governorate. The total number of teachers in this category is 90.

The study employed a comprehensive survey method to distribute the research tool to the entire population of 90 male and female teachers. A total of 90 questionnaires were received, with 87 deemed valid for analysis, representing 97 % of the study population. This method was used due to the relatively small size of the targeted population of social studies teachers for the seventh and eighth grades in Ramallah and Al-Bireh Governorate. Table (1) shows the distribution of the study population according to the demographic data:

Table (3.1): The Distribution of the Study Population According to the Demographic Personal Data Variables. (N=87)

| The variable  | The level                 | Count | Percentage % |
|---------------|---------------------------|-------|--------------|
| Gender        | Male                      | 38    | 44%          |
|               | Female                    | 49    | 56%          |
| Qualification | Bachelor's degree or less | 73    | 84%          |
|               | Master                    | 14    | 16%          |

| The variable                                   | The level                     | Count | Percentage % |
|--|-------------------------------|-------|--------------|
| Years of experience                            | Less than 10 years            | 19    | 22%          |
|  | From 10 to less than 20 years | 39    | 45%          |
|  | 20 years and over             | 29    | 33%          |
| Years of experience in teaching social studies | Less than 5 years             | 12    | 14%          |
|  | From 5 to less than 10 years  | 13    | 15%          |
|  | More than 10 years            | 62    | 71%          |
| Specialization                                 | History                       | 28    | 32%          |
|  | Geography                     | 31    | 36%          |
|  | Social studies                | 28    | 32%          |
| The class you are teaching                     | Seventh                       | 31    | 36%          |
|  | Eighth                        | 56    | 64%          |

Table (1) illustrates pertinent demographic characteristics of social studies teachers for the seventh and eighth grades in Ramallah and Al-Bireh Governorate. Key findings reveal that 56% of these teachers are female, 84% possess a bachelor's degree or lower academic qualifications, 45% have teaching experience ranging from 10 to less than 20 years, and 33% have 20 years of experience or more of teaching experience. Furthermore, 71% of male and female teachers in this cohort have a decade or more of experience specifically in teaching social studies.

Regarding academic specialization, 36% hold a major in Geography, followed by a major in History and social studies with a percentage of (32%) for each of them. In

terms of the distribution, 64% of these educators are involved in teaching eighth grade, while 36% are engaged in seventh-grade instruction.

### **3.5 Data Collection Methods**

This research employs a combination of data collection methods to comprehensively explore the research issue. The methods can be categorized into two main groups:

#### **1. Primary Sources:**

- a. **Questionnaire:** The researcher developed a quantitative questionnaire to assess the competency of Social Studies teachers for the Upper Basic Stage. This instrument aims to evaluate teachers' effectiveness in teaching and incorporating values from the curriculum. The questionnaire is based on the foundations established by the Ministry's team, derived from the content analysis conducted in the previous step.
- b. **Content Analysis Card:** The researcher reviewed and analyzed Social Studies textbooks for grades seventh, eighth, and ninth. The content analysis card was utilized to identify moral, citizenship, and patriotism values integrated into these textbooks.
- c. **Stakeholders Interviews:** Deep interviews were conducted with a focus group comprising Social Studies male and female teachers, along with Social Studies supervisors. This approach aimed to elicit insights on how the moral system should be reflected within the Palestinian Social Studies curriculum. The goal is to develop an optimal model for designing social studies curricula that align with stakeholders' expectations.



## **2. Secondary Sources:**

- a. Arabic and Foreign References: Secondary data sources, including Arabic and foreign references, contribute to addressing the theoretical framework of the study.
- b. Studies and Periodicals: Relevant studies and periodicals addressing the subject of the study are consulted to enhance the theoretical foundations.
- c. Documents Analysis: An analysis of documents involves reviewing outlines developed by ministry experts for the development of the social studies curriculum in Palestinian schools. This analysis aims to evaluate the depth and usefulness of these outlines in imparting moral values and ideals among successive generations.

### **3.6 Data Analysis Methods**

The researcher employed three methods to achieve the study's aims, represented by the curriculum content analysis card, the teacher questionnaire, and the interview tool. They were built as follows:

#### **First: Content Analysis Card**

To achieve the objectives of the study and answer its questions, the researcher designed a content analysis card which is a form of collecting data and classifying the values contained in the social studies curriculum for seventh and eighth graders according to their main fields.

The purpose of the analysis card is to reveal the value system included in the social studies textbooks for seventh and eighth grades. The sources for building the content analysis card included referring to specialized educational literature and previous relevant studies, such as the study of Al-Qimarie & Sandoqa (2020).

The initial image of the content analysis card included the title of the value that is included in the social studies textbooks, an indication of its scope, frequency, ranks, and percentages. It consisted of three sections, which are:

First, it includes general information about the textbook to be analyzed, such as the number of units and pages it contains.

Second, it includes the sub-values that emanate from the areas of the main values: (national, social, moral, and religious).

Third, it includes a table that shows the recurrences, ratios, and ranks of the values included in the book according to the value domain to which they belong.

Table (3.2): A List of The Main Value. System and its Sub-Values.

| Main or key values | Sub-values                                   |
|--------------------|--|
| 1) national values | pride of national identity                   |
|                    | Affiliation and loyalty                      |
|                    | Unity and cohesion                           |
|                    | Patriotism and sacrifice for the homeland    |
|                    | Strengthening resilience                     |
|                    | Respect for diversity                        |
|                    | Democracy                                    |
|                    | Respect for regulation and laws              |
|                    | Freedom and independence                     |
|                    | Preserving the environment and its resources |
|                    | Heritage pride                               |
|                    | Justice and equality                         |
|                    | Respect for national sovereignty             |

|                  |   |
|------------------|---|
|                  | Promote security and peace                                      |
|                  | Preserving public property                                      |
|                  | Pride in the history of Palestine                               |
| 2) Social values | Appreciation of human freedom and dignity                       |
|                  | Respect other's opinions and rejection of social discrimination |
|                  | Maintaining safety and security                                 |
|                  | Cooperation   |
|                  | The development of team spirit and volunteer work               |
|                  | Belief in justice and quality                                   |
|                  | Self-esteem   |
|                  | Appreciating the role of women                                  |
|                  | Fighting injustice exploitation and slavery)                    |
|                  | Social responsibility   |
|                  | Social sharing  |
|                  | Problem-solving   |
|                  | Reform  |
|                  | Health awareness  |
|                  | Respect customs and traditions                                  |
|                  | Social solidarity   |
|                  | The initiative  |
|                  | Friendship and brotherhood                                      |
|                  | Putting the public interest before the private                  |

|                               |   |
|-------------------------------|---|
| 3) Moral and religious values | Pride of the Islamic religion                         |
|                               | Pride of the Islamic history                          |
|                               | Pride of the Christians of Palestine                  |
|                               | God worship   |
|                               | Religious tolerance and respect for religious rituals |
|                               | Patience  |
|                               | The truthfulness and honesty                          |
|                               | Sincerity and loyalty                                 |
|                               | Good treatment and good neighbourliness               |
|                               | Courage and generosity                                |
|                               | Respect for parents and the elderly                   |

The study employs an interpretivism research philosophy, emphasizing the impact of social and cultural factors on individuals. This philosophy delves into the subjective observation of reality, asserting that each observer experiences a unique reality influenced by their thoughts and ideas within the socio-cultural context. The researcher, operating as an active observer, plays a crucial role in comprehending the world around them, focusing on the subjective interpretation of reality.

As for the analysis unit, the study opts for the partial idea, considering a sentence or a brief phrase containing a partial idea as the primary unit of analysis. This choice, driven by the study's requirements, facilitates the examination of functions and clear ideas within sentences or short phrases. The selected unit has been widely utilized in other studies, with complete sentences offering comprehensive details and clarity for extracting values.

The analysis categories encompass national, social, moral, and religious values. Ensuring the validity of the analysis unit involved aligning it with the theoretical framework and consulting specialists through arbitration, which further refined the analysis card to ensure precision and relevance.

### **The Validity of the Analysis Unit**

The researcher ensured the validity of the analysis unit through two methods. Firstly, virtual validity was achieved by matching the analysis card with the theoretical framework and previous studies. Secondly, the validity of the arbitrators was established by presenting the initial form of the analysis card to five specialists in the field (as detailed in Appendix 1). This was done to ensure that the tool was suitable to measure its intended purpose, that it was linguistically clear, that its content was truthful, that its fields were appropriate, and that each value belonged to the correct field. Based on the opinions, proposals, and comments of the arbitrators, appropriate amendments were made, and the final version of the analysis card was prepared. Thus, the validity of the tool was successfully verified.

### **The Validity of the Analysis Card**

The researcher calculated the validity of the analysis card for the content of social studies textbooks for the seventh and eighth grades by the following:

#### **A) Calculating Coefficient Over Time:**

It means that the analyst will reach the same results if the analysis is repeated in the same conditions, which indicates the stability of the card (Al-Assaf, 2010AD, p. 187).

In this study, the researcher calculated the stability of the analysis card over time, as the

researcher analyzed a unit of study from the seventh-grade textbook by using the content analysis card, specifically The Fourth "The Retreat of the Islamic State". This unit was chosen randomly. After 15 days, the researcher repeated the same analysis. Using the Cooper equation, the percentage of agreement was calculated by the formula  $(\text{the number of times of agreement} / (\text{the number of times of agreement} + \text{the number of times of disagreement})) \times 100$ . The percentage of agreement between the two analyses was 100%, indicating a high level of stability in the analysis card. The results of both analyses are presented in the table below:

Table (3.3): The Stability of the Analysis Card Over Time

| <b>Analysis</b>           | <b>National Values</b> | <b>Social Values</b> | <b>Moral and Religious Values</b> | <b>Total</b> |
|---------------------------|------------------------|----------------------|-----------------------------------|--------------|
| the first                 | 24                     | 5                    | 17                                | 46           |
| the second                | 22                     | 5                    | 15                                | 42           |
| points of Agreement       | 22                     | 5                    | 15                                | 42           |
| points of difference      | 2                      | 0                    | 2                                 | 4            |
| stability of the analysis | 91.67%                 | 100.00%              | 88.24%                            | 91.30%       |

The table above clearly indicates that the stability coefficients over time for the various domains of the value system are both acceptable and high. Specifically, the stability coefficient for the national values domain reached 91.67%, and for the social values domain, it reached 100%. In the moral and religious values domain, the stability coefficient reached 88.24%, while for the entire value system, it reached 91.3%. These values reflect good and acceptable stability, instilling trust in the reliability of the content analysis card.

### B) Calculating the Stability Coefficient Across People

The researcher assessed the stability coefficient across different individuals by involving another specialized researcher (educational supervisor in social studies) to independently analyse a specific unit ("Third Unit: Civil Society - Book Seven"). The differences between the two analyses were then calculated using the Holsty equation, as presented in the subsequent table.

Table (3.4): The Stability of the Analysis Card Across People

| <b>Analysis</b>           | <b>National Values</b> | <b>Social Values</b> | <b>Moral and Religious values</b> | <b>Total</b> |
|---------------------------|------------------------|----------------------|-----------------------------------|--------------|
| the first                 | 22                     | 5                    | 15                                | 42           |
| the second                | 18                     | 6                    | 16                                | 40           |
| points of agreement       | 18                     | 5                    | 15                                | 38           |
| points of difference      | 4                      | 1                    | 1                                 | 6            |
| stability of the analysis | 81.82%                 | 83.33%               | 93.75%                            | 90.48%       |

The table above demonstrates that the stability coefficients across different individuals for the domains of the value system were both acceptable and high. Specifically, the stability coefficient for the national values domain reached 81.82%, and for the social values domain, it reached 83.33%. In the moral and religious values domain, the stability coefficient reached 93.75%, while for the entire value system, it reached 90.48%. These values indicate good and acceptable stability coefficients, affirming the trustworthiness of the content analysis card. With these positive outcomes, the researcher has established the validity of the content analysis card, confirming its

readiness for application to the content of social studies textbooks for the seventh and eighth grades (See Annex 2: Content Analysis Card).

### **Second: Teachers' Questionnaire**

The teachers' questionnaire aims to evaluate how male and female teachers comprehend the value system (national, social, religious and moral) in the seventh and eighth-grade social studies textbooks. The operational definition of the value system has been referred to in the study's terms.

The questionnaire underwent a meticulous building process, including examining educational literature and specialized research related to the value system.

The initial form of the questionnaire had three fields with a total of 20 paragraphs. The first field included eight paragraphs that focused on the educational content and how it reflects the system of values as stated in the general objectives of the curriculum. The second field had six paragraphs that assessed the clarity of values among male and female teachers. The third field included six paragraphs that evaluated the teacher's ability to inculcate positive values among students.

After preparing the study tool initially, it was presented to 8 Arbitrators (as detailed in Appendix 3) with experience and competence to verify its validity and ensure the correctness of the content of the paragraphs that make up the questionnaire, and their suitability for the study's objectives and variables, and they indicated some appropriate modifications to become its final form that was distributed to the study sample. The internal consistency validity was revealed through correlation coefficients between each paragraph of the domains with the total score of the same field. The Pearson test showed that they were all in function, and the results were as follows:



Table (3.5): Correlation Values between Items, Sub-Domains, and the Questionnaire as a Whole

| <b>Paras</b>  | <b>The first Axis</b> | <b>The Second Axis</b> | <b>Third Axis</b> | <b>The Model Values</b> |
|---|-----------------------|------------------------|-------------------|-------------------------|
| Religious and moral values are mentioned in all book activities (text, picture, map, lesson questions, and the unit project). | .742**                |                        |                   | .703**                  |
| National values are mentioned in all book activities (text, picture, map, lesson questions, and the unit project).            | .854**                |                        |                   | .754**                  |
| Social values are mentioned in all book activities (text, picture, map, lesson questions, and the unit project).              | .879**                |                        |                   | .845**                  |
| The educational content enhances students' religious and moral awareness  | .818**                |                        |                   | .585**                  |
| Educational content works to inculcate national values among students   | .914**                |                        |                   | .774**                  |
| The educational content develops students' social values  | .900**                |                        |                   | .797**                  |
| The educational content is rich in activities that encourage students to implement projects that instill values in students   | .744**                |                        |                   | .672**                  |
| The educational objectives of the study units are reflected in the content of the study unit                                  |                       | .708**                 |                   | .531**                  |

| <b>Paras</b>  | <b>The first Axis</b> | <b>The Second Axis</b> | <b>Third Axis</b> | <b>The Model Values</b> |
|---|-----------------------|------------------------|-------------------|-------------------------|
| The values are stated clearly and explicitly  |                       | .844**                 |                   | .763**                  |
| Values are given implicitly   |                       | .659**                 |                   | .681**                  |
| Social studies balanced between the explicit and implicit presentation of values                |                       | .817**                 |                   | .764**                  |
| Social studies balance the presentation of religious, national, and social values               |                       | .834**                 |                   | .717**                  |
| I can instill positive values in students by citing examples from reality                       |                       |                        | .731**            | .744**                  |
| I can instill positive values among students through the implementation of educational projects |                       |                        | .765**            | .474**                  |
| I can instill positive values among students by reviving religious and national events          |                       |                        | .750**            | .585**                  |
| I can instill positive values in students through educational field trips                       |                       |                        | .650**            | .681**                  |

The results presented in Table (5) indicate that all Pearson correlation coefficients for both items and domains are statistically significant, with values below 0.01. This outcome provides reassurance to the researcher regarding the questionnaire's reliability and its effectiveness in measuring the intended constructs.

Scale stability was assessed using Cronbach's alpha test and mid-term segmentation to reveal the stability of the questionnaire domains and the questionnaire as a whole. The results indicate consistently high values, reflecting strong stability in both the overall scale and its sub-domains.

Table (3.6): The Stability Values of the Scale Domains and the Scale as a Whole

| Fields           | Cronbach's Alpha | Split Half     |         |
|------------------|------------------|----------------|---------|
|                  |                  | Spearman-Brown | Guttman |
| The first axis   | 0.926            | 0.968          | 0.98    |
| The second axis  | 0.83             | 0.767          | 0.87    |
| Third axis       | 0.777            | 0.649          | 0.79    |
| the model values | 0.887            | 0.94           | 0.97    |

The final version of the questionnaire comprises three fields with a total of 17 paragraphs. These fields assess the educational content's alignment with the curriculum's general objectives in reflecting values, the clarity of values understood by male and female teachers, and the teachers' ability to instill positive values in students. Each field contains a varying number of paragraphs. The Likert scale with five points ranging from "very high degree" (5) to "very low degree" (1) was utilized for respondents to indicate their answers, providing a comprehensive tool to evaluate teachers' understanding and effectiveness in fostering values.

The questionnaire underwent rigorous development stages, including examination of educational literature, initial design, expert arbitration, and validation measures to ensure its effectiveness and reliability. (See Appendix 4 for the final questionnaire details).

### **Third: The Interview**

To ensure the accuracy of the study, the researcher designed the structured interview questions in such a way that they aligned with the research objectives, hypotheses, and theoretical framework. Relevant sources such as previous studies and related references to the subject of the study were also used to support the questions. Additionally, five specialists were consulted to validate the questions. After receiving feedback from the experts, the interview was conducted among members of the research community to test the validity of the questions. Based on the feedback from the community, the questions were reformulated. Finally, the questions were applied to the research sample by conducting the interviews in a final way.

The interview, employed as a data collection tool, facilitates obtaining valuable insights, solutions, and responses to specific questions. It involves a structured meeting between the researcher and a predetermined individual, where the researcher poses a set of targeted questions related to a specific topic, documenting the interviewee's responses. This method is employed to gather data and unveil the subject's emotions and behaviours in distinct situations, aiming for practical and effective outcomes. The interview serves to corroborate the findings from the questionnaire and refine the proposed model through engagement with relevant stakeholders (see Appendix 5 for interview questions).

### **Steps to Analyze Qualitative Data (Interviews)**

In the analysis of the interview data, the researcher adhered to a systematic approach outlined in the method by Creswell (2018). This involved organizing the data obtained from audio recordings and notes, categorizing them based on participant information and interview dates, and applying dummy coding for identification. The content of the audio

recordings was transcribed into written texts for ease of handling. Subsequently, an open coding approach was employed, involving a thorough reading of the texts to extract the main ideas relevant to the study's focus. A symbol classification was then generated, organizing and categorizing symbols by grouping related or common ones, along with calculating repetitions and percentages.

The presentation of data utilized tables for open-ended questions and quoted paragraphs for interview responses, highlighting the most frequent and significant topics. The final step involved discussing and interpreting the results, and determining the study sample's perspectives on the value system present in seventh and eighth-grade social studies, whether positive or negative.

### **Procedures of the Interview**

To gain comprehensive insights into the proposed perception regarding the value system in seventh and eighth-grade social studies textbooks, individual interviews were conducted with four educational supervisors and sixteen teachers. The open interview format, commonly used in qualitative research, was employed. The interview protocol involved setting goals, selecting relevant individuals (teachers and supervisors), formulating open-ended questions, obtaining prior consent and scheduling interviews, selecting quiet interview locations, and ensuring individual interviews for confidentiality.

The interviews commenced with a welcome and introduction to the study, emphasizing participant importance and confidentiality. Questions focused on questionnaire-related topics concerning the value system, with three questions in total. The interviews, lasting between 40-70 minutes, were recorded with participant consent for analysis purposes.

Transparency, familiarity, and respect for participants' opinions and ideas were prioritized in the questioning process, ensuring a conducive environment for accurate and realistic responses. Participants were thanked for their cooperation after each interview.

### **The Research Application Procedures and Steps**

The research methodology involved several key steps. Firstly, the study's focus on uncovering the presence of the value system in the seventh and eighth-grade social studies curriculum was established. Facilitation letters were obtained from the Arab American University to aid in data collection. Tools such as the content analysis card for textbook evaluation and the teachers' questionnaire were designed, refined, and approved by the Ministry of Education.

The questionnaire was distributed electronically to male and female teachers, yielding 90 valid responses. SPSS25 was used for data processing. An interview card was also developed for qualitative insights from educational supervisors and teachers. The culmination of these steps allowed for the creation of an optimal model based on tool outputs and global models, contributing to a comprehensive understanding of the value system in the targeted curriculum.

### **Study Variables**

- Independent variables: The study examines various independent variables, encompassing gender, academic qualification, teaching experience, especially in social studies, specialization, and the grade they instruct. These factors are considered influential elements that may affect the dependent variable, which involves assessing how male and female teachers comprehend the value system.

- Dependent variables: The dependent variable specifically entails evaluating teachers' understanding of national, social, and moral values embedded in the social studies curriculum for seventh and eighth grades. Through analyzing these variables, the research seeks to identify patterns and relationships, providing insights into the factors influencing teachers' grasp of the value system within the designated educational framework.

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### **Statistical Treatment**

Following the data collection phase, the researcher provided the statistical analyst with an Excel file, which was then processed and converted into a format suitable for analysis using the SPSS25 program. Various statistical techniques were employed, such as extracting numerical values, percentages, arithmetic averages, standard deviations, Cronbach's alpha for stability assessment, Independent Sample T-test for significant mean differences based on gender, and One-Way ANOVA test for significant mean differences concerning variables with three or more levels, like years of experience.

The interpretation of arithmetic averages aimed to assess the extent of male and female teachers' comprehension of the values system (national, moral, and social) within the social studies curriculum for seventh and eighth grades, utilizing specific criteria for result interpretation in the study sample.

Table (3.7): Criterion Adopted in the Interpretation of Arithmetic Average

| <b>Cell length</b>      | <b>Corresponding relative weight</b> | <b>Degree of approval</b> |
|-------------------------|--------------------------------------|---------------------------|
| from 1.80 – 1           | from %36-20%                         | very low                  |
| Bigger than 2.60 - 1.80 | Bigger than %52 - 36%                | low                       |
| Bigger than 3.40 – 2.60 | Bigger than 68 - %52%                | Medium                    |
| Bigger than 4.20 – 3.40 | Bigger than %84 - 68%                | high                      |
| Bigger than 4.20 -5     | bigger than an %100-84%              | Very high                 |

### 3.7 Human Subjects' Approval

As human subjects are primarily involved in the research, approval would be requested according to the Ministry of Education's policies. All study participants will be provided with a consent form that will outline the purpose of the research, the data collection process, and the measures taken to protect the confidentiality of participants.



## **Chapter Four**

### **Results, Findings, and Analysis**

#### **4.1 Preface**

This chapter undertakes the task of analyzing and discussing the results to address the study's questions and hypotheses. To achieve this, the data collected from the study's questionnaire underwent statistical processing utilizing the Statistical Packages Program for Social Studies (SPSS).

Additionally, the outcomes of the open-ended questions from the questionnaire and the insights gleaned from personal interviews are presented for a comprehensive understanding of the study's findings. The ensuing sections delve into a detailed examination and interpretation of the obtained results, shedding light on the key aspects of the research inquiries.

#### **4.2 Results of the Study**

##### **4.2.1 Results Related to The First Question of The Study**

The question is: "What is the value system that is presented in the social studies textbooks for the seventh and eighth graders in Palestine?"

The investigation into the value system presented in the Social Studies textbooks for the seventh and eighth grades in Palestine involved the utilization of an analysis card for scrutinizing the content. The card enabled the assessment of the inclusion of the value system—national, moral, and social—through the calculation of frequencies and percentages.

The following is a breakdown of each book separately:

First: Seventh Grade

Table (4.1): Explains the Results of the Analysis of Social Studies Units for the Seventh Grade in the Light of the Extent to Which they Include the Value System (National, Moral, and Social)

| Unit  | Moral and religious values |    | Social values |    | National values |     | Total   |     |
|---|----------------------------|----|---------------|----|-----------------|-----|---------|-----|
|   | %                          | F  | %             | F  | %               | F   | %       | F   |
| The First/Transcontinental Islamic State      | 25.56%                     | 23 | 18.18%        | 14 | 9.38%           | 12  | 16.61%  | 49  |
| Second: the achievements of the Islamic State | 25.56%                     | 23 | 11.69%        | 9  | 32.03%          | 41  | 24.75%  | 73  |
| Third Unit: Civil Society                     | 14.44%                     | 13 | 41.56%        | 32 | 14.06%          | 18  | 21.36%  | 63  |
| Fourth: The Decline of The Islamic State      | 15.56%                     | 14 | 6.49%         | 5  | 15.63%          | 20  | 13.22%  | 39  |
| Fifth: The Islamic world                      | 16.67%                     | 15 | 3.90%         | 3  | 11.72%          | 15  | 11.19%  | 33  |
| Sixth: Human Rights                           | 2.22%                      | 2  | 18.18%        | 14 | 17.19%          | 22  | 12.88%  | 38  |
| Total   | 100.00%                    | 90 | 100.00%       | 77 | 100.00%         | 128 | 100.00% | 295 |

The analysis of the seventh-grade social studies textbook revealed varying degrees of inclusion of the value system across different units. The second unit demonstrated the highest degree of inclusion (24.75%), followed by the third unit (21.36%), the first unit (16.61%), the fourth unit (13.22%), the sixth unit (12.88%), and the fifth unit (11.19%). Similarly, the second unit exhibited the highest inclusion of moral and religious values

(24.75%), followed by the third unit (21.36%), the first unit (16.61%), the fourth unit (13.22%), the sixth unit (12.88%), and the fifth unit (11.19%). Regarding social values, the third unit had the greatest inclusion (41.56%), followed by the first and sixth units (18.18%), the second unit (11.69%), the fourth unit (6.49%), and the fifth unit (3.9%). Additionally, national values were most prominently included in the second unit (32.03%), followed by the sixth unit (17.19%), the fourth unit (15.63%), the third unit (14.06%), the fifth unit (11.72%), and the first unit (9.38%). These findings highlight the variability in the incorporation of values across different lessons in the seventh-grade social studies textbook.

The following are the results of the content analysis of the seventh-grade social studies textbook, according to the lessons:

Table (4.2): Explains the Results of Analyzing Social Studies Lessons for the Seventh Grade in the Light of the Extent to Which they Include the Value System (National, Moral and Social)

| Unit                                      | The lesson  | Moral and religious values |   | Social values |   | National values |   | Total  |    |
|---|---|----------------------------|---|---------------|---|-----------------|---|--------|----|
|   |   | %                          | F | %             | F | %               | F | %      | F  |
| The First: Transcontinental Islamic State | At the beginning of the unit  | 4.35%                      | 1 | 21.43%        | 3 | 0.00%           | 0 | 8.16%  | 4  |
|   | The first: is the continent of Asia and the extension of the Islamic state therein  | 30.43%                     | 7 | 7.14%         | 1 | 33.33%          | 4 | 24.49% | 12 |
|   | The second: is the continent of Africa and the extension of the Islamic state in it | 17.39%                     | 4 | 35.71%        | 5 | 16.67%          | 2 | 22.45% | 11 |
|   | The third: the continent of Europe and the extension of the Islamic state therein   | 17.39%                     | 4 | 14.29%        | 2 | 16.67%          | 2 | 16.33% | 8  |
|   | Fourth: North America   | 17.39%                     | 4 | 14.29%        | 2 | 16.67%          | 2 | 16.33% | 8  |

|   |   |          |    |         |    |          |    |          |    |
|---|---|----------|----|---------|----|----------|----|----------|----|
|   | Fifth: the continent of South America (Latin)   | 4.35%    | 1  | 0.00%   | 0  | 16.67%   | 2  | 6.12%    | 3  |
|   | Sixth: the continent of Oceania   | 8.70%    | 2  | 7.14%   | 1  | 0.00%    | 0  | 6.12%    | 3  |
|   | Total   | 100.00 % | 23 | 100.00% | 14 | 100.00 % | 12 | 100.00 % | 49 |
| Second: The Achievements of The Islamic State | At the beginning of the unit  | 4.35%    | 1  | 11.11%  | 1  | 4.88%    | 2  | 5.48%    | 4  |
|   | The first: administrative achievements in the Islamic State                                   | 8.70%    | 2  | 55.56%  | 5  | 21.95%   | 9  | 21.92%   | 16 |
|   | The second: is architectural achievements in the Islamic State                                | 4.35%    | 1  | 22.22%  | 2  | 24.39%   | 10 | 17.81%   | 13 |
|   | Third: Examples of Islamic architectural achievements in Palestine                            | 0.00%    | 0  | 0.00%   | 0  | 34.15%   | 14 | 19.18%   | 14 |
|   | Fourth: the scientific achievements of the Islamic State                                      | 60.87%   | 14 | 0.00%   | 0  | 12.20%   | 5  | 26.03%   | 19 |
|   | Fifth: the economic achievements of the Islamic State   | 21.74%   | 5  | 11.11%  | 1  | 0.00%    | 0  | 8.22%    | 6  |
|   | Unit project  | 0.00%    | 0  | 0.00%   | 0  | 2.44%    | 1  | 1.37%    | 1  |
|   | Total   | 100.00 % | 23 | 100.00% | 9  | 100.00 % | 41 | 100.00 % | 73 |
| Third Unit: Civil Society                     | At the beginning of the unit  | 0.00%    | 0  | 15.63%  | 5  | 5.56%    | 1  | 9.52%    | 6  |
|   | The first: is civil society organizations   | 7.69%    | 1  | 34.38%  | 11 | 27.78%   | 5  | 26.98%   | 17 |
|   | The second: is the values of civil society  | 92.31%   | 12 | 50.00%  | 16 | 66.67%   | 12 | 63.49%   | 40 |
|   | Total   | 100.00 % | 13 | 100.00% | 32 | 100.00 % | 18 | 100.00 % | 63 |
| Fourth: The Decline of the Islamic State      | At the beginning of the unit  | 21.43%   | 3  | 60.00%  | 3  | 5.00%    | 1  | 17.95%   | 7  |
|   | The first: is the internal factors of the weakness of the Islamic state in the Abbasid period | 0.00%    | 0  | 0.00%   | 0  | 5.00%    | 1  | 2.56%    | 1  |

|                          |  |          |    |         |    |          |    |          |    |
|--------------------------|--|----------|----|---------|----|----------|----|----------|----|
|                          | The second: is the external factors of the weakness of the Islamic state in the Abbasid period | 35.71%   | 5  | 0.00%   | 0  | 15.00%   | 3  | 20.51%   | 8  |
|                          | The third: Decisive battles on the land of Palestine   | 35.71%   | 5  | 40.00%  | 2  | 65.00%   | 13 | 51.28%   | 20 |
|                          | Fourth: The collapse of the Islamic State in Andalusia   | 7.14%    | 1  | 0.00%   | 0  | 10.00%   | 2  | 7.69%    | 3  |
|                          | Total  | 100.00 % | 14 | 100.00% | 5  | 100.00 % | 20 | 100.00 % | 39 |
| Fifth: The Islamic World | At the beginning of the unit   | 13.33%   | 2  | 66.67%  | 2  | 0.00%    | 0  | 12.12%   | 4  |
|                          | The first: is the location and importance of the Islamic world                                 | 0.00%    | 0  | 0.00%   | 0  | 26.67%   | 4  | 12.12%   | 4  |
|                          | The second: is the people of the Islamic world   | 13.33%   | 2  | 33.33%  | 1  | 13.33%   | 2  | 15.15%   | 5  |
|                          | Third: Palestine and the Islamic World   | 73.33%   | 11 | 0.00%   | 0  | 60.00%   | 9  | 60.61%   | 20 |
|                          | Total  | 100.00 % | 15 | 100.00% | 3  | 100.00 % | 15 | 100.00 % | 33 |
| Sixth: Human Rights      | At the beginning of the unit   | 0.00%    | 0  | 21.43%  | 3  | 9.09%    | 2  | 13.16%   | 5  |
|                          | The first: human rights in war   | 50.00%   | 1  | 0.00%   | 0  | 77.27%   | 17 | 47.37%   | 18 |
|                          | The second: is the rights of persons with disabilities   | 50.00%   | 1  | 78.57%  | 11 | 13.64%   | 3  | 39.47%   | 15 |
|                          | Total  | 100.00 % | 2  | 100.00% | 14 | 100.00 % | 22 | 100.00 % | 38 |

It is clear from the above table that the diversity and disparity in dealing with the value system in the content of the lessons in the seventh book are as follows:

Unit one: The analysis of the social studies textbooks for seventh and eighth grades in Palestine, employing content analysis, reveals distinct patterns in the inclusion of the value system. The seventh-grade textbook demonstrates a greater degree of inclusion

(59.96%) compared to the eighth-grade textbook (40.04%). Specifically, moral and religious values are more prominent in the seventh grade (74.38%), while social values (65.81%) and national values (50.39%) also feature prominently. The study attributes these differences to a gradual fading of emphasis on values as educational levels increase, suggesting that instilling values is more effective in lower educational stages. Further analysis of the seventh-grade textbook across different units and lessons unveils variations in the representation of the value system, underscoring the complexity and diversity in addressing values within the curriculum.

Unit two: The analysis of the second unit in the seventh-grade social studies textbook reveals variations in the representation of the value system across different lessons. The fourth lesson stands out with the highest relative weight (26.03%), emphasizing moral and religious values (60.87%), followed by the first lesson (21.92%) with a mix of social and national values. The third lesson (19.18%) prioritizes national values, while the second lesson (17.81%) focuses on social values. The fifth lesson (8.22%) highlights moral and religious values, while the beginning of the unit (5.48%) encompasses social and national values. The unit draft has the lowest representation (1.37%). This nuanced analysis illustrates the intricate interplay of moral, social, and national values within specific lessons, providing valuable insights into the content structure of the curriculum.

Unit three: The analysis of the seventh-grade social studies textbook reveals that the second lesson holds the highest relative weight (63.49%) within the third unit, emphasizing moral and religious values (92.31%). Social values are also prominent in the second lesson (50%), followed by the first lesson (34.38%), while the beginning of the unit focuses on social values (15.63%). National values hold significance in the

second lesson (66.67%) and the first lesson (27.78%), with a minimal representation at the beginning of the unit (5.56%).

Unit four: In the fourth unit, the third lesson takes precedence with a relative weight of 51.28%, emphasizing moral and religious values (35.71%). Social values are significant at the beginning of the unit (60%), followed by the third lesson (40%), while national values are prominent in the third lesson (65%) and the second lesson (15%).

Unit five: The analysis of the fifth unit in the seventh-grade social studies textbook indicates that the third lesson holds the highest relative weight (60.61%). National values are emphasized in the third lesson (60%), followed by the first lesson (26.67%), while moral and religious values are predominant in the third lesson (73.33%).

Unit six: Within the sixth unit, the first lesson holds the highest relative weight (47.37%). Moral and religious values are equally represented in the first and second lessons (50%), while social values are prominent in the second lesson (78.57%), and national values take precedence in the first lesson (77.27%).

## Second: Book Eight

Table (4.3): Explains the Results of the Analysis of Social Studies Units for the Eighth Grade in the Light of the Extent to Which they Include the Value System (National, Ethical and Social)

| Unit   | Moral and Religious Values |    | Social Values |    | National values |     | Total  |     |
|--|----------------------------|----|---------------|----|-----------------|-----|--------|-----|
|  | %                          | F  | %             | F  | %               | F   | %      | F   |
| First: A Journey in the Arab World                                 | 25.81%                     | 8  | 32.50%        | 13 | 20.63%          | 26  | 23.86% | 47  |
| Second: Political developments in the Arab world in the modern era | 22.58%                     | 7  | 0.00%         | 0  | 17.46%          | 22  | 14.72% | 29  |
| Third: citizenship   | 19.35%                     | 6  | 50.00%        | 20 | 26.98%          | 34  | 30.46% | 60  |
| Fourth: Global Transformations in the Modern Era                   | 29.03%                     | 9  | 2.50%         | 1  | 21.43%          | 27  | 18.78% | 37  |
| Fifth: Colonial Ambitions in the Arab world                        | 0.00%                      | 0  | 0.00%         | 0  | 9.52%           | 12  | 6.09%  | 12  |
| Sixth: Gender  | 3.23%                      | 1  | 15.00%        | 6  | 3.97%           | 5   | 6.09%  | 12  |
| Total  | 100%                       | 31 | 100%          | 40 | 100%            | 126 | 100%   | 197 |

In the eighth-grade social studies textbook, the inclusion of the value system varied across different units. The third unit demonstrated the highest inclusion (30.46%), followed by the first, fourth, second, and finally the fifth and sixth units. Moral and religious values were prominently featured in the fourth unit (29.03%), while social values were most represented in the third unit (50%). National values took precedence in the third unit (26.98%), followed by the fourth and first units. The fifth and sixth



units had minimal representation across all value categories, highlighting variations in the depth of value integration in different sections of the eighth-grade textbook.

The following are the results of the content analysis of the eighth-grade social studies textbook, according to the lessons.

Table (4.4): Explains the Results of the Analysis of Social Studies Lessons for the Eighth Grade in the Light of the Extent to Which they Include the Value System (National, Ethical, and Social)

| Unit   | The lesson  | Moral and Religious values |   | Social Values |    | National values |    | Total    |    |
|--|---|----------------------------|---|---------------|----|-----------------|----|----------|----|
|  |   | %                          | F | %             | F  | %               | F  | %        | F  |
| First: A Journey in the Arab World                                 | At the beginning of the unit  | 0.00%                      | 0 | 0.00%         | 0  | 11.54%          | 3  | 6.38%    | 3  |
|  | The first: The Arab World website                                       | 12.50%                     | 1 | 0.00%         | 0  | 11.54%          | 3  | 8.51%    | 4  |
|  | Second: Topography of the Arab world                                    | 0.00%                      | 0 | 7.69%         | 1  | 0.00%           | 0  | 2.13%    | 1  |
|  | Third: the climate in the Arab world                                    | 12.50%                     | 1 | 0.00%         | 0  | 0.00%           | 0  | 2.13%    | 1  |
|  | Fourth: the population in the Arab world                                | 75.00%                     | 6 | 53.85 %       | 7  | 42.31%          | 11 | 51.06%   | 24 |
|  | Fifth: Economic activities in the homeland                              | 0.00%                      | 0 | 15.38 %       | 2  | 19.23%          | 5  | 14.89%   | 7  |
|  | Sixth: Water security in the Arab world                                 | 0.00%                      | 0 | 23.08 %       | 3  | 15.38%          | 4  | 14.89%   | 7  |
|  | Total   | 100.00%                    | 8 | 100.00 %      | 13 | 100.00 %        | 26 | 100.00 % | 47 |
| Second: Political Developments in The Arab World in The Modern Era | At the beginning of the unit  | 0.00%                      | 0 | 0.00%         | 0  | 18.18%          | 4  | 13.79%   | 4  |
|  | The political forces controlling the Arab world before the Ottoman rule | 28.57%                     | 2 | 0.00%         | 0  | 40.91%          | 9  | 37.93%   | 11 |
|  | The second: the Ottoman rule of the Arab world                          | 28.57%                     | 2 | 0.00%         | 0  | 9.09%           | 2  | 13.79%   | 4  |
|  | The third: the conditions of the  | 14.29%                     | 1 | 0.00%         | 0  | 9.09%           | 2  | 10.34%   | 3  |

|  |  |         |   |          |    |          |    |          |    |
|--|--|---------|---|----------|----|----------|----|----------|----|
|  | Arab world under Ottoman rule  |         |   |          |    |          |    |          |    |
|  | Fourth: Palestine in the Ottoman era                                   | 28.57%  | 2 | 0.00%    | 0  | 22.73%   | 5  | 24.14%   | 7  |
|  | Total  | 100.00% | 7 | 0.00%    | 0  | 100.00 % | 22 | 100.00 % | 29 |
| Third: Citizenship                               | At the beginning of the unit   | 0.00%   | 0 | 0.00%    | 0  | 8.82%    | 3  | 5.00%    | 3  |
|  | The first: Citizenship is rights and duties                            | 33.33%  | 2 | 80.00 %  | 16 | 52.94%   | 18 | 60.00%   | 36 |
|  | Second: Citizenship enhances the fight against corruption              | 66.67%  | 4 | 20.00 %  | 4  | 38.24%   | 13 | 35.00%   | 21 |
|  | Total  | 100.00% | 6 | 100.00 % | 20 | 100.00 % | 34 | 100.00 % | 60 |
| Fourth: Global Transformations in The Modern Era | At the beginning of the unit   | 11.11%  | 1 | 0.00%    | 0  | 0.00%    | 0  | 2.70%    | 1  |
|  | The first: is the European Renaissance                                 | 11.11%  | 1 | 0.00%    | 0  | 7.41%    | 2  | 8.11%    | 3  |
|  | The second: is geographical disclosures                                | 44.44%  | 4 | 0.00%    | 0  | 22.22%   | 6  | 27.03%   | 10 |
|  | Third: The Industrial Revolution                                       | 22.22%  | 2 | 0.00%    | 0  | 11.11%   | 3  | 13.51%   | 5  |
|  | Fourth: The Revolution of the American Colonies and their Independence | 11.11%  | 1 | 100.00 % | 1  | 18.52%   | 5  | 18.92%   | 7  |
|  | Fifth: The French Revolution   | 0.00%   | 0 | 0.00%    | 0  | 40.74%   | 11 | 29.73%   | 11 |
|  | Total  | 100.00% | 9 | 100.00 % | 1  | 100.00 % | 27 | 100.00 % | 37 |
| Fifth: Colonial Ambitions in the Arab world      | At the beginning of the unit   | 0.00%   | 0 | 0.00%    | 0  | 0.00%    | 0  | 0.00%    | 0  |
|  | The first: European colonialism in the Arab world                      | 0.00%   | 0 | 0.00%    | 0  | 0.00%    | 0  | 0.00%    | 0  |
|  | The second: is colonial competition over the Arab world                | 0.00%   | 0 | 0.00%    | 0  | 25.00%   | 3  | 25.00%   | 3  |
|  | Third: The French campaign against Egypt and the Levant                | 0.00%   | 0 | 0.00%    | 0  | 58.33%   | 7  | 58.33%   | 7  |

|               |                                 |         |   |         |   |         |    |         |    |
|---------------|---------------------------------|---------|---|---------|---|---------|----|---------|----|
|               | Fourth: The end of Ottoman rule | 0.00%   | 0 | 0.00%   | 0 | 16.67%  | 2  | 16.67%  | 2  |
|               | Total                           | 0.00%   | 0 | 0.00%   | 0 | 100.00% | 12 | 100.00% | 12 |
| Sixth: Gender | At the beginning of the unit    | 0.00%   | 0 | 16.67%  | 1 | 0.00%   | 0  | 8.33%   | 1  |
|               | The first: gender               | 0.00%   | 0 | 50.00%  | 3 | 60.00%  | 3  | 50.00%  | 6  |
|               | Two: Violence                   | 100.00% | 1 | 33.33%  | 2 | 40.00%  | 2  | 41.67%  | 5  |
|               | Total                           | 100.00% | 1 | 100.00% | 6 | 100.00% | 5  | 100.00% | 12 |

It is clear from the above table the diversity and disparity in dealing with the value system in the content of the lessons in the eighth book, as it becomes clear:

Unit One: The eighth-grade textbook demonstrated varied inclusion of the value system across lessons, with the fourth lesson having the highest representation (51.06%). It notably emphasized moral and religious values (75%) and social values (53.85%). National values were most pronounced in the fourth lesson (42.31%).

Unit Two: Diversity characterized the second unit, where the first lesson held the highest inclusion (37.93%). Moral and religious values were prominent in the first, second, and fourth lessons (28.57%), while national values took precedence in the first lesson (40.91%). Social values, however, were absent across all lessons.

Unit Three: The third unit exhibited a concentrated focus on moral and religious values in the second lesson (66.67%) and highlighted social values in the first lesson (80%). National values were predominantly featured in the first lesson (52.94%).

Unit Four: In the fourth unit, the fifth lesson took the lead in inclusion (29.73%), emphasizing moral and religious values (44.44%) and national values (40.74%). Social values were exclusively present in the fourth lesson.

Unit Five: Unit Five primarily emphasized national values, particularly in the third lesson (58.33%). Other values, including social, moral, and religious, were not prominently represented across the lessons.

Unit Six: The sixth unit highlighted the second lesson with substantial inclusion (41.67%), particularly focusing on moral and religious values (100%). Social values were most represented in the first lesson (50%), while national values were prominent in both the first and second lessons.

The findings are detailed in Table (11), shedding light on the extent to which the value system is incorporated into the content of social studies courses for the specified grade levels.

Table (4.5): Explains the Results of the Analysis of Social Studies Courses for the Seventh and Eighth Grades in the Light of the Extent to Which they Include the Value System (National, Moral, and Social)

| The book | Moral and Religious Values |     | Social Values |     | National Values |     | Total   |     |
|----------|----------------------------|-----|---------------|-----|-----------------|-----|---------|-----|
|          | %                          | F   | %             | F   | %               | F   | %       | F   |
| VII      | 74.38%                     | 90  | 65.81%        | 77  | 50.39%          | 128 | 59.96%  | 295 |
| VIII     | 25.62%                     | 31  | 34.19%        | 40  | 49.61%          | 126 | 40.04%  | 197 |
| Total    | 100.00%                    | 121 | 100.00%       | 117 | 100.00%         | 254 | 100.00% | 492 |

The analysis reveals a notable difference in the degree of inclusion of the value system between the seventh and eighth-grade textbooks. The seventh-grade textbook exhibited a higher degree of inclusion at 59.96%, whereas the eighth-grade counterpart included

only 40.04% of the value system. Delving deeper, the seventh-grade book excelled in incorporating moral and religious values at 74.38%, surpassing the eighth-grade book with 25.62%. Similarly, social values in the seventh-grade book stood at 65.81%, outperforming the eighth-grade book at 34.19%. National values were present at 50.39% in the seventh-grade book, while the eighth-grade book included 49.61%. The Researcher attributes these findings to a diminishing focus on the value system as educational stages progress, with a recognition that instilling values is more effective and profound in lower educational stages. As educational level rise, the emphasis on values tends to decline.

It is evident from the above analysis that the social studies curriculum for seventh and eighth grade basic education consists of paragraphs aimed at instilling patriotic, social, moral, and religious values in students. However, there is an imbalance in the distribution of these paragraphs among the various values. Therefore, it is necessary to strengthen and consolidate the paragraphs that are more effective in promoting the development of these values while formulating the content of the social studies curriculum for seventh and eighth-grade basic education. A review of the curriculum's goals and objectives is also essential to ensure alignment with the intended outcomes.

These rates are considered low compared to local standards, as the proficiency level recommended by the indicator's work team is set at 70. In the Palestinian context, there's a need for an educational system that prioritizes patriotic, social, moral, and cultural values. This is crucial to liberate Palestine from occupation and also to address our economic challenges.

The study's findings align with the research conducted by Al-Qimarie and Sandoqa in 2020, which identified and analyzed the social, religious, moral, economic, national,

and cognitive values presented in these books and how they were distributed. The study concluded that a total of 377 values were identified, and the distribution of these values in the History book was imbalanced. Similarly, Al-Agha and Al-Ahmad's 2012 study found that social, patriotic, and environmental values were the most common domains of values in textbooks of civic, life education, and social studies for the first four grades. These values were distributed at a rate of 45.92% for the first and second grades, and at a rate of 54.071% for the third and fourth grades. Mortaja and Al-Rantisi's 2011 study also found an imbalance of the distribution of citizenship values in the Palestinian civic education curriculum for grades seven to nine. However, this study revealed a low representation of citizenship values in Palestinian Civic education for the second cycle of basic education. The researcher attributed the reasons for the difference is due to the temporal dimension, as Mortaja and Rantisi's Study was applied 13 years before this study, and thus this led to the presence of intellectual and cultural developments and reforms in the Palestinian curricula that were the reasons for the difference in the results of the study. The researcher indicated that the difference in results can be attributed to the temporal dimension. With a span of 13 years between the two studies, there have been significant changes in the intellectual and cultural landscape of the Palestinian curricula. These changes and reforms have undoubtedly contributed to the discrepancy in results. It is clear that the evolution of education over time must be taken into account when interpreting research.

#### **4.2.2 Results Related to The Second Question of The Study:**

The question is " What is the scope of teachers 'understanding for the model values presented?"

The previous question was answered from two aspects: the first was the use of a questionnaire about teachers' understanding of the value system, and the second was the use of an interview tool with a sample of teachers and supervisors.

The results were as follows:

**First: A Survey of Teachers' Understanding of the Value System:**

The assessment is divided based on the fields of study:

A) The area of the educational content reflects the system of values as stated in the general objectives of the curriculum:

Table (4.6): The Arithmetic Means and Standard Deviations of the Paragraphs of the Field of Educational Content Reflect the System of Values as Stated in the General Objectives of the Curriculum

| No | Paras   | Mean | Std.<br>Deviation | %      | Rank | Criterion<br>Degree |
|----|---|------|-------------------|--------|------|---------------------|
| 1  | Religious and moral values are mentioned in all book activities (text, picture, map, lesson questions, and the unit project). | 3.29 | 0.86              | 65.75% | 5    | medium              |
| 2  | National values are mentioned in all book activities (text, picture, map, lesson questions, and the unit project).            | 3.47 | 0.83              | 69.43% | 1    | high                |
| 3  | Social values are mentioned in all book activities (text, picture, map, lesson questions, and the unit project).              | 3.30 | 0.78              | 65.98% | 4    | medium              |
| 4  | The educational content enhances students' religious and moral awareness  | 3.10 | 0.94              | 62.07% | 7    | medium              |
| 5  | Educational content works to inculcate national values among students   | 3.41 | 0.91              | 68.28% | 2    | high                |

| No | Paras   | Mean | Std.<br>Deviation | %      | Rank | Criterion<br>Degree |
|----|---|------|-------------------|--------|------|---------------------|
| 6  | The educational content develops students' social values  | 3.34 | 0.95              | 66.90% | 3    | medium              |
| 7  | The educational content is rich in activities that encourage students to implement projects that instill values in students | 3.21 | 0.94              | 64.14% | 6    | medium              |
| #  | The first axis  | 3.30 | 0.71              | 66.08% | #    | medium              |

Based on the data presented in Table (13), we can observe that:

- The response level to educational content paragraphs reflects the system of values contained in the general objectives of the curriculum. The average score, as measured by the arithmetic mean of the total score, was 3.30.
- The arithmetic means and relative weights of the domain items ranged between medium and large. Paragraph No. (2) had the highest relative weight of (69.43%), followed by Paragraph No. (5) with a relative weight of (68.28%), Paragraph No. (6) with a relative weight of (66.9%), Paragraph No. (3) with a relative weight of (65.98%), Paragraph No. (1) with a relative weight of (65.75%), Paragraph No. (7) with a relative weight of (64.14%), and finally, Paragraph No. (4) with a relative weight of (62.07%).



B) The area of the degree of clarity of values among male and female teachers:

Table (4.7): The Arithmetic Means and Standard Deviations of the Paragraphs of the Field of the Degree of Clarity of Values for Male and Female Teachers

| No | Paras  | Mean | Std.<br>Deviation | %      | Rank | Criterion<br>Degree |
|----|--|------|-------------------|--------|------|---------------------|
| 1  | The educational objectives of the study units are reflected in the content of the study unit | 3.64 | 0.76              | 72.87% | 1    | high                |
| 2  | The values are stated clearly and explicitly   | 3.36 | 0.88              | 67.13% | 2    | medium              |
| 3  | Values are given implicitly  | 3.30 | 0.86              | 65.98% | 3    | medium              |
| 4  | Social studies balanced between the explicit and implicit presentation of values             | 3.26 | 0.83              | 65.29% | 4    | medium              |
| 5  | Social studies balance the presentation of religious, national, and social values            | 3.21 | 0.85              | 64.14% | 5    | medium              |
| #  | The second axis  | 3.35 | 0.69              | 67.08% | #    | medium              |

Based on the data presented in Table (14), it has been observed that:

- Both male and female teachers had an average level of response to the paragraphs of the domain of the degree of clarity of values. The arithmetic means of the total score reached was 3.35.
- The arithmetic means and relative weights of the field items came in moderate degrees, except in Paragraph No. (1), which was found to be very high.

- Paragraph No. (1) had the highest relative weight of 72.87%, followed by Paragraph No. (2) with a relative weight of 67.13%, Paragraph No. (3) with a relative weight of 65.98%, Paragraph No. (4) with a relative weight of 65.29%, and finally, Paragraph No. (5) with a relative weight of 64.14%.

C) The area of the teacher's ability to instill positive values in students:

Table (4.8): The Arithmetic Means and Standard Deviations of the Paragraphs of the Field of the Teacher's Ability to Instill Positive Values Among Students

| No | Paras  | Mean | Std.<br>Deviation | %      | Rank | Criterion<br>Degree |
|----|--|------|-------------------|--------|------|---------------------|
| 1  | I can instill positive values in students by citing examples from reality  | 4.29 | 0.66              | 85.75% | 2    | Very high           |
| 2  | I can instill positive values among students through the implementation of educational projects                                  | 3.99 | 0.72              | 79.77% | 4    | high                |
| 3  | I can instill positive values among students by reviving religious and national events   | 4.17 | 0.72              | 83.45% | 3    | high                |
| 4  | I have the ability to instill positive values in students through educational field trips  | 3.76 | 0.86              | 75.17% | 5    | high                |
| 5  | I have the ability to instill positive values in students by telling stories or situations or through Quranic verses and hadiths | 4.30 | 0.68              | 85.98% | 1    | V. high             |
| #  | Third axis   | 4.10 | 0.60              | 82.02% | #    | high                |

The findings presented in Table (15) are truly remarkable. It is evident that a teacher's ability to inculcate positive values among students has a high level of response with a score of 4.10. The domain items' arithmetic means and relative weights varied between medium and high. The results clearly indicate that Paragraph No. 5 ranked first with a

relative weight of 85.98%, followed by Paragraph No. 1 in second place with a relative weight of 85.75%. Paragraph No. 3 ranked third with a relative weight of 83.45%, while Paragraph No. 2 took fourth place with a relative weight of 79.77%. Paragraph No. 4 ranked fifth with a relative weight of 75.17%.

To conclude, arithmetic means and standard deviations were obtained to assess the extent of male and female teachers' comprehension of the system of values (national, moral, and social) taught in the social studies curriculum for seventh and eighth-grade students. This assessment was carried out from the perspective of male and female teachers of the social studies curriculum in Ramallah and Al-Bireh Governorate. The details of the results can be found in table (16).

Table (4.9): The Arithmetic Means and Standard Deviations of the Level of Assessment of The Extent of Male and Female Teachers' Understanding of the System of Values (National, Ethical, and Social) that are Taught in the Social Studies Curriculum for the Seventh and Eighth Grades

| <b>Fields</b>   | <b>Mean</b> | <b>std.<br/>Deviation</b> | <b>%</b> | <b>Rank</b> | <b>criterion degree</b> |
|-----------------|-------------|---------------------------|----------|-------------|-------------------------|
| The first axis  | 3.30        | 0.71                      | 66.08%   | 3           | Medium                  |
| The second axis | 3.35        | 0.69                      | 67.08%   | 2           | Medium                  |
| Third axis      | 4.10        | 0.60                      | 82.02%   | 1           | Large                   |
| Total           | 3.59        | 0.51                      | 71.73%   | #           | Large                   |

According to the table provided, the evaluation of male and female teachers' understanding of the system of values (national, moral, and social) taught in the social studies curriculum was high, with an arithmetic mean of 3.59 and a relative weight of 71.73%. Among the three domains assessed, the teacher's ability to instill positive

values among students ranked first with an arithmetic mean of 4.10 and a relative weight of 82.02%. The degree of clarity of values among male and female teachers came in second with an arithmetic mean of 3.35 and a relative weight of 67.08%, while the educational content reflecting the system of values stated in the general curriculum objectives came in third with an arithmetic mean of 3.3 and a relative weight of 66.08%.

### **Second: Analyzing and Discussing the Qualitative Results (Interviews):**

As part of the study on the representation of the value system in social studies textbooks for seventh and eighth grades, it is important to analyze and discuss the qualitative results obtained from interviews. To achieve a deeper understanding of the topic, a sample of specialized teachers was surveyed via a questionnaire, and based on their responses, individual open-ended interviews were conducted with four educational supervisors and 16 male and female teachers. Each interview lasted between 40 to 70 minutes and was recorded on a mobile phone with the consent of the respondents. The recorded interviews were later transcribed and analyzed using content analysis. The goal of this process was to obtain necessary qualitative data that would help in setting an optimal model and recommendations for the study. Content analysis was used based on what was stated by Creswell (2018). It was clear from the qualitative results of the field of educational content that is reflected in the system of values as stated in the general objectives of the social studies curriculum for the seventh and eighth grades, which the researcher obtained through focus group discussion, as follows:

1. The educational supervisors differed in their answers to this question 50% of the sample said that the educational content reflects the system of values as stated in the general objectives of the social studies curriculum for the seventh and eighth grades,

while (50%) of them differ as they see that the educational content does not reflect the system of values as stated in the general objectives of the social studies curriculum for the seventh grades eighth, the following are examples of the respondents' responses to that:

The second component, Kh D, highlights that the curriculum lacks several essential values for these grades. However, the third component, FD, emphasizes that the curriculum is designed to reflect the system of values as stated in the general objectives of the social studies curriculum. The speaker discusses various examples to achieve this, such as the role of science and scientists in the renaissance of peoples, the interaction of civilizations, the emergence of printing and reform movements, and the benefits of Muslim sciences.

The speaker also emphasizes the importance of preserving human rights, religious tolerance, unity and belonging to the homeland, justice, democracy, and resistance against colonialism. Overall, the curriculum aims to instill a sense of loyalty and belonging to the homeland, promote unity, foster a love for knowledge, advocate freedom of thought and expression, and encourage cooperation among students.

2. Based on the data gathered, it appears that there is some disparity among teachers when it comes to whether the educational content in the social studies curriculum for seventh and eighth grades reflects the system of values as stated in its general objectives. While the majority of the sample (87.5%) believe that it does, 12.5% of teachers differ in opinion, stating that the educational content does not align with the system of values as outlined in the curriculum's objectives. Interestingly, this divergence in responses is in line with the findings of the questionnaire that aimed to understand the scope of the value system in the social studies textbooks for seventh and

eighth grades. The level of response to the paragraphs on the field of educational content was deemed average, which may explain the discrepancy in responses between male and female teachers when asked about this issue. The researcher suggests that with a larger sample size, the gap in responses may be even more pronounced, highlighting the need to give this issue greater attention and consideration. Several respondents provided examples of their views on this matter, which can be explored further:

The first component (T H) indicated that the social studies courses for the seventh and eighth grades included various religious, social, national, scientific, and economic values, but these values were not reflected in the general objectives that were set at the beginning of each study unit. While some values were included in the general objectives of the study units, many others were not mentioned at all. For instance, the love of science and freedom of thought and expression were highlighted in various lessons, but values such as the pride of the inhabitants of the Arab world in their homeland and language were not mentioned in the general objectives of the academic units. It is worth mentioning that the social studies textbook for the eighth grade in both parts included several values in the general objectives of each unit, but the objectives of these units were found to be similar. For example, collaboration and teamwork were emphasized by all applied activities presented in the two parts, and dialogue, debate, and respect for the other's opinion were emphasized by the activity "we think and discuss" in all the lessons. Similarly, the seventh-grade social studies content included several values, some of which were included in the general objectives of the study units, and some of them were not included as it was noted that the general objectives of the units were similar.

The second component also stated that the social studies curriculum's educational content reflects the system of values outlined in the general objectives for grades seven and eight. This is demonstrated by highlighting the role of Muslim preachers and merchants in promoting the Islamic religion during the historical events of the Islamic conquests. Such examples can be found in the Oceania lesson on page 38. The curriculum also emphasizes the value of having a sense of responsibility towards the state by showcasing the accomplishments of the caliphs and Muslim scholars in the second unit. However, the third component said "In the social studies curriculum for seventh and eighth graders, the value system is not the main focus. However, there is one unit in each part of the textbook that touches on this topic. For instance, in the seventh-grade book, the last unit titled "Civil Society" discusses the values of civil society. Similarly, the eighth-grade book has a separate unit that covers citizenship, rights and duties, corruption, and ways to combat it. The seventh component agreed with him as he indicated that the seventh component of the educational content has indicated an issue regarding the clarity of values such as tolerance, belonging, cooperation, and responsibility in the social studies curricula for the seventh and eighth grades.

To address this, it is necessary to ensure that these values are reflected clearly in the general objectives of the unit and emphasized during the explanation. Furthermore, activities such as "research issues" and "sharing opinions" can be designed to focus on these values and help students develop their attitudes and critical thinking skills.

The topic of the clarity of the system of values taught in the social studies curriculum for seventh and eighth graders has been also a matter of ongoing debate. It is clear from the qualitative results of the field of "clarity of the system of values (national, moral

and social) that are taught in the social studies curriculum for the seventh and eighth grades", which the researcher obtained through focus group discussion, were as follows:

1. The educational supervisors differed in their answers to this question. 50% agreed that the system of values taught in the curriculum was clear, while the remaining 50% disagreed. However, it is important to note that many of those who disagreed argued that the system was not clear enough. If we want to ensure that our students grow up with a strong sense of national, moral, and social values, we must strive to make the curriculum as clear and effective as possible. The following is an explanation of the sample answers to the question:

The first component (R Q) highlights that while objectives may be clear, values are often not given enough attention in educational content. Extracurricular activities like field trips and research projects can be a great way to supplement this deficiency. Similarly, the second component (M S) argues that values are often mentioned randomly and unintentionally, with national values prioritized over social and moral values. It is the responsibility of teachers to link the curriculum to students' lives and promote positive values, as demonstrated by the French Revolution unit in component three (F D). Finally, the fourth component (M Z) suggests that values can be taught directly or implicitly through course content, images, and curriculum authors' directions. By prioritizing values education, we can help students develop into well-rounded individuals who can make a positive impact on society.

2. Teachers differed in their answers to this question. While the majority of the study sample (68.75%) found the system of values to be clear, a significant minority (31.25%) disagreed and found it to be unclear. Here are some examples of the responses received from the teachers:



As indicated by the first component, the national, moral, and social values emphasized in the seventh and eighth-grade social studies curriculum were apparent under an alias. However, it was observed that these values were not given sufficient attention in the formulation of general study unit objectives. Hence, it is imperative to restructure the educational objectives of these units and ensure their balance. It seems that there are several issues with the way values are presented in social studies textbooks for seventh and eighth-grade students. The second component suggests that values are not always clearly stated and may require the guidance of a teacher to be properly understood. The third component indicates that some values are disorganized and require an expert teacher to explain them to students. The fourth component suggests that certain values are only mentioned in specific units, while the fifth component indicates that values are only clearly presented in specific activities within a single unit. Furthermore, the sixth component suggests that the system of values needs to be reformulated in the general objectives of the study units, while the seventh component indicates that values need to be formulated with a clear main goal. Finally, the eighth component suggests that there is an imbalance in the inclusion of social, moral, and national values. These findings highlight the need for a more comprehensive and organized approach to teaching values in social studies textbooks for seventh and eighth-grade students.

According to a focus group discussion, 50% of educational supervisors found the system of values clear, while the remaining 50% disagreed or found it insufficiently clear. Similarly, 68.75% of teachers found the system of values is clear, while 31.25% disagreed. These responses were consistent with the results of the questionnaire aimed at understanding the scope of the value system in the social studies textbooks for these grades. The level of response to the paragraphs of the field of clarity of values for male

and female teachers came medium. We note here the great convergence with the male and female teachers' responses to the second question of the interview questions, and the researcher believes that if the number of interviewed sample members were increased, the gap might appear more deeply in determining the sample's responses to this question. This result underscores the importance of paying attention to the clarity of values in the social studies curriculum for these grades and incorporating it into an optimal model.

The study's findings disagree with Khathi J. L. and Ajarny O. A.'s (2021) study, which discovered that South African teachers need regular and adequate training on classroom techniques that promote moral values in students across all academic areas. The Study of Kesken Y. & Kesken S. and Soylemez H.'s (2013) also concludes that social studies teachers do not consider themselves qualified enough in the values education field. Joseph Lomani Kathi's study also highlights the inadequate training of teachers in integrating moral values into learners. The reason for these differences could be the temporal dimension.

It is essential to recognize the significance of values education and ensure that teachers have the required skills and knowledge to teach moral values to their students. This will create responsible and ethical members of society who can contribute positively to the world.

#### **4.2.3 Results Related to the Third Question of the Study**

The third question was about the proposed optimal model to inoculate positive values among students. In the qualitative results obtained from focus group discussions, it was found that:

1. Educational supervisors had varying answers but all emphasized the importance of active learning and involving the students in the learning process. Below are some sample answers to this question:

Consider implementing these components in instilling values in students for a brighter future. The first component, which focuses on educational activities based on interaction between the curriculum and the student, can help students develop a deeper understanding of the importance of values in their lives. The second component, which suggests using pictures and graphics that indicate the importance of values, can help students visualize the impact of values in their lives. The third component, which emphasizes participating in school activities and initiatives, can help students feel a sense of belonging and responsibility towards their school and community.

Finally, the fourth component, which highlights the positive behavior and practices of the teacher, can serve as a role model for students to follow and emulate. By incorporating these components in your approach to education, you can help students develop a strong sense of values that will serve them well in all aspects of their lives.

2. The male and female teachers who were asked the third question provided varied responses, but all of them highlighted the significance of active learning and the learner's role. They suggested methods that aligned with their understanding of the value system, as evident from their answers to a questionnaire. The questionnaire's items were related to the teacher's ability to instill positive values in their students, and the teachers' responses were highly encouraging. These responses proved to be valuable in helping the researcher develop an optimal model. Below, you can find a detailed explanation of the sample's answers to the question:

As a teacher, there are several effective methods that can be used to instill values in students. The first component involves raising students' motivation through the use of interesting teaching methods, such as dialogue and discussion, project-based learning, storytelling, and electronic games. The second component focuses on assigning students to tasks and activities that promote values, including collecting pictures and making paintings. The third component emphasizes activating the educational content by linking it to the students' reality and using stories from the Holy Qur'an and historical events to promote Muslim tolerance.

Finally, the fourth component involves using various methods, such as presentations, analytical reading, writing reports, and displaying images and videos, to reinforce the values being taught.

From these results, we can see that educational supervisors and teachers emphasized the importance of active learning and involving students in the learning process to instill values. The suggested methods included interesting teaching methods, assigning tasks and activities that promote values, activating educational content by linking it to students' reality, and reinforcing values through presentations, analytical reading, writing reports and displaying images and videos.

These results are in agreement with the findings of a study conducted by Rukhsana, T. T., Kerry, D., & Terry, L. (2010). This study focused on prioritizing social and personal skills, and the alignment of lessons with real-life experiences. The results also support the study by Bamphatha Dinama (2012), which found that teachers need to adopt new teaching approaches to effectively transmit moral values to students. Furthermore, the Supardi and Hasanah (2020) study concluded that the Social Analysis Studies

Curriculum has the potential to instill values among students through learning activities that can be carried out directly or indirectly.

The researcher benefited from the supervisors' and male and female teachers' answers to this third question in supporting and building the optimal model:

### **4.3 The Optimal Model for Instilling Values Among Seventh and Eighth Grades**

#### **According to the Results of the Study.**

The results of this study have shown that there is a clear discrepancy between the perceptions of male and female teachers and supervisors regarding the alignment of the educational content with the system of values stated in the general objectives of the curriculum. As such, the researcher took corrective measures to bridge this gap and ensure that the curriculum is in line with the values that we aim to instill in our students. One of the key ways to achieve this is through the development of an appropriate optimal model that contributes to dealing with educating seventh and eighth students on national, social, and moral values in the social studies curriculum. The model's premises should be based on a set of foundations that should be adhered to by both policymakers and social studies teachers to instill values:

#### **The First Axis:**

The first axis of the optimal model is the philosophy on which the model is built and its main directives. This philosophy should be based on.

First: a full coordination between the curriculum developers and textbooks for various subjects, and adopting a unified perception of the target values that our schools seek to educate. This can be done by establishing a hierarchy of these values and focusing on

the priority ones that keep pace with important societal transformations nationally and internationally. Furthermore, the curriculum planners should revise the content of the seventh and eighth-grade social studies textbooks to ensure that the content reflects the system of value as stated in the general objectives of the social studies curriculum for the seventh and eighth grades. The educational content should promote moral, social, and national values through the textbooks' activities, including the text, pictures, maps, the questions of the lesson, the project of the unit, etc. The content should also be rich in activities that encourage students to do projects that will instill values in them. In conclusion, the optimal model outlined in this study provides a clear roadmap for policymakers and social studies teachers to ensure that our students are exposed to values that align with our societal norms and aspirations. By implementing the model's premises, we can bridge the gap highlighted in this study and ensure that our education system aligns with the values that we aim to instill in our students.

Second: emphasizes the importance of incorporating a balanced distribution of values in all lessons. It is imperative that each lesson encompasses activities that promote social, national, religious, and moral values. However, the content analysis results reveal an imbalance in the distribution of values in the seventh and eighth-grade social studies curriculum. The level of inclusion of the value system (national, social, religious, and moral values) in these textbooks varies significantly and needs to be addressed.

Third: The importance of including moral, national, and social values in textbooks cannot be overstated. Curriculum planners must ensure that such values are clearly referenced in the content of textbooks. This will enable social studies teachers to focus on them while teaching seventh and eighth-grade students. Results of a recent study

have revealed that social studies curriculum has indeed been designed to emphasize the importance of values education. However, there were varying opinions about the way in which values were presented in textbooks and across different subjects. The study also highlighted that the level of clarity of the value system among male and female social studies teachers was average. Interestingly, both male and female teachers had similar responses to the question regarding the clarity of the social system being taught in the social studies curriculum for seventh and eighth-grade students.

Fourth: In order to improve the education system, it is important to focus on educating students on critical thinking and the use of reason when dealing with various phenomena in schools. Rather than just teaching specific values, teachers should concentrate on activities in the curriculum that encourage problem-solving and develop the student's critical sense. This can be achieved by asking thought-provoking questions that encourage higher-order thinking skills and urging students to practice activities that give them the ability to examine and analyze arguments and evidence. By doing so, students will be able to think critically and make informed decisions, which is an essential skill for success in their future endeavors.

Fifth: One of the key factors in ensuring that students receive a quality education is the importance of educational practice in school. Research has shown that there is a discrepancy between the general objectives of the curricula and units and the reality of educational practice in schools. To bridge this gap, teachers should focus on instilling values in classroom relationships, school life, and learners' behaviors. Curriculum planners also have a role to play by ensuring that questions and exercises measure students' ability to apply and practice these values in their daily school life. By doing

so, educators can create a more inclusive and supportive learning environment, which can lead to better outcomes for students.

Sixth: employing student-centered learning strategies as the focus of the educational process which means activating the role of the learners with a focus on active learning. By making use of student-centered learning strategies, we can significantly improve the educational process. This approach prioritizes the learners' active engagement and emphasizes their role in the learning process. It is an effective means of creating a more engaging and interactive learning environment, leading to a better understanding of the subject matter. We can empower students to take control of their own learning, leading to more meaningful and lasting outcomes as the study results indicate that the ideas shared by the teachers during their interviews to enhance the system of values align with their responses to the questionnaire on understanding the scope of the system of values. The social studies teachers agreed that they must create an educational environment that promotes the system of values among students. They suggested two categories of activities to achieve this goal: classroom activities (inside the classroom) and extracurricular activities (outside the classroom):

Social studies teachers need to employ student-centered learning strategies to promote the system of values among students. The study found that teachers must create an educational environment that focuses on active learning and encourages students to participate in classroom and extracurricular activities. The classroom activities that teachers should employ include activating educational activities in social studies textbooks, clarifying social, national, religious, and moral values, encouraging students to pay attention to their classroom and school environment, allocating lessons on the Palestinian cause and refugees, and using teaching aids that reinforce values. Teachers



should also change traditional teaching methods and employ active learning strategies such as project education, educational games, e-learning, storytelling, role play, discussion, and presentations.

Additionally, teachers should encourage students to express their feelings and points of view freely, use stories from the Holy Qur'an and historical Islamic stories to talk about the good morals of Muslims, and activate the role of the educational counselor and guiding and counseling teacher for students. Teachers should also set positive examples by reinforcing positive behaviors, changing traditional evaluation methods, and orienting students towards writing reports and conducting research and investigations. By employing these strategies, social studies teachers can promote the system of values among students and create a positive learning environment that encourages active participation and engagement.

social studies teachers should also provide extracurricular activities that help students to practice and consolidate values. Here are some ideas:

- a. Utilize the school radio to create programs that promote values among students.
- b. Encourage students to volunteer at orphanages or other organizations to develop empathy and compassion.
- c. Assign students to participate in activities that reinforce positive values and encourage personal growth.
- d. Organize purposeful competitions that reinforce values such as teamwork, honesty, and respect.
- e. Involve students in national events and celebrations to foster a sense of pride and patriotism.
- f. Plan field visits to institutions where students can learn more about the importance of values in society.

- g. Invite prominent personalities and clerics to speak with students and share their experiences and insights.
- h. Encourage students to engage in volunteer work in their communities.
- i. Serve as a good role model and lead by example.
- j. Assign tasks that require students to research and report on historical and cultural landmarks in Palestine, the Arab and Muslim world.
- k. Encourage participation in school activities and initiatives that promote positive values and encourage teamwork and leadership.

### **The Second Axis:**

The second axis involves achieving the main objectives of the optimal model, which are:

- Develop a school resource recruitment plan.
- Motivate students to participate in school activities.
- Create awareness about the importance of instilling values through the school curricula.
- Ensure integration among the ministry's policies, the curriculum, and the school in instilling values among students.
- Help Students achieve the intended learning outcomes related to the inculcation of values.

### **The Third Axis**

The stages of the optimal model and the mechanisms of its implementation:

An ideal approach involves a multi-stage model that seeks to harmonize the policies of the ministry, the social studies curriculum, and the school, all with the objective of inculcating national, social, moral, and religious values in students.

The researcher provides a thorough explanation of each of these stages.

### **Preface and Planning Stage:**

#### **a) For Policymakers in the Ministry of Education:**

- Curriculum developers and planners should prepare a comprehensive activity guide to instill national, social, moral, and religious values among students. The guide should include specific values that are part of the social study curriculum, as well as how to introduce them to students. The activities should be divided into three categories, social, national, and religious/moral, and should promote positive social behavior, appreciation, service, love and belonging to the homeland, and support moral and virtuous values. To ensure successful implementation, it is recommended that social studies teachers be involved in creating the guide and planning the activities.

Additionally, a plan should be established for supervising and following up on the educational practices, as well as models for evaluating the educational activities. Furthermore, announcing educational initiatives and competitions at the national level that promote values among students can be helpful in encouraging participation. It is also recommended that workshops be held to train teachers on the mechanism of activating the guide, and classes be allocated to revive national and religious events. Overall, the goal is to develop a comprehensive plan that fosters positive values among

students while ensuring successful implementation through proper planning, training, and evaluation.

#### **b) For the Teachers**

As part of the planning stage, social studies teachers should prepare a weekly plan that includes educational values to be taught to the students. Additionally, they should create weekly programs that support the inculcation of these values through various activities such as competitions, educational games, chants, and initiatives. A weekly wall newspaper showing the values to be instilled should also be prepared. To ensure the success of these activities, teachers must provide materials, teaching aides, and educational games. Finally, teachers must prepare a final report of the activities, including photos and videos, and send it to supervisors to exchange experience.

#### **The Implementation Stage**

During the implementation stage, teachers should employ strategies, methods, and means that illustrate the values included in the lessons. They should use materials, educational games, tools, and devices to activate the activities while teaching the lessons. Purposeful trips, visits, and celebrations that promote national, social, and moral values should also be carried out. Teachers must ensure that the learning outcomes for the educational activities that have been agreed upon to inculcate values are achieved.

#### **Follow-Up Stage:**

During the follow-up stage, teachers should identify strengths and weaknesses in the educational practices that have been implemented. They should also support applicable activities and develop solutions for difficult ones.

**The Evaluation Stage**

As part of the evaluation stage, educational value activities must be included in the evaluation mechanisms. Teachers must activate the value activities in the social studies textbooks and develop the activity guide according to the feedback from the field.

## **Chapter Five**

### **Conclusion, Limitations, Recommendations, And Further Research**

#### **5.1 Preface**

This concluding chapter is a crucial aspect of the study as it presents the key findings and makes recommendations for future research. Based on the study's outcomes, it is evident that the recommendations put forward will lead to better practices in the future, making it essential for all stakeholders to take note. In addition, the suggestion for further researches is made, emphasizing the importance of building on the current study's findings to achieve better outcomes. It is clear that the recommendations made in this chapter will significantly impact future practices, and it is, therefore, essential that they are taken seriously.

#### **5.2 Conclusions**

- The seventh-grade textbook exhibits a higher degree of value system inclusion (59.96%) compared to the eighth-grade counterpart (40.04%).
- Distinct patterns emerge concerning the incorporation of moral, religious, social, and national values in both textbooks.
- The seventh-grade book excels in encompassing moral and religious values (74.38%), social values (65.81%), and national values (50.39%), while the eighth-grade book demonstrates a lower percentage for each category.
- The results reveal variations in the inclusion of the value system across different study units in the eighth-grade book and seventh-grade textbooks.

- The evaluation of social studies teachers' understanding of the value system was found to be high for both male and female educators.

According to these findings, the researcher proposes an optimal model for designing social studies curricula, tailored to stakeholders' expectations.

### **5.3 Recommendations**

The study's findings highlight the importance of instilling patriotic, social, moral, and religious values in students during the seventh and eighth-grade social studies courses.

To achieve this goal, there are several recommendations that can be implemented:

#### **1. Regarding the First Question of the Study (The Academic Content in Palestinian Social Studies Textbooks for Seventh and Eighth Grades):**

- The value system should be considered as the foundation for curricula development and other educational programs. By doing so, it will promote ethical behavior and equip students with essential values.

- Curricula planners need to prioritize national, social, moral, and religious values as the core outcomes of the educational system. This means that these values should be demonstrated in tangible ways rather than just being mentioned in theory. Furthermore, values should be integrated as part of the student's comprehensive performance evaluation.

- To support the values system, curricula planners need to formulate clear policies and ensure genuine accountability. This will create a culture that promotes values and encourages students to internalize them.

- The content of seventh and eighth-grade textbooks should have a balanced distribution of national, social, moral, and religious values. This will better reflect the general objectives of the social studies curricula.

## **2. Concerning the Second Question of the Study (Social Studies Teachers):**

- It's crucial to increase the capacity of social studies teachers in the area of value systems. By doing so, it will create a positive and supportive environment that promotes values among students.

- Training social studies teachers on the methods and educational means that contribute to developing values among students would be beneficial.

## **3- Concerning the Third Question of the Study (The Proposed Model)**

- It is necessary to prepare a guide for social studies teachers that includes social, national, moral, and religious values that can be developed through teaching social studies.

By implementing these recommendations, we can create a more effective and comprehensive educational system that prioritizes the development of strong social, national, moral, and religious values in our students. This will prepare them for success in their personal and professional lives and contribute to a more positive and ethical society.

## **5.4 Further Researches**

The potential for further researches in the area of the role of the educational system in inoculating good values among students is immense and cannot be ignored. The implications and limitations discussed in this thesis highlight the need for further researches in this area. By exploring potential areas for research, we can better



understand how the educational system can instill ethical principles and good values among students in Palestine.

While conducting this study, the researcher felt that there are some basic problems that still require study in this field, which would increase its depth. Some of these areas are:

- 1- Conducting an analytical study to analyze the content of social studies courses at other educational levels to identify the patriotic, social, moral and religious values they contain.
- 2- Conducting a study to identify the patriotic, social, moral and religious values in other study materials.
- 3- Conducting a study examining teacher's perceptions of the value system in all the governorates of the West Bank.

In conclusion, the potential for further researches in the role of social studies in promoting the value system is vast. By exploring these potential areas for research, we can better understand how we can improve the education system in Palestine and ensure that students receive the education they deserve. Therefore, it is imperative that we conduct further researches in this area to create a better future for our students.

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## Appendices

### Appendix (1)

أسماء الخبراء ورتبهم العلمية والتخصص ومكان عملهم والذين تم الأخذ برأيهم في أدوات الدراسة (تحكيم بطاقة تحليل المحتوى)

| الرقم | الاسم                        | التخصص                     | مكان العمل                |
|-------|------------------------------|----------------------------|---------------------------|
| 1     | دكتور محمد عمران             | أستاذ إدارة تربوية         | الجامعة العربية الأمريكية |
| 2     | دكتور محمود خلف الله         | أستاذ إدارة تربوية         | جامعة الأقصى              |
| 3     | د. نافز ايوب محمد "علي احمد" | التربية / أستاذ مشارك      | جامعة القدس المفتوحة      |
| 4     | دكتور حسن عبدالكريم          | كلية التربية               | جامعة بيرزيت              |
| 5     | بروفيسور عمر دحلان           | أستاذ المناهج وطرق التدريس | جامعة الأقصى              |

## Appendix (2)

القيم التي سيتم في ضوءها تحليل كتب الدراسات الاجتماعية للصفوف السابع والثامن القيم

| القيم الرئيسية          | القيم الفرعية                           |
|-------------------------|---|
| (1)<br>القيم الوطنية    | الاعتزاز بالهوية الوطنية                |
|                         | الانتماء والولاء                        |
|                         | الوحدة والتماسك                         |
|                         | حب الوطن والتضحية لأجله                 |
|                         | تعزيز الصمود                            |
|                         | الديمقراطية                             |
|                         | احترام التعددية                         |
|                         | الحرية والاستقلال                       |
|                         | احترام الأنظمة والقوانين                |
|                         | المحافظة على البيئة ومواردها            |
|                         | الاعتزاز بالتراث                        |
|                         | العدل والمساواة                         |
|                         | احترام السيادة الوطنية                  |
|                         | تعزيز الأمن والسلام                     |
|                         | الاعتزاز بتاريخ فلسطين                  |
|                         | المحافظة على الممتلكات العامة           |
| (2)<br>القيم الاجتماعية | تقدير حرية الإنسان وكرامته              |
|                         | احترام الرأي الآخر ورفض التمييز العنصري |
|                         | المحافظة على السلامة والأمن             |
|                         | التعاون                                 |
|                         | وتنمية الروح الجماعية والاعمال التطوعية |
|                         | الايمان بالعدالة والمساواة              |

|  |                 |
|--|-----------------|
| الاعتزاز بالذات                        |                 |
| تقدير دور المرأة                       |                 |
| محاربة الظلم (الاستغلال والاستعباد)    |                 |
| المسؤولية الاجتماعية                   |                 |
| المشاركة الاجتماعية                    |                 |
| حل المشكلات                            |                 |
| الإصلاح                                |                 |
| الوعي الصحي                            |                 |
| احترام العادات والتقاليد               |                 |
| التكافل الاجتماعي                      |                 |
| المبادرة                               |                 |
| الصدقة والمواخاة                       |                 |
| تقديم المصلحة العامة على الخاصة        |                 |
| الاعتزاز بالدين الاسلامي               | (3)             |
| الاعتزاز بالتاريخ الاسلامي             | القيم الأخلاقية |
| الاعتزاز بمسيحيي فلسطين                | والدينية        |
| التعبد لله                             |                 |
| التسامح الديني واحترام الشعائر الدينية |                 |
| الصبر                                  |                 |
| الصدق والأمانة                         |                 |
| الإخلاص والوفاء                        |                 |
| المعاملة الحسنة وحسن الجوار            |                 |
| الشجاعة والنخوة                        |                 |
| احترام الأهل وكبار السن                |                 |
|  |                 |

### Appendix (3)

أسماء الخبراء والتخصص ومكان عملهم والذين تم الأخذ برأيهم في أدوات الدراسة  
(تحكيم الاستبانة)

| الرقم | الاسم                        | التخصص                              | مكان العمل                |
|-------|------------------------------|-------------------------------------|---------------------------|
| 1     | دكتور خالد ربايعة            | تكنولوجيا المعلومات                 | الجامعة العربية الأمريكية |
| 2     | دكتور حسن ربحي مهدي          | تعليم تكنولوجيا والتعليم<br>المساعد | جامعة الأقصى              |
| 3     | دكتور حسن رصرص               | أساليب تدريس رياضيات                | جامعة الأقصى              |
| 4     | دكتور محمد عمران             | أستاذ إدارة تربوية                  | الجامعة العربية الأمريكية |
| 5     | دكتور محمود خلف الله         | أستاذ إدارة تربوية                  | جامعة الأقصى              |
| 6     | د. نافز ايوب محمد "علي احمد" | التربية / أستاذ مشارك               | جامعة القدس المفتوحة      |
| 7     | دكتور حسن عبدالكريم          | كلية التربية                        | جامعة بيرزيت              |
| 8     | بروفيسور عمر دحلان           | أستاذ المناهج وطرق<br>التدريس       | جامعة الأقصى              |

## Appendix (4)

### الاستبيان



الجامعة العربية الأمريكية

كلية الدراسات العليا

الموضوع: استبيان

حضرات المعلمين والمعلمات المحترمين/ ات

تقوم الباحثة بإجراء دراسة لاستكمال متطلبات الحصول على الماجستير في تخصص التخطيط

الاستراتيجي وتجنيذ الأموال بعنوان: " تقييم نطاق فهم المعلمين والمعلمات لمنظومة القيم

(الوطنية والأخلاقية والاجتماعية) التي يتم تدريسها في منهاج الدراسات الاجتماعية للصفوف

السابع والثامن"، ولتحقيق أغراض الدراسة؛ قامت الباحثة بإعداد استبانة معتمدةً على ما جاء في

أدبيات الأبحاث، والدراسات السابقة، لذا؛ يُرجى التكرم بالإجابة عنها، علمًا بأن البيانات هي

لأغراض البحث العلمي فقط، وستُعامل بموضوعية وأمانة وسرية تامة.

شاكرًا لكم حُسن تعاونكم

الباحثة

إيمان الشايب

أولاً: البيانات الشخصية

ضع دائرة حول رمز الإجابة الذي يناسبك:

1. الجنس:

أ. ذكر      ب. أنثى

2. العمر:

أ. أقل من 30 سنة      ب. بين 30-40 سنة      ج. بين 40-50 سنة      د. 50 سنة فأكثر

3. المؤهل العلمي:

أ. دبلوم      ب. بكالوريوس      ج. ماجستير      د. دكتوراه

4. سنوات الخبرة:

أ. 10 سنوات فأقل      ب. 11-20 سنة      ج. 21 سنة فأكثر

5. سنوات الخبرة في تدريس الدراسات الاجتماعية:

أ. 5 سنوات فأقل      ب. بين 5-10 سنوات      ج. 11 سنة فأكثر

6. الحالة الاجتماعية:

أ. أعزب/عزباء      ب. متزوج/ة      ج. مطلق/ة      د. أرمل/ة

7. مكان السكن:

أ. قرية      ب. مدينة      ج. مخيم

5. التخصص:

أ. تاريخ      ب. جغرافيا      ج. دراسات اجتماعية      د. غير ذلك

6. الصف الذي تدرسه:

أ. السابع      ب. الثامن

ثانياً: فقرات أداة الدراسة، الرجاء وضع إشارة (X) في المستوى الذي تراه مناسباً لفتانتك الشخصية

| الرقم   | الفقرات  | درجة كبيرة جداً | درجة كبيرة | درجة متوسطة | درجة قليلة | درجة قليلة جداً |
|---|--|-----------------|------------|-------------|------------|-----------------|
| <b>المحور الأول: المحتوى التربوي يعكس منظومة القيم كما وردت في الأهداف العامة للمنهاج</b> |  |                 |            |             |            |                 |
| 1.  | وردت القيم الدينية والأخلاقية في أنشطة الكتاب كافة (النص، الصورة، الخريطة، أسئلة الدرس، ومشروع الوحدة) |                 |            |             |            |                 |
| 2.  | وردت القيم الوطنية في أنشطة الكتاب كافة (النص، الصورة، الخريطة، أسئلة الدرس، ومشروع الوحدة)            |                 |            |             |            |                 |
| 3.  | وردت القيم الاجتماعية في أنشطة الكتاب كافة (النص، الصورة، الخريطة، أسئلة الدرس، ومشروع الوحدة)         |                 |            |             |            |                 |
| 4.  | المحتوى التربوي يعزز الوعي الديني والأخلاقي لدى الطلبة   |                 |            |             |            |                 |
| 5.  | المحتوى التربوي يعمل على غرس القيم الوطنية لدى الطلبة  |                 |            |             |            |                 |
| 6.  | يعمل المحتوى التربوي على تنمية القيم الاجتماعية لدى الطلبة   |                 |            |             |            |                 |
| 7.  | المحتوى التعليمي غني بالأنشطة التي تشجع الطلبة على تنفيذ مشاريع من شأنها غرس القيم لدى التلاميذ        |                 |            |             |            |                 |
| <b>المحور الثاني: درجة وضوح القيم لدى المعلمين والمعلمات</b>                              |  |                 |            |             |            |                 |
| 1.  | الأهداف التعليمية الخاصة بالوحدات الدراسية انعكست في محتوى الوحدة الدراسية                             |                 |            |             |            |                 |
| 2.  | وردت القيم بشكل واضح وصريح   |                 |            |             |            |                 |
| 3.  | وردت القيم بشكل ضمني   |                 |            |             |            |                 |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  | 4. وازنت الدراسات الاجتماعية بين طرحها الصريح والضمني للقيم  |
|  |  |  |  |  | 5. وازنت الدراسات الاجتماعية بين طرحها للقيم الدينية والوطنية والاجتماعية  |
| المحور الثالث: مقدرة المعلم على غرس القيم الإيجابية لدى الطلبة |  |  |  |  |  |
|  |  |  |  |  | 1. لدي القدرة على غرس القيم الإيجابية لدى الطلبة من خلال الاستدلال بأمثلة من الواقع                                    |
|  |  |  |  |  | 2. لدي القدرة على غرس القيم الإيجابية لدى الطلبة من خلال تنفيذ المشاريع التعليمية                                      |
|  |  |  |  |  | 3. لدي القدرة على غرس القيم الإيجابية لدى الطلبة من خلال إحياء المناسبات الدينية والوطنية                              |
|  |  |  |  |  | 4. لدي القدرة على غرس القيم الإيجابية لدى الطلبة من خلال القيام بالرحلات التعليمية الميدانية                           |
|  |  |  |  |  | 5. لدي القدرة على غرس القيم الإيجابية لدى الطلبة من خلال سرد قصص أو مواقف أو من خلال الآيات القرآنية والأحاديث النبوية |

انتهت الأسئلة مع الشكر الجزيل

## Appendix (5)

### أسئلة المقابلة

الاسم: \_\_\_\_\_ المديرية: \_\_\_\_\_ الوظيفة: مشرف تربوي / معلم

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السؤال الأول: كيف يعكس المحتوى التربوي منظومة القيم كما وردت في الأهداف العامة لمنهاج الدراسات الاجتماعية للصفوف السابع والثامن؟ مع تأكيد الإجابة من خلال طرح أمثلة؟

السؤال الثاني: كيف تصف وضوح منظومة القيم (الوطنية والأخلاقية والاجتماعية) التي يتم تدريسها في منهاج الدراسات الاجتماعية للصفوف السابع والثامن؟

السؤال الثالث: ما الوسائل التي يستخدمها معلمو منهاج الدراسات الاجتماعية للصفوف السابع والثامن في غرس القيم الإيجابية لدى الطلبة؟

### **Analyzing and Discussing the Qualitative Results (Interviews)**

In order to reach a deeper understanding of the representation of the value system (national, social, moral and religious) in the social studies textbooks for the seventh and eighth grades, and after analyzing the answers of the study sample, on the questionnaire that was distributed to a sample of teachers with specialization, and before setting the optimal model and recommendations, a deeper understanding must be reached by teachers and educational supervisors who are directly related to the subject of the study about these results, and to obtain the necessary qualitative data, where an open individual interview was held that included open questions, with (4 educational supervisors, 16 male and female teachers). Each interview took place between (40-70 minutes) and to facilitate the analysis of the interviews, they were recorded on the mobile phone, and then they were recorded in writing, after the respondents agreed to record, and to interpret the responses, content analysis was used based on what was stated by (Creswell, 2018) The results of the interview were as follows:

**The First Question: How Does the Educational Content Reflect the System of Values as Stated in the General Objectives of the Social Studies Curriculum for The Seventh and Eighth Grades? Confirm the Answer by Giving Examples.**

It is clear from the qualitative results of the field of educational content that is reflected in the system of values as stated in the general objectives of the social studies curriculum for the seventh and eighth grades, which the researcher obtained through focus group discussion, as follows:

1. The educational supervisors differed in their answers to this question. 50% of the sample said that the educational content reflects the system of values as stated in the general objectives of the social studies curriculum for the seventh and eighth grades,

while (50%) of them differ as they see that the educational content does not reflect the system of values as stated in the general objectives of the social studies curriculum for the seventh grades eighth, the following are examples of the respondents' response to that:

**The First Component (RQ) Has Indicated an Alias Symbol:** the social studies subject is a cultural subject concerned with the cognitive dimension, provided that it is linked to the emotional impact and national belonging. The general objectives at the beginning of each unit focus on some social values that are repeated by copying and pasting at the beginning of all the study units, such as the values of cooperation, teamwork, respect for opinion and other opinion, fighting corruption, transparency and other values that are identified when moving to the academic content, with the exception of some extracurricular activities and the last unit of each book (the end of each part) for the seventh and eighth grades, which contains social values and some of the national values in a rather clear and explicit manner, which were added in recent years .National values were included in the seventh grade social studies book such as solidarity with prisoners and the families of the martyrs , and presenting the occupation's violations of the international law and conventions. Some national values were mentioned for once in the eighth grade social studies textbooks, chapter two, such as resisting colonialism, settlement and racism. As for moral values, they are very rare, and from my point of view, the educational content doesn't reflect the system of values as it was mentioned in the general objectives of the social studies curriculum for the seventh and eighth grades.

**The Second Component Has Also Shown (KH D) an Alias Symbol :** A few social, national and moral values were mentioned in the educational content of the social studies curriculum for the seventh and eighth grades, such as preserving the homeland and taking care of its capabilities, emphasizing cultural and national identity, loyalty and belonging, unity, love of knowledge, freedom of thought and expression, and cooperation, as some of these were mentioned Values in the educational content under the item “ I think and discuss” as in the issue raised in the eighth grade curriculum about the importance of the value of unity for the Palestinian people to achieve freedom and independence from the Zionist occupation, in addition to the value of the importance of science and heritage preservation that were mentioned in the eighth grade curriculum, and from my point of view the educational content lacks many important values for the aforementioned grades.

**While the Third Component (FD) Alias Code Differed:** he emphasized that the educational content reflects the system of values as stated in the general objectives of the social studies curriculum through many examples such as : the role of science and scientists in the renaissance of peoples( the interaction of civilizations and the emergences of printing and reform movements and benefitting from the sciences of Muslims),and being proud of the contributions of the Arab-Islamic civilization in the service of European civilization, besides the efforts of Muslims in the field of geography and navigation ( the role of Islamic civilization in the European renaissance through literature, architecture, industries, etc. and their role in the movement of geographical discoveries), and rejection of tyranny and absolute rule( the French Revolution and the revolution of the American colonies), and preserving human rights ( such as the national and international agreements regulating of women’s rights),

adherence to land ( massacres against the Palestinians, the demographic issue occupies the forefront in the Arab-Zionist conflict), freedom and rejection of political tyranny, ( reasons for the French revolution), religious tolerance ( coexistence Islamic Christian in the Arab World) , Unity and belonging to homeland,( the reasons for the success of the revolution of the American colonies against Britain, the British forces were fighting a united people), the French Revolution against the government and their control of the Bastille). The love of the country and sacrifice for it and the rejection of tyranny (George Washington, Voltaire, Jean-Jacques Rousseau, Montesquieu, Robespierre, Napoleon Bonaparte, Mirabeau, and Ahmed Pasha the Butcher), unity and rejection of division (the division of French society into two classes, the union of the colonists against Britain, and the resistance of the Palestinians against the French campaign ), justice and democracy (the salt and income tax on the French and the people's revolution against the government, insisting on drawing up a new constitution for France, resisting colonialism (the first Cairo revolution, the second Cairo revolution, imposing mandates on Arab countries, imposing commandments on Arab countries, the Balfour Declaration), and conservatism on security and peace in society (discrimination, violence, ..)

**The Fourth Component Agreed With Him (M Z) Pseudonym** Where he emphasized that there is a clear correlation between the values contained in the curricula and the educational goals, rather, the values are an integral part of the social studies curricula and the objectives of teaching them, the most important of which is building a good citizen who believes in the justice of his cause and knows his rights and duties. Examples that prove this the beginning of the units that empathize the importance of

the values that the teacher must instill in the hearts of his students, and the lessons of social studies courses are rich in values.

-Teachers differed in their answers to this question.(87.5%) of the sample said that the educational content reflects the system of values as stated in the general objectives of the social studies curriculum for the seventh and eighth grades, while (12.5%) of them differ as they believe that the educational content does not reflect the system of values as stated in the general objectives of the social studies curriculum for the seventh and eighth grades, these responses **converge** with the teachers' responses to the questionnaire to understand the scope of the value system in the social studies textbooks for the seventh and eighth grades. The level of response to the paragraphs of the field of educational content reflects the system of values as stated in the general objectives of the curriculum on average, and this explains the discrepancy in the responses of male and female teachers to the first question of the interview questions. The researcher believes that if the number of the respondents in the study sample had been increased, the gap may appear larger in determining the sample responses to this question in more depth, this result suggests the need to pay attention to it and include it in the optimal model, and the following are examples of the respondents' response to that:

**The First Component has Indicated (T H) an Alias:** The social studies courses for the seventh and eighth grades included many religious, social, national, scientific and economic values, but in varying proportions from one unit to another. And these values were not reflected in the general objectives that were set at the beginning of each study unit clearly although they are present prominently in the content as the objectives of the study units included the presence of a number of values, and a number of them were not mentioned. Examples of this are:

The social studies textbook for the eighth grade in both parts included a number of values in the general objectives of each unit, but It was noted that the objectives of these units are similar, such as:

-The social studies textbook for the eighth grade in both chapters included a number of values in the general objectives of each unit. It was noted that the objectives of these units are similar, such as:

- \* Collaboration and teamwork have been emphasized by all applied activities presented in the two parts.

- \* Dialogue, debate and respect for the other's opinion, have been emphasized by the activity “we think and discuss “in all the lessons.

- \*The love of science and freedom of thought and expression have been mentioned in various lessons and have been emphasized, for example, when talking about the climate in the Arab world, p20+21+72+57

However, there are many values that exist and were not mentioned in the general objectives of the academic units, for examples: the first lesson (The Site of the Arab World)

- \* The pride of the inhabitants of the Arab world in their homeland and language p4 the concept of the Arab world

- \* Loyalty and Unity p4 the concept of the Arab world

- \* Pride in the status of the Arab world p4

- \*Arab Cooperation and Solidarity p10 the area of the Arab world.

The seventh grade, the same notes as the eighth grade, where the social studies content included several values, some of which were included in the general objectives of the



study units and some of them were not included as it was noted that the general objectives of the units were similar.

**The Second Component Indicated (M S) An Alias:** The educational content of the social studies curriculum reflects the system of values as stated in the general objectives of the social studies curriculum for the seventh and eighth grades. This is clearly shown by presenting the historical events that highlight the role of the good morals of Muslim preachers and merchants during the Islamic conquests in the rapid spread of the Islamic religion. This is clearly shown in the lesson of Oceania p38. In addition to the value of a sense of responsibility towards the state by presenting the achievements of the caliphs and Muslim scholars as mentioned in the second unit.

**The Third Component Indicated (A Q) An Alias:** The educational content of the social studies curriculum for the seventh and eighth grades does not focus on the value system except in one unit, which is the last unit in each part of the textbook. For example, in the seventh grade book, chapter one, the last unit (civil society) deals with the values of civil society. The same applies to the eighth grade social studies book, which includes a separate unit that talks about citizenship, rights, duties, corruption, and the mechanism for combating it.

**The Fourth Component Indicated (A A) A Pseudonym:** The educational content of the social studies curriculum reflects the system of values as stated in the general objectives of the curriculum. For example, in a seventh curriculum, the following values were mentioned:

- \* Appreciating the interests of the Umayyad state in Palestine.
- \* Pride in the achievements of the Islamic State.
- \*Appreciating the values of freedom and justice.

- \* Appreciating the role of civil society organizations.
- \* Love of homeland, struggle, and sacrifice
- \* Paying attention to religious and moral values.
- \* loyalty
- \* team work and volunteer work.

**The Fifth Component Indicated (N S) An Alias:** The educational content reflects the system of values as stated in the general objectives of the curriculum to some extent. For example, the values of belonging to Arab nationalism are clear in the eighth grade social studies textbook, unit one, through defining the Arab world and the common ties between the Arab peoples, in addition to the value of preserving the Arab world and its capabilities by talking about the importance of the Arab world and its human and natural resources. In the first unit the value of accepting difference was also mentioned through the issue of Islamic-Christian coexistence, page31. As for the second unit in the social studies book for the eighth grade, many values were not mentioned except for the value of preserving the urban monuments, the value of defending Acre during the era of the butcher, and the value of preserving the Arab world and its capabilities.

**The Sixth Component Indicated (N M) An Alias:** the educational content of the social studies curriculum for the seventh and eighth grades reflects the value system as stated in the general objectives of the curriculum, as the curricula contain diverse and clear life values, but in varying proportions from one unit to another. There are religious values, social values, national values, political values, economic values and scientific values that are mentioned directly and clearly in the general objectives of the study units such as the values of cooperation, teamwork, respect for opinion and other opinions,

love of science, freedom of thought and expression, love of the homeland, values of belonging, tolerance and justice. There are many values that were mentioned in the curriculum and were not mentioned in the general objectives of the study units, such as the value of solidarity.

**The Seventh Component Has Indicated (W And H) An Alias :**Some of the values that should be reflected in the educational content, such as the values of tolerance, belonging, cooperation, and responsibility in the social studies curricula for the seventh and eighth grades, are not clear enough, and they must be reflected in the general objectives of the unit in order to focus on them during the explanation, and they must be focused on in the activities of the curriculum such as “a research issue”, and “ Give your opinion to find out the students' attitudes and the mechanism of their thinking”.

**The Eighth Component Has Indicated (M Kh) A Pseudonym:** Yes, the educational content reflects the values as stated in the general objectives of the curriculum, for example, studying the values of civil society and studying models of Islamic architectural achievements in Palestine.

**The 9th Component Has Indicated (And W) An Alias:** there is an agreement between the content of the social studies curriculum for the aforementioned grades and the values contained therein with the general objectives of the curriculum. An example of this is the values that the teacher focuses on while teaching the curriculum.

**The Tenth Component Has Indicated (A K) An Alias:** The educational content reflects the system of values. The educational content effectively promotes ethical, religious, national and social values. For example, "political citizenship" makes the student an active person and a fighter against corruption when participating in the electoral process.

**Component 11 Has Indicated (G H) An Alias:** the social studies books for the seventh and eighth grades contain a variety of values, which in turn enhance the values of belonging and patriotism among students. Examples of this are the seventh-grade civic values lesson and the eighth-grade citizenship lesson, rights and duties.

**The Twelfth Component Has Indicated (T H) An Alias: Yes,** the content reflects the system of national and moral values. An example of this is the activities that urge the importance of national unity.

**The Thirteenth Component Has Indicated (A N) An Alias :** the educational content of the social studies curriculum for the seventh and eighth grades takes into account aspects of the learner's personality (national, moral and social), so that it works to instill the various values (explicit and implicit) that are consistent with the general objectives of the social studies curriculum.

**The 14<sup>th</sup> Component Has Indicated (M A A) Referred to A Pseudonym:** The educational content reflects the values as stated in the general objectives of the curriculum, but some values are not clearly presented to the student, so the teacher must clarify these values through dialogue and active discussion to **produce** good results. An example of this is the lesson (The Conditions of the Arab World Under Ottoman Rule), where the author defines the concept of commitment system in the late Ottoman era well and is well accepted by the science, but the student cannot understand its true meaning except through asking questions, dialogue and giving examples by linking the past with the present.

**Component Fifteen Has Indicated (M A) A Pseudonym:** The curriculum emphasized the system of general values and this is evident through the educational objectives at the forefront of each educational lesson. For example, the values of honesty,

trustworthiness and tolerance with religions were mentioned at the end of the third lesson of the eighth grade social studies textbook, where examples from the students' environment and examples of the students' attitude were presented. Omar bin Al-Khattab in the Omari covenant, in addition to the values of tolerance, which seemed clear in the dealings of Muslims with the countries that were conquered. The values of tolerance, cooperation, volunteer work and openness to the world are also mentioned in the educational content of the curriculum.

**Component 16 (MZ) Has A Pseudonym:** The educational content reflects the system of values as stated in the general objectives of the curriculum through the activities that are presented in the curriculum, such as participation in voluntary work, which reflects the values of cooperative and voluntary work, the values of belonging and loyalty to the homeland, and the value of the sense of responsibility.

**Second Question: How Would You Describe the Clarity of the System of Values (National, Moral and Social) Taught in the Social Studies Curriculum for the Seventh and Eighth Grades?**

It is clear from the qualitative results of the field of clarity of the system of values (national, moral and social) that are taught in the social studies curriculum for the seventh and eighth grades, which the researcher obtained through focus group discussion, were as follows:

The educational supervisors differed in their answers to this question. 50% of the sample stated that the system of values (national, moral and social) that is taught in the social studies curriculum for the seventh and eighth grades was clear, while the sample (50%) disagreed as they confirmed that it is not clear. The following is an explanation of the sample answers to the question:

**The First Component (R Q) Has Indicated an Alias:** Attention to the cognitive side at the expense of the emotional side through which values are formed, and if the values are clarified through the objectives, they are not clear enough in the educational content, and they were put forward through carrying out extracurricular activities such as educational trips and field visits, we think and discuss, or conclude, or in a research case.

**The Second Component (M S) Indicated an Alias:** Although there are some values included in the educational content, these values were received randomly and unplanned, and some of them were mentioned accidentally and unintentionally. National values were more evident in the educational content, as they ranked first, followed by social values, then Finally, moral values, and the social studies curriculum focused on some values and neglected others.

**The Third Component (F D) Indicated an Alias:** The responsibility rests with the teacher to clarify national, social and moral values by linking the topics presented in the curriculum to the lives of students and working to promote positive values. The French Revolution is an example of getting rid of injustice, taking pride in human rights, obtaining freedom and equality, and promoting the value of social responsibility among students through the study unit “citizenship”.

**The Fourth Component (M Z) has Indicated an Alias:** The values covered in the seventh and eighth grade social studies courses can be described as follows:

\*Direct values, they are clearly mentioned.

\*Implicit values, they are elicited through the educational content, or through the positions mentioned in the content.

\* Quranic verses, pictures, figures included in the text of the course.

\* Curriculum authors' directions to the students, such as we search... we participate... we campaign... we visit,... etc..

Teachers differed in their answers to this question. 68.75% of the study sample said that the system of values mentioned in the content of the social studies curriculum for the seventh and eighth grades was clear, while (31.25%) of them disagreed as they believed that the system of values contained in the content of the social studies curriculum for the seventh and eighth grades was unclear, and these responses converge with the teachers' responses to a questionnaire to understand the scope of the value system in the social studies textbooks for the seventh and eighth grades, where the level of response to the paragraphs of the field of clarity of values for male and female teachers came medium, we note here the great convergence with the male and female teachers' responses to the second question of the interview questions, and the researcher believes that if the number of interviewed sample members were increased, the gap might appear more deeply in determining the sample's responses to this question, and this result suggests the need to pay attention to it and include it in the **optimal model**. The following are examples of the respondents' answers:

**The Following are Examples of the Respondents' Answers:**

**The First Component (T H) has Indicated, an Alias:** In general, the national, moral and social values that were mentioned in the educational content of the seventh and eighth grades in the social studies curriculum were clear, but it was noticed that there was no focus on these values when formulating the general objectives of the study units, so it is necessary to reformulate the educational objectives of the study units in addition to the need to consider their balance .

**The Second Component (M S) Indicated an Alias:** Values are stated clearly in some units of study, while values need a dedicated and capable teacher to clarify them in most units of study.

**The Third Component (AA Q) is Indicated by an Alias:** the values are not clear and unorganized and need an expert teacher to explain them to the students because the new teacher is unable to show them, and the presence of clear values in the last unit in the textbook is not sufficient because these units may not be given to the student due to the density of the curriculum and the lack of classroom classes.

**The Fourth Component (P) Indicated A Pseudonym:** the clear values are mentioned only in the third unit of the seventh-grade social studies textbook, which focuses on the values of freedom, cooperation, tolerance, justice and volunteer work. And the third unit of the eighth grade social studies textbook, which focuses on the values of citizenship, integrity and transparency.

**The Fifth Component (N S) has An Alias:** the values are mentioned clearly in the third unit of the eighth-grade social studies book only through the activities p.81 And the lesson “Forms of Corruption”, p. 86.

**The Sixth Component (N M) Indicated an Alias:** The system of national, moral and social values was clearly mentioned in the content of the social studies for the seventh and eighth grades, but it was not mentioned in the general objectives of the study units, so it must be clearly reformulated in the general objectives.

**The Seventh Component (W And H) has Indicated, an Alias:** The values are not clear enough and must be formulated with a main goal in order to be focused on.

**The Eighth Component (M KH) Has Indicated an Alias:** There is no balance in including social, moral and national values.



**The Ninth Component (W TH ) Indicated An Alias:** The curriculum is supported by pictures and general phrases that emphasize the various values, but most of the values are implicitly stated and can only be clarified by the teacher.

**The Tenth Component (A K) Has Indicated, An Alias:** The system of national, moral and social values such as citizenship, responsibility, love of the homeland, sacrifice in its cause, tolerance, honesty and other values is clear, as they were clearly mentioned and instilled in the students in order to normalize them in society.

**Component 11 (GH H) Has Indicated, An Alias:** National, moral and social values are clearly mentioned in social studies textbooks for the seventh and eighth grades, and teaching them promotes belonging, patriotism among students, and respect for people with disabilities. Examples of this are the seventh-grade lesson on “the rights of people with disabilities” and the eighth-grade lesson “anti-corruption”.

**The Twelfth Component (T H) has Indicated, an Alias:** Yes, national and social values such as the values of justice, freedom, respect for other opinion, volunteer work and transparency are clearly mentioned in the social studies textbooks for the seventh and eighth grades.

**The Thirteenth Component (A N) Indicated an Alias:** The values are clear, varied, purposeful, and sufficient to educate a good citizen.

**The 14th Component (M E A) has Indicated, an Alias:** The emphasis on values in the seventh and eighth grade social studies course is weak and indirect. The curriculum is almost devoid of mentioning our national struggle, such as talking about prisoners, martyrs, and fighters who sacrificed themselves for our just cause.

**Component Fifteen (M A) Indicated an Alias:** The system of values is clear and shown through educational activities in the textbook.

**Component 16 (M SH) has Indicated, an Alias:** The values are clear and the examples presented on the values are easy to understand, and the teacher has a major and important role in explaining them to the students.

**The Third Question: What are the Means Used by the Teachers of the Social Studies Curriculum for the Seventh and Eighth Grades in Instilling Positive Values Among Students?**

It is clear from the qualitative results of the field of means used by the teachers of the social studies curriculum for the seventh and eighth grades in instilling positive values among the students, which the researcher obtained through the focus group discussion, as follows:

1. The educational supervisors agreed in their answers to this question, as their answers varied, but they shared in activating the role of the learner with a focus on active learning. The following is an explanation of the sample answers to the question:

**The First Component (R Q) has Indicated an Alias:** By focusing on the following:

- Educational activities based on interaction between the curriculum and the student.
- Awareness and guidance.
- Activating book activities, especially those related to values.
- Changing traditional evaluation methods to balance between knowledge and application.

**The Second Component (Kh D) Indicated an Alias:** To use pictures and graphics that indicate the importance of values.

**The Third Component (F D) Indicated an Alias:**

- Participating in school activities and initiatives.
- Making wall paintings in classrooms.

- Taking leadership roles and representing them in the classroom.
- Paying attention to the classroom and school environment as evidence of belonging and responsibility.
- Feeling for others by visiting orphanages and helping others in school and the community.

**The Fourth Component (M Z) has Indicated an Alias:** The most important means of instilling values are:

- Positive behavior and practices of the teacher because he is the model for the students.
- Orienting students towards research and investigation
- Diversity in the teaching methods, and the use of active learning strategies that emphasize the positive role of the learner.
- Reviving national occasions through the implementation of activities. practiced by students inside and outside the classroom
- Purposeful competitions.

-Include values in tests and leave the student free to express his feelings. For Example:

What is our duty towards the prisoners? How can Al-Aqsa Mosque be protected?

The male and female teachers agreed in their answers to this question, as their answers varied, but they shared in the activation of the role of the learner with a focus on active learning. Teachers' broad understanding of the means they have proposed to reinforce the value system is consistent with the teachers' responses to a questionnaire about understanding the scope of the value system, through their responses to paragraphs regarding the teacher's ability to instill positive values among students which were high.

The researcher benefited from these responses to support and build the optimal Model.

The following is an explanation of the sample's answers to the question:

**The First Component (V) has an Alias:** Working on raising students' motivation through the use of interesting methods in presenting the educational material and making the student the focus of the educational process by adopting modern methods to inculcate values, including:

- Dialogue and discussion
- Project education
- Storytelling
- Role playing and simulation
- Brainstorming
- Algexo
- Think... Pair... Share strategy
- The hot chair
- E-learning and the use of electronic games.

**The Second Component (M S) Indicated an Alias:** we as teachers should Focus on:

- Assigning students to tasks and activities such as collecting pictures of archaeological and tourist attractions in the Arab world and writing reports about them.
- Making paintings that promote values in the classroom.

**The Third Component (AAQ) Is Indicated by an Alias:** we as Teachers should Focus on:

- Activating the activities in the textbook and linking the educational content to the reality of the students.
- Activating the role of school radio-broadcasting in instilling values among students.

- The use of stories from the Holy Qur'an and the historical stories that talk about Muslim tolerance and others, such as the story of the Omari Covenant, Salahuddin Al-Ayyubi's tolerance, the story of Lot's people, and other stories.

**The Fourth Component (E A) Indicated an Alias:** Among the methods that social studies teachers use to instill values are:

- Presentations
- Analytical reading of texts
- Writing reports
- Displaying images that reinforce values.
- Employing the role of school radio-broadcasting in instilling values.
- Displaying videos.
- Assign students to enriching activities that promote values.

**The Fifth Component (N S) has an Alias:** Focus on:

- Assigning students to tasks and activities, such as collecting pictures of archaeological and tourist attractions in our country Palestine and the Arab world.
- Assign students to write reports on the topic of the lesson.
- Creating classroom paintings that promote positive values among students.

**The Sixth Component (N M) Indicated an Alias:** Focus on:

- Dialogue and discussion
- Role playing
- Acting
- Brainstorming
- Project Learning

**The Seventh Component Indicated (W And H) as Alias: Focus on:**

- The good example of the role model teacher.
- Linking the content of the lesson with student's reality by teachers.
- Dialogue and discussion
- Clarifying the lesson learned from lessons.
- Allocate lessons on the history of Palestine, our struggle against the Occupation and the prisoners.

**The Eighth Component (M Kh) Has Indicated an Alias: Focus on:**

- Activating extracurricular activities to train students to practice values
- Through dialogue and discussion.
- Activating book activities that promote values among students.
- Activating the role of the guiding and counseling teacher for students.
- Drawings, maps and pictures that contribute to instilling values.

**The 9th Component (W Th) Indicated an Alias Focus on:**

- Encourage students to write researches and reports.
- Employ student-centered learning strategies as the focus of the educational process.
- Using pictures, maps, drawings, and meaningful songs that promote values.

**The Tenth Component Indicated (A K) An alias: Focus on:**

- Using pictures and video clips to communicate the meanings of values to students.
- Employment of educational games.
- Role playing
- Creating educational brochures showing the importance of values.
- Interviews with prominent personalities and clerics.
- Carrying out field visits to some concerned institutions.

**Component 11 (G H) Indicated an Alias:** Focus on:

- Carrying out volunteer work.
- Show pictures and teaching aids that reinforce values.
- Clarification of values by the teacher to the students during class sessions.
- Show videos about positive values in society.

**The Twelfth Component Indicated (T H) An Alias:** Focus on:

- Clarification of values by the teacher to students.
- Encourage the students to express their point of view.
- Show explanatory videos about positive values.
- Carrying out volunteer work.

**The Thirteenth Component (A N) Indicated A Pseudonym:** Focus on:

- Employing a cooperative learning strategy.
- Reinforce positive behaviours.
- Educational competitions.
- Activating educational activities.
- To be good model for students as a teacher.
- Meeting the interests and desires of students.

**The 14<sup>th</sup> Component (PBUH) Referred to A Pseudonym:** Focus on:

- Storytelling style and linking the present with the past.
- Show and discuss videos about positive values.
- Encouraging students to do research papers and reports and discuss them.
- Instilling positive values by urging students to read and follow news bulletins.

**Component Fifteen (M A) Indicated A Pseudonym: Focus on:**

- Show educational films about the value of tolerance
- Theatrical performances produced by students
- Display drawings, paintings and pictures that promote positive values

**Component 16 (M Sh) has Indicated an Alias: Focus on:**

- The teacher should give realistic examples from students' lives to bring the meanings of values closer to the minds of students.
- Promoting students' values by citing Quranic verses and hadiths.
- Positive reinforcement of positive values.
- Show videos
- View models from history for national sacrifices.

The researcher benefited from the supervisors' and male and female teachers' answers to this third question in supporting and building the optimal model.



## الملخص

في عصر العولمة وتبادل المعلومات، يعد تشكيل قيم جيل الشباب أمراً بالغ الأهمية للأمم التي تواجه التحديات. لذلك تتعمق هذه الدراسة في دراسة مدى فاعلية النظام التعليمي الفلسطيني في غرس القيم الاجتماعية والوطنية والدينية والأخلاقية لدى الطلبة. كما وتهدف إلى تقييم مدى مواءمة محتوى منهاج الدراسات الاجتماعية للصفوف السابع والثامن مع القيم التي حددتها وزارة التربية والتعليم الفلسطينية. وتبحث أيضاً في نطاق فهم المعلمين لنظام القيم الموجود حالياً في منهاج الدراسات الاجتماعية للصفوف المستهدفة في الدراسة. وخرجت الدراسة بتصور مقترح (نموذج أمثل) وفقاً لمخرجات الأدوات بحيث يشكل الإطار العام لمنظومة القيم. ولمعالجة مشكلة الدراسة تم استخدام منهج الأساليب المختلطة. أما المنهج الكمي فقد تم جمع البيانات من عينة الدراسة لتقييم مدى فهم المعلمين لمنظومة القيم التي تدرس في منهاج الدراسات الاجتماعية للصفين السابع والثامن من خلال الاستبيان. حيث تم استخدام أسلوب المسح الشامل نظراً لصغر حجم مجتمع الدراسة من معلمي ومشرفي الدراسات الاجتماعية للصفين السابع والثامن في محافظة رام الله والبيرة. وتمت المعالجة الإحصائية للبيانات باستخدام برنامج الإحصاء SPSS 25 كما تم استخدام المنهج الكمي في تحليل محتوى كتب الدراسات الاجتماعية الفلسطينية للصفين السابع والثامن للكشف عن المنظومة القيمية. وقد تم اختيار الفكرة الجزئية كوحدة التحليل لأنها أكبر وأشمل وحدة في تحليل المحتوى. وفئات التحليل هي القيم الوطنية والاجتماعية والدينية والأخلاقية. وقد تحققت الباحثة من صدق بطاقة تحليل المحتوى من خلال حساب معامل الثبات عبر الزمن وحساب معامل الثبات عبر الأشخاص باستخدام معادلة كوبر.

ومن ناحية أخرى، تم استخدام المنهج النوعي في إجراء المقابلات مع معلمي ومشرفي الدراسات الاجتماعية. تم استخدام المنظور البنائي في بناء التصور المقترح (النموذج الأمثل) من

خلال مخرجات الأدوات. وتوصلت الدراسة إلى أن كتاب الصف السابع يحتوي على نسبة أعلى من القيم (59.96%) مقارنة بكتاب الصف الثامن (40.04%). ويتفوق كتاب الصف السابع في احتوائه على القيم الأخلاقية والدينية والاجتماعية والوطنية، بينما يظهر كتاب الصف الثامن نسبة أقل لكل فئة. كما توصلت الدراسة إلى أنه يوجد تباين في تضمين منظومة القيم في الكتب المدرسية باختلاف محتوى الوحدة الدراسية. علاوة على ذلك، كشفت الدراسة أن فهم معلمي ومعلمي الدراسات الاجتماعية للقيم التي يدرسها المنهج تم تقييمه إلى حد كبير. ومن خلال الاستفادة من هذه النتائج، تقترح الدراسة نموذجاً أمثل لتصميم مناهج الدراسات الاجتماعية لغرس القيم لدى الطلبة، بما يتناسب مع توقعات الأطراف المعنية. لا تساهم هذه الدراسة برؤى قيمة فحسب، بل تقدم أيضاً توصيات يمكن أن تكون بمثابة إطار عام لتحسين السياسات التي وضعتها دائرة المناهج في وزارة التربية والتعليم الفلسطينية.