



RESEARCH ARTICLE

The Degree of Inclusion of Global Citizenship Values in Social and National Education Textbooks in the Preparatory Stage: Teachers' Perspective

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ABSTRACT

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The current paper measures the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers' perspective in Amman City. The methodology involves utilizing the descriptive survey approach. The research sample consists of (126) teachers of social and national education in the preparatory stage selected using the convenience sampling method and constituting (67%) of the research population respondents. A 44-item questionnaire used as a research instrument is distributed over five dimensions "political values, belonging values, Environmental Values, dialogue values, and social values". The findings indicate that the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers' perspective in Amman City is high in all dimensions and the overall degree except for the dimension "belonging values" at a medium degree. The results also show no differences in the research sample's response to the degree of inclusion of the global citizenship values attributable to the variables of gender, education sector, and number of years of experience. Given the results, this paper recommends paying attention to the belonging values in developing social studies textbooks.

1. INTRODUCTION

In recent years, calls have increased to remove cultural and geographical borders between countries to make the world a small village and open communication channels wide through the exchange of ideas and information. As the values of modernity spread widely, it is now difficult to slow down in keeping up with these global developments and the international flows of information, ideas and important values such as the values of global citizenship. In the 21st century, the concept of global citizenship has witnessed a remarkable development towards globalism considering contemporary changes, which has defined the specifications of global citizenship. The concept of citizenship has gone beyond traditional citizenship within the borders of the nation-state to global citizenship that has transcended political, geographical and economic borders (Aydin & Cinkaya, 2018; Chong, 2015).

Of note, it is difficult for any country to confront or solve the various problems and challenges of the current era alone, especially since the whole world has become exposed to and faces problems that are largely similar. Global citizenship, therefore, represents a sense of belonging to the wider community and common humanity within the framework of political, economic, social and cultural interconnectedness between the local, national and global levels. This citizenship refers to the rights and duties of individuals as members of the global entity, as the identity of the individual transcends geographical and political borders, noting that rights and duties are derived from membership in a broader category, which is humanity (Abu Aliwa, 2017; Altarawneh & Al-Ghammaz, 2023).

Global citizenship as an idea is a response to the suffering of people from wars, economic, political, health and natural problems. The responsibilities of global citizenship also extend beyond national borders to confront global problems and issues that hinder human progress, as it supports the idea of preparing the individual and interacting with his peers in a world dominated by multiculturalism and rapid change, and the effective contribution of humanity in leading the world towards progress and scientific development from a global perspective based on achieving justice, equality and freedom and achieving international security and peace.

Global citizenship means the human feeling that the world we live in is one, and the importance of the course of events for everyone, and the existence of a human system that governs the world despite political differences, economic interests and cultural diversity due to the world's urgent need for laws that govern it and controlling forces that influence its progress and development. Global citizenship includes clarifying crucial humanitarian and political issues such as security, order, welfare and justice, which indicates the urgent need for a common understanding and collective sense among the peoples of the world with all the challenges they face, whether in the present or the future (Al-Adwan & Mustafa, 2015).

The primary goal of global citizenship education is to educate all, build a sense of belonging to humanity, and help students become responsible and active global citizens. The goals of developing global citizenship education are to inspire students to take on active and vital goals to confront and solve global challenges and become active contributors to a world of comprehensive peace. Global citizenship education also helps students develop the competencies that enable them to engage effectively in the world and make it sustainable. This type of education is a type of civic learning that allows students to participate in projects and address global issues of a social, political, economic, or environmental nature (United Nations, 2023).

School curricula are one of the most important components of the educational system because they are an important method that the educational process relies on to achieve its goals, as students practice the values of the society in which they live through the curricula to achieve their goals and objectives (Shehata, 2014). Since school curricula are one of the most prominent educational and pedagogical elements, these curricula must be enriched with a diverse value system. Now that students in any society are the builders of the future and are the ones who create the future of the nation with their will, thought, education and values, officials and concerned parties must work with great precision to build the value system on which students grow up. Hence, the role of social and national education textbooks lies in addressing many of society's problems by providing the most important knowledge, skills, values and attitudes that direct the behavior of members of society towards productivity and good citizenship (Al-Subheen, 2017).

The preparatory education stage has great importance and a lofty goal for what it achieves after the basic education stage. If the goal of basic education is to obtain the minimum level of education and upbringing for students, that is, the minimum level below which citizenship is not suitable, the goal of basic education is to raise the level of citizenship within the limits of students' abilities and capabilities. The preparatory stage or preparatory is a pivotal stage in the lives of students in addition to being a transit station for moving to the secondary stage, which may be for some students a final stage that leads them to practical life by entering the labor market and bearing its pressures after graduation, obtaining the certificate, and laying the necessary foundations for subsequent stages of education. With this thorough introduction, the related literature review and research problems are given in the next sections.

2. LITERATURE REVIEW

Research has documented the significance of the concept of the global citizenship in daily life in the political, economic, social and cultural areas. Assali (2023) identified the degree of inclusion of global citizenship values in the content of social studies textbooks for the seventh and eighth grades in the Palestinian curricula in the academic year (2020/2021). The methodology involves utilizing the descriptive approach using the content analysis method. The results showed that the representation of global citizenship values was very low and randomly represented. The findings also indicated a large disparity in the content representation of the targeted values, as the highest represented value was the value of freedom.

From a different lens, Samhan (2022) presented a proposed vision to activate the role of faculties of education in developing global citizenship values among their students. The methodology involves utilizing the descriptive approach. The results provided a proposed vision to activate the role of colleges of education in developing global citizenship values among their students, including several starting points and foundations that seek to achieve several goals by implementing the necessary procedures and identifying the obstacles to implementing the vision and ways to overcome them. The study recommended that the educational system in faculties of education should change in all its aspects to become global, while educating students on global citizenship.

Moreover, Al-Khamshi (2021) examined the values of tolerance that achieve global citizenship in Saudi society and identified the concept of global citizenship and its dimensions, and areas of tolerance. The methodology involves utilizing the deductive approach. The results showed that despite the efforts made by the government of the Kingdom of Saudi Arabia to achieve tolerance and global citizenship, these values still need to be further consolidated among all segments of society. The results also indicated that the role of the family in Saudi society still includes the primary role in promoting the values of local citizenship, as the family is keen to teach its children to love the homeland. The study recommended making more efforts to promote the values of tolerance and highlight the danger of intolerant ideologies.

Besides, Mohammad and Atallah (2021) identified the concept of education for global citizenship, requirements for enhancing it among students, and the most important contemporary variables and its relationship to global citizenship. The methodology involves utilizing the descriptive approach. The study recommended the need to focus on including education for global citizenship in curricula and courses, activating the role of student activities, and focusing on providing a safer educational environment that develops the values of peace, constructive dialogue, and embodies the values of democracy, freedom of opinion and expression, and human relations before students.

Additionally, Wren (2021) determined whether implementing a global citizenship education curriculum could help develop Emirati students' social responsibility competence and experimented with different teaching strategies aimed at improving students' social responsibility. The methodology involves utilizing the mixed-method quasi-experimental approach. The results showed that the global citizenship curriculum enhanced students' understanding of social responsibility and civic concepts. The results also indicate that teachers incorporate specific teaching strategies such as integrated reflections and intergroup dialogue on social issues. The study recommended that faculty should meaningfully integrate social identity conversations into their curricula because qualitative data findings show that students benefited from participating in social identity conversations.

Moreover, Al-Alawi and Al-Maamari (2020) identified the role of social studies teachers in developing global citizenship values among second cycle and post-basic students in the Sultanate of Oman and the impact of specialization, gender and teaching experience variables. The methodology involves utilizing the descriptive analytical approach. The results proved that the overall average of the role of social studies teachers in developing the value of world peace, dialogue and tolerance was high. There were also statistically significant differences between social studies teachers in their role in developing global citizenship values among their students attributed to the specialization variable in favor of history specialization and in the gender variable in favor of females. However, the results showed no differences attributed to the teaching experience variable. The study recommended incorporating social studies teacher preparation programs in the basics of students acquiring global citizenship values and holding training sessions and courses on how teachers develop global citizenship values for their students.

In the same context, Hameed (2020) conducted a comparative analysis of Global Citizenship Education (GCE) in two primary schools, one international school in Singapore (Stamford International) and an independent school in Australia (Coast College). The research focused on how these two schools implemented global citizenship education through the adoption of international education models. The methodology involves utilizing the International Primary Curriculum (IPC) or the International Baccalaureate (IB) program. The results showed that the focus was on studying the interaction between the global and national curriculum, which both schools recognized in their curriculum design. The study recommended that educators and researchers interested in this field

can reflect on the themes that emerged from this study and make an informed decision about the transferability to their own contexts.

A thorough review of the previous research work and studies demonstrates that it is the first study in Jordan that aims to measure the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers' perspective in Amman City, which was not covered by previous studies. It is also the first study centering on social and national education textbooks for the preparatory stage that deals with global citizenship values in particular, and not citizenship values in general. Importantly, it is the first study to use a developed instrument "questionnaire" that classified global citizenship values into five main dimensions "political values, belonging values, Environmental Values, dialogue values, and social values". What also distinguished it was that it took advantage of various previous studies and overcame any limitations that might limit access to the desired results, as it was conducted within different time and spatial limits than previous studies.

3. Research Problem

In its 44th session held in Geneva in 1994, the International Bureau of Education (IBE) called for a reform that would give special importance to improving education programs to form a global citizen who is supportive, responsible, open to other world cultures, appreciates the value of freedom, human dignity and human rights, and is able to overcome conflicts and resolve them peacefully (Boubkeri, 2003). The first global education initiative of the United Nations stated that the purpose of education is not to produce students who can read, write and count. Education must play its full central role in helping people live in just and secure societies. According to the United Nations, global citizenship education provides students with the understanding, skills and values they need to help solve the intellectual challenges of the 21st century, including climate change, conflict, poverty, famine, and issues of equality and sustainability, and its educational outcomes represent a starting point for success in the 21st century (United Nations, 2023).

Currently, the global trend is towards developing global citizenship values among all categories of global societies, the most important and broad of which is the category of students, especially the preparatory stage. The preparatory stage represents the adolescence stage, which is a dangerous transitional stage in a person's life, as the adolescent is neither a child nor a man because in this stage, he moves from a stage in which he is dependent on others to a stage in which he is dependent on himself. The status of various programs, especially educational ones, is highlighted, as they try to attract adolescents, which shows the role of the school and schoolbooks in achieving this.

School books are the strategic tool of society to achieve change in all aspects of life and are responsible for building generations with specifications that serve its philosophy. In an effort to achieve active citizenship and create an effective citizen, it was necessary to ensure the quality of what schoolbooks provide in terms of concepts, values and skills that serve the general concept of citizenship and its desired outcomes. Schoolbooks have the main role in graduating generations capable of making decisions that serve their culture and value system and help them develop and move towards local, regional and global roles (Al-Assali, 2023).

With reference to the recommendations of some studies, including Al-Asali's study (2023), it is evident that there is a need to developing the content of social studies textbooks to ensure a clear representation of the values of global citizenship due to its role in building students' personalities and shaping their value system. Likewise, Ibrahim and Al-Marzouqi (2020) recommended focusing on education for global citizenship in all schoolbooks, not just limiting it to the social studies and Islamic education curricula and increasing interest in holding events on education for global citizenship, such as conferences, seminars, and forums at the level of the Ministry of Education and its affiliated educational directorates. Al-Janabi and Al-Ajrash (2018) recommended that citizenship should be based on knowledge and in-depth thinking about the different ways of life in other cultures, and that schoolbooks should be subject to review for development and improvement by the Ministry's textbook writing committee on a regular basis.

Equally, Nassar (2018) recommended increasing faculty members' interest in the global dimension in curricula and encouraging teachers to write and conduct individual and collective scientific

research on topics of citizenship and its various aspects, such as global citizenship. Since the content of Jordanian schoolbooks “seventh and tenth grades” in general and social studies in particular has been developed and improved in recent years, the need is on the rise to shed light on the values of global citizenship. Another key point related to the current research work is that it is in line with the orientations of the Ministry of Education in Jordan, which aims to promote the values of global citizenship.

More tellingly, the researchers’ long experience in the education sector as teachers of social and national education and as observers of the educational reality through their work, reading textbooks, and meeting with students revealed several manifestations represented in the students’ lack of awareness of the values of global citizenship, which is evident in the spread of the phenomenon of bullying among students in light of the successive migrations to Jordan and the cultural diversity among them, and the spread of global problems and issues that hinder human progress, such as the spread of wars and terrorism in its various forms. With this in mind, the research problem is reflected in answering the following questions:

What is the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers’ perspective in Amman City?

Are there statistically significant differences at the significance level ($0.05 = \alpha$) in the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers’ perspective in Amman City attributed to the variables of “gender, education sector, and number of years of experience”?

4. Research Significance

Theoretically, this study is one of the first studies that examined the subject of global citizenship values at the level of the Hashemite Kingdom of Jordan, as the importance of this study stems from its connection to the subject of global citizenship and its global framework in particular, and clarifying the relationship and connection with schoolbooks, analyzing and evaluating them according to scientific foundations. This study may also contribute to enriching the Arab library in general and the Jordanian library in providing educational literature with global citizenship values and employing them in education.

In practice, it is also hoped that decision makers in the Ministry of Education and the National Center for Curriculum Development will take advantage of this study by developing school textbooks and attempting to reflect global citizenship values more broadly in textbooks. This study also seeks to raise the awareness of preparatory school teachers of the importance of including global citizenship values in school textbooks to instill them in students, build a sense of belonging to humanity, and help students become responsible and effective global citizens. Accordingly, this will be a reference for those responsible for writing social and national education textbooks for the preparatory stage through results and recommendations.

5. Research Terms & Definitions

In this research study, the terms “Global Citizenship”, “Social and National Education Textbooks”, and “Preparatory Stage” are mentioned, and their procedural definitions are as follows:

Global Citizenship: Oxfam International defines it as an expression of the social, environmental and economic actions taken by individuals and communities who realize that every person is a citizen of this world. In other words, we all share a common humanity and that we are equal in value, as it encourages positive openness with other identities and cultures, justice in our use of the earth’s resources and commitment to preserving human rights (Oxfam, 2023).

Procedurally, it is defined as the relationships that link a person to all other human societies regardless of race, gender and religion to make him a global human being. These relationships that textbooks seek through social and national education textbooks to provide students of the preparatory stage (7-10) with to become active citizens measured through the mean of the degrees of the research sample’s responses to the global citizenship questionnaire in the dimensions of “political values, belonging values, Environmental Values, dialogue values, and social values” which were developed for the purposes of the current research study.

Social and National Education Textbooks: They are defined as curricula approved by the Ministry of Education to teach preparatory school students the most important concepts of social and national education for the academic year (2023/2024).

Preparatory Stage: This stage represents the category of grades from the 7th-grade to the 10th-grade for the academic year (2023/2024).

6. Research Limitations

The findings of this research can be generalized considering the following limitations:

1. Human Limitations: This research is limited to a sample of female students from the preparatory stage in one of the schools in Wadi Al-Seer District in Amman City.
2. Spatial Limitations: This research is conducted in one of the schools in Wadi Al-Seer District in Amman City.
3. Temporal Limitations: This research is conducted in the second semester of the academic year (2023/2024).

7. METHOD

Research Approach

The methodology involves utilizing the descriptive survey approach, as it is the scientific method that fulfills the purposes of this study.

Research Population & Sample

The research population consisted of all (187) male and female teachers of social and national education for the preparatory stage in Wadi Al-Seer District in Amman City according to the statistics of the Jordanian Ministry of Education for the academic year (2023/2024). The research sample included (126) male and female teachers of social and national education for the preparatory stage selected by the convenience sampling method, constituting (67%) of the research population responding to the research instrument "questionnaire". The questionnaire was distributed within the research population based on the sample size determination table from the research population prepared by Krejsie & Morgan (1970) with a confidence percentage of (95%) and a margin of error of (5%). The research instrument was also electronically distributed to all participants during the first semester of the academic year (2023-2024), where (126) valid responses were drawn for analysis. Table (1) illustrates the distribution of the research sample participants according to their variables.

Table 1: Distribution of Research Sample Participants According to the Variables of "Gender, Education Sector, and Number of Years of Experience"

Variable	Category	Number	Percentage
Gender	Male	39	%31
	Female	87	%69
	Total	126	%100
Education Sector	Public	100	%79.4
	Private	26	%20.6
	Total	126	%100
Number of Years of Experience	Less Than 5 Years	20	%15.9
	From 5 To 10 Years	41	%32.5
	10 Years and Above	65	%51.6
	Total	126	%100

Research Instrument

A detailed review of the previous theoretical literature and related studies (Al-Alawi & Al-Maamari, 2020; Al-Muslimmani, 2019; Al-Assali, 2021), alongside the comments of some specialized educators, a data collection instrument "a 44-item questionnaire", was developed and distributed over five dimensions: political values, belonging values, Environmental Values, dialogue values, and social values".

Research Instrument Validity

The research instrument validity is checked by reviewing the questionnaire in its initial forms from (12) experienced and specialized faculty members in curricula and teaching methods of social studies, science curriculum and teaching methods, and Islamic education in several Jordanian institutions and universities. The comments, modifications, and recommendations proposed by the validators are considered, as the items have obtained an approval rating of (81%) or more. The necessary action is taken with the items suggested to be deleted, modified, or reformulated, and thus the questionnaire in its final form consists of (44) items. This method is suitable for checking the validity of the questionnaire, that is, its items can measure what they are set to measure.

Research Instrument Correction

The 5-point Likert scale was adopted for the research instrument “questionnaire”, where five levels were identified to identify the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers’ perspective, which are: very high (5), high (4), medium (3), low (2), very low (1). To evaluate the responses of the research sample participants to the research instrument, the equal categories method was adopted, which is referred to by the majority of previous studies and many validators, according to the following equation:

Category Length = Upper Limit of the Scale (5) – Lower Limit of the Scale (1)/Number of Levels (3).

Research Instrument Construct Validity

To check the construct validity, the research instrument was applied to a survey sample consisting of (30) male and female teachers from the research population and outside its sample. Pearson's correlation coefficient was calculated between the item and the related dimension and between the item and the overall questionnaire for each dimension, where the correlation coefficients with the dimension ranged between (0.39) and (0.92). However, the correlation coefficients with the total degree ranged between (0.36) and (0.87), which are statistically significant and acceptable values for conducting this research study (Awda, 2014).

Research Instrument Reliability

To check the research instrument reliability, the reliability was calculated using the Cronbach’s Alpha method for internal consistency, where the research instrument was applied to a sample consisting of (30) male and female teachers. However, the overall reliability coefficient is (0.95), which are acceptable values for conducting this research study (Awda, 2014).

Statistical Processing

To answer the main research question and process the data statistically, the results were inserted into the Statistical Package for the Social Sciences (SPSS V.23). To answer the first research question, the means, standard deviations, degrees and ranks of the degrees of the research sample participants were calculated on the research instrument to find out the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers’ perspective. To answer the second question, the results of the multivariate analysis of variance (MANOVA) were calculated. The three-way variance analysis was also performed to indicate the significance of the differences between the means according to the variables of gender, education sector, and number of years of experience.

8. RESULTS & DISCUSSION

Results related to the First Research Question

What is the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers’ perspective in Amman City?

To answer this question, the means, standard deviations, ranks, and degrees of responses of teacher to the questionnaire items are calculated. Table (2) illustrates those results.

Table 2: Means, Standard Deviations, Ranks, and Degrees of Inclusion of Global Citizenship Values in Social and National Education Textbooks for the Preparatory Stage from the Teachers' Perspective in Amman City Arranged in Descending Order

No.	Rank	Dimensions	AM	SD	Degree
1	1	Political Values	3.92	0.59	High
5	2	Social Values	3.86	.730	High
3	3	Environmental Values	3.77	0.69	High
4	4	Dialogue Values	3.74	0.69	High
2	5	Belonging Values	3.58	.720	Medium
Overall Degree of Inclusion of Global Citizenship Values			3.78	0.59	High

As indicated in Table (2), the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers' perspective in Amman City is generally high with a mean of (3.87) and a standard deviation of (0.59). It is also evident that the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers' perspective in Amman City is high in the overall degree and in all dimensions "political values, social values, environmental values, and dialogue values", except for the dimension "belonging values", which was at a medium degree. This result may be attributed to the lack of diversity in the content related to the values of belonging, as the concept of belonging was not comprehensively addressed, especially in the areas of glorifying the achievements and excellence of peoples and appreciating global national figures. The content also does not ensure positive interaction with national identity and belonging well, which may lead to a decrease in teachers' appreciation, knowing that some of these textbooks have not yet been developed, as only the seventh and tenth grade books have been developed.

Importantly, the method information and concepts are presented may also play a role in influencing teachers' understanding and appreciation if textbooks and teachers' guides do not include effective strategies for teaching the values of belonging, which may limit teachers' ability to effectively convey these values to students. This result was consistent with the results of Al-Subheen's study (2017), which showed that the degree of inclusion of social and national concepts and values from the teachers' viewpoint was medium to high. However, the result of this question differed from the results of Assali's study (2023), which showed that the extent of including global citizenship values in the content of social studies textbooks in the Palestinian curricula for the seventh and eighth grades was low.

Results related to the Second Research Question

Are there statistically significant differences at the significance level ($0.05 = \alpha$) in the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers' perspective in Amman City attributed to the variables of "gender, education sector, and number of years of experience"?

To answer this question, the means and standard deviations of the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers' perspective in Amman City attributed to the variables of "gender, education sector, and number of years of experience" are calculated. Table (3) illustrates those results.

Table 3: Means and Standard Deviations of Degree of Inclusion of Global Citizenship Values in Social and National Education Textbooks for the Preparatory Stage from the Teachers' Perspective in Amman City According to the Variables of Gender, Education Sector, and Number of Years of Experience

Variable	Categories	Levels	Political Values	Belonging Values	Environmental Values	Dialogue Values	Social Values	Overall Degree
Gender	Male	AM	3.93	3.47	3.63	3.63	3.65	3.67
		SD	0.70	0.81	0.80	0.82	0.82	0.68
	Female	AM	3.91	3.62	3.83	3.77	3.94	3.82
		SD	0.53	0.66	0.62	0.63	0.67	0.53
Education Sector	Public	AM	3.92	3.60	3.76	3.70	3.85	3.77
		SD	0.58	0.72	0.68	0.66	0.72	0.58
	Private	AM	3.91	3.46	3.79	3.86	3.85	3.78
		SD	0.63	0.69	0.73	0.80	0.79	0.62
Number of Years of Experience	Less Than (5) Years	AM	4.06	3.90	4.03	3.94	3.98	3.98
		SD	0.55	0.58	0.56	0.59	0.80	0.50
	From (5) To (10) Years	AM	3.87	3.42	3.62	3.62	3.82	3.68
		SD	0.63	0.72	0.66	0.65	0.71	0.61
	More Than (10) Years	AM	3.90	3.57	3.78	3.73	3.83	3.77
		SD	0.57	0.72	0.72	0.74	0.73	0.59

As shown in Table (3), there are apparent differences between the means of the degree of inclusion of global citizenship values in social and national education textbooks from the teachers' perspective, depending on the variables of gender, education sector, and number of years of experience. The results of this question indicated no statistically significant differences between the means of the responses of the research sample participants to the degree of inclusion of social and national education textbooks for the preparatory stage of global citizenship values according to the variables of gender, education sector, number of years of experience in all dimensions, and the overall degree. The result related to the gender variable is attributed to the fact that there are cultural or social factors among those responsible for the educational process that affect the individual's attitudes towards global citizenship, which continue across genders in a similar manner, as the gender variable will not have a significant impact on receiving or acquiring it by students because the same social studies textbooks are taught in male and female schools.

Moreover, this result is consistent with Al-Subheen's study (2017), which indicated no significant effect of gender differences on teachers' responses of the degree of availability of social and national concepts and values in the content of social and national education textbooks for the preparatory stage. However, this result differs from the result of Al-Alawi and Al-Maamari's study (2020), which showed an effect in favor of females. According to the education sector variable, this result is attributed to the fact that social and national studies curricula were designed to suit the educational sector in Jordan, regardless of its type, as the educational system in Jordan is a centralized system, In other words, the National Center for Curriculum Development undertakes the development of social studies textbooks taught in the public and private sectors, as there are no multiple educational systems for social studies curricula.

Also, the result of this question is consistent with Assali's study (2023), while it differs from the result of Hameed's study (2020), which showed the necessity of making an informed decision regarding the possibility of including global values in the contexts of multiple educational systems. Regarding the number of years of experience variable, this result is attributed to the fact that the experience variable is a secondary variable in stating the degree of inclusion of global citizenship values in social and national education textbooks due to the small potential impact shown by the results. From the teachers' standpoint, experience had no effect because social studies teachers are qualified and newly experienced teachers are enrolled in courses such as the new teachers' course and analysis skills to exchange experiences within schools and hold training workshops.

Besides, the result of this question is consistent with Al-Alawi and Al-Maamari's study (2020) and Al-Subheen's study (2017), which showed no effective impact of teaching experience on the degree of inclusion of global citizenship values in social and national education textbooks for the preparatory stage from the teachers' perspective in Amman City. To find out whether these differences are statistically significant, the results of the multivariate analysis of variance (MANOVA) were calculated. Table (4) illustrates those results.

Table 4: Results of Multivariate Analysis of Variance (MANOVA) for the Significance of Differences between the Means of the responses of the Research Sample Participants According to the Variables of Gender, Education Sector, and Number of Years of Experience

Dimensions	Source of Variance	Sum of Squares	DF	Mean of Squares	F-Value	Sig. Level
Gender	Political Values	0.029	1	0.029	0.081	0.777
	Belonging Values	0.414	1	0.414	0.803	0.372
	Environmental Values	0.625	1	0.625	1.307	0.255
	Dialogue Values	0.904	1	0.904	1.858	0.175
	Social Values	1.926	1	1.926	3.544	0.062
	Total Degree	0.600	1	0.600	1.679	0.198
Education Sector	Political Values	0.120	1	0.120	0.330	0.567
	Belonging Values	0.218	1	0.218	0.424	0.516
	Environmental Values	0.137	1	0.137	0.287	0.593
	Dialogue Values	0.275	1	0.275	0.565	0.454
	Social Values	0.556	1	0.556	1.023	0.314
	Total Degree	0.237	1	0.237	0.665	0.417
Number of Years of Experience	Political Values	0.489	2	0.244	0.673	0.512
	Belonging Values	1.696	2	0.848	1.644	0.198
	Environmental Values	1.681	2	0.840	1.758	0.177
	Dialogue Values	.791	2	0.396	0.813	0.446
	Social Values	.030	2	0.015	0.028	0.972
	Total Degree	0.585	2	0.292	0.819	0.443
Error	Political Values	42.116	116	0.363		
	Belonging Values	59.826	116	0.516		
	Environmental Values	55.446	116	0.478		
	Dialogue Values	56.446	116	0.487		
	Social Values	63.038	116	0.543		

Dimensions	Source of Variance	Sum of Squares	DF	Mean of Squares	F-Value	Sig. Level
	Total Degree	41.423	116	0.357		
Adjusted Total	Political Values	43.740	125			
	Belonging Values	64.335	125			
	Environmental	59.511	125			
	Dialogue Values	60.769	125			
	Social Values	67.458	125			
	Total Degree	43.517	125			

As revealed in Table (4), there are no statistically significant differences between the means of the responses of the research sample participants in the degree of inclusion of global citizenship values in social and national education textbooks, depending on the variables of gender, education sector, and number of years of experience.

9. CONCLUSION

In a nutshell, this paper measures the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers' perspective in Amman City. One key finding is that the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage from the teachers' perspective in Amman City is high in all dimensions and the overall degree except for the dimension "belonging values" which is at a medium degree. Also, the results show no differences in the research sample's response to the degree of inclusion of the global citizenship values attributable to the variables of gender, education sector, and number of years of experience.

10. Recommendations

Given the said results, this paper recommends developing curricula to enhance the inclusion of global citizenship values in a better and broader way and focusing on the values of belonging in the development processes of social and national studies textbooks. Another key recommendation is to continuously update the curriculum content to include the values that received the lowest degrees in the following areas:

- Political values: Encouraging scientific research on global issues.
- Social values: Enhancing respect for individuals' privacy and rights.
- Environmental values: Showing how to make the best use of modern technological techniques to enhance the environmental situation.
- Dialogue values: Developing the ability to express opinions based on proposed logical solutions.
- Belonging values: Employing scientific methodology in addressing modern global challenges.

More importantly, the current paper recommends adopting a multidisciplinary approach to education, where global citizenship topics can be integrated into various subjects, conducting an analytical study on the degree of inclusion of global citizenship values in social and national education textbooks in the preparatory stage, and conducting a comparative study on the degree of inclusion of global citizenship values in social and national education textbooks prescribed in Jordan with regional and international environments.

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