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Factors affecting the use of technology-based teaching methods in teaching social studies for the elementary stage: From the teachers' point of view

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Abstract. The study aimed to identify the factors affecting the use of technology-based teaching methods in teaching social studies for the elementary stage from the teachers' point of view. The study relied on the questionnaire for the purposes of collecting the study data. The study sample consisted of 305 male and female teachers of the basic stage of social studies. The correlational descriptive approach was used for its suitability for the purposes of the study. The results of the study showed that the most important technology-dependent factors in teaching social studies for the basic stage from the teachers' point of view were (administrative support and training, and then technical skill, saving time, infrastructure, student numbers), and it was found that (the use of technology-based teaching methods in teaching social studies) it was of a high standard. The results of the study showed a statistically significant effect at the significance level (0.05 α) for infrastructure, technical skills, administrative support and training, and the number of students on using technology-based teaching methods, and it was noticed that time is a non-influencing factor in that. In light of the results, the study recommends the necessity of providing administrative support and specialized training for teachers to equip them with the technical skills they need to deal with teaching methods based on technology in teaching social subject matter.

Keywords. teaching methods, technology, social science subject, elementary stage

Introduction

The rapid developments in information technology have added a significant and noticeable change to all fields, especially educational ones, as the various technical and technological tools have greatly and effectively changed the traditional view of the educational process and gave greater opportunities to qualify teachers and prepare them to be able to keep pace with these developments, especially with what education is witnessing such as rapid changes and developments in Jordan.

Achieving the desired goals of the educational process and the teacher's success in that depend largely on his method and style in presenting information and interacting with it, the method or tools he uses in providing information to students, as well as the level of knowledge and skills he possesses, especially since it is considered one of the most important pillars of the educational process and one of the pillars of the curriculum that affects and is affected by. Many

studies such as (Al-Sulaiman, 1999) have shown the great and effective role that educational methods play in students' understanding and interacting with the teacher and the educational material.

The use of an technology-based teaching method that relies on modern and technical tools in a loving manner for students ,works to attract them and increase their level of interaction, in addition to stimulating their motivation towards learning, especially in social and literary subjects, as teacher needs to use a method that is likable to students to make subjects attractive (Jaber, 2003).

Based on the above and in line with the interest of the Ministry of Education in Jordan in activating modern technologies and technology-based teaching methods in teaching various subjects and in support of global trends in this area, this study aims to identify factors affecting the use of technology-based teaching methods in teaching social studies for the elementary stage from the teachers' point of view.

Problem of the study

The education sector in Jordan is witnessing great development, especially in the development of the educational process and the accompanying curricula and decisions, qualifying teachers and motivating them to employ educational technology in all school curricula and for different stages, as there are a variety of modern tools and programs to support this goal, as schools were provided with the necessary hardware, software and programs aimed at supporting the educational process with the necessary support.

However, despite the existence of strategies and plans to implement this technological and technological transformation in the educational process, there are still many obstacles or challenges that prevent this effectively from being implemented, as indicated by a study carried out by (Awad and Shamma, 2009), where it found that the most important obstacles facing the application of the methods of modern technology in teaching were the lack of training programs to qualify teachers on how to use these technologies, while a study by (Al-Ghamdi, 2010) showed that the challenges lie in the number of students in public schools and their infrastructure.

In order to reach an effective application of modern technology-based teaching methods in the subject of social studies from the teachers 'point of view, the problem of the study is summarized in answering the following main question: **What are the factors affecting the use of technology-based teaching methods in teaching social studies for the elementary stage from the teachers' point of view?**

The following study questions stem from the main question:

Questions of the Study

- **What are the most important technology-based factors in teaching social studies for the elementary stage?**
- **What is the extent of using technology-based teaching methods in teaching basic social studies?**
- **What are the factors affecting the use of technology-based teaching methods in teaching social studies for the elementary stage from the teachers' point of view in Jordan?**

Objectives of the study

The current study sought to identify the following:

- The most important technology-based factors in teaching social studies for the elementary stage?

- The extent of using technology-based teaching methods in teaching basic social studies?
- The factors affecting the use of technology-based teaching methods in teaching social studies for the elementary stage from the teachers' point of view in Jordan?

The importance of the study

The importance of the current study lies in its attempt to address the issue of integrating technology in education through modern teaching methods, and how to motivate teachers to use it effectively. The importance of the current study also lies in its attempt to direct teachers, especially teachers of social studies, to take advantage of modern technologies to raise the level of students' skills and knowledge and to achieve better educational goals.

In addition, the scientific importance of the study is represented in presenting a realistic study and practical recommendations for teachers and workers in the educational development sector to make better use of modern technologies in the teaching methods and to focus on the various factors that stimulate this from the study.

Limits of the study

Spatial limits: The current study was applied to teachers of social studies in public schools in Jordan.

Time limits: the second semester of the academic year: 2019-2020.

Objective limits: They are represented in the responses of the study sample individuals to the items of the study tool.

Theoretical framework

Technology-based teaching methods

Teaching strategies play an important and effective role in the educational process. They are considered as essential elements in building , attractive and stimulating learning environment for students. Teaching strategies also play an important role in increasing students' level of knowledge by focusing on giving information in an interactive manner. The application of teaching strategies provides many benefits to all elements of the educational process in order to develop group and cooperative learning skills, and to motivate students to participate and interact (Rifai, 2012; Shehata, 2015).

Moreover, the different teaching strategies and the integration of information technology with them greatly help to improve students' various skills and knowledge, increase their ability to deal with problems and provide them with comprehension skills (Banu Khaled, 2016).

The concept of technology-based teaching strategies also refers to the integration of technologies, programs, technical tools, modern means of communication, multimedia, images and other tools in communicating information to students and communicating with them in order to achieve the goals of the academic subject (Al-Turki, 2010).

(Azmi, 2008) stated that modern teaching strategies and their integration with technology are considered as an interactive system that supports students in understanding the academic subject and helps them to understand, recall and exploit the educational environment in developing their various skills and abilities .Modern technology-based teaching methods include:

Simulation

The simulation method is considered as one of the most prominent modern teaching methods, which is based on presenting the academic material through realistic practical examples as a

model for students that can simulate reality, and works to bring the image to be connected to reality, where through this method students are placed in specific situations or problems and solve them in a manner that is close to reality (Al-Naabi, 2010). The benefit of this method is summarized by providing students with practical realistic skills and increasing their level of thinking without any negative effects (Al-Zahrani, 2012).

Project-based learning

In light of talking about Project-based learning as one of the modern teaching methods; it is imperative to address the concept of this method, as this concept has come to play a prominent role in modern science, as many researchers and experts in general and education scholars in particular, have paid attention to this method. The project is defined as any work (manual or mental) with a specific goal related to the life of the learner (Ghawanimah, 2011), and it can be said that project-based learning is a method based on transforming the curriculum into a project where activities and real and realistic examples are presented for the learner or student to interact with.

Through project-based learning, the student can reach realistic contents, present his ideas, exchange them with the ideas of others, rethink them and extract ideas from them. (Omar, 2010) confirms that project-based learning is one of the effective methods of teaching that depends on guiding students to solve problems in a way that serves the educational material and under the supervision of the teacher.

Many researchers have described project -based learning as constructive, participatory, and investigative that aims at a deep understanding of the content, multidisciplinary, realistic in theme and context, recursively evaluated, and sustainable. Tawalbeh et al., 2010, states that project-based learning is based on the realization of a number of principles, namely learning by doing, learning according to desire and need, and learning to achieve success in life and encourage self-learning.

Interactive panels

The interactive panels are one of the modern technical tools that are connected to the computer and allow the teacher to display digital pictures and educational material and write or modify them in an easy and enjoyable manner, which increases students' motivation and attract them towards the subject presented to them.

Numerous studies, such as (Al-Toudary, 2004) have confirmed that the use of modern technology-based teaching methods are of great importance, which can be summarized in the following:

- Building knowledge and experiences of learners by creating an attractive, stimulating environment for them, diversifying methods and approaches, and making use of them in interaction and sharing.
- Increasing the benefit from the educational process and the role the learner plays by activating dialogue and exchanging knowledge and opinions instead of relying on indoctrination only.
- Maintaining constant communication with students by teachers through electronic learning platforms and increasing the level of extracurricular activities in support of the academic subject.
- Reducing the level of routine and boredom in providing educational material through modern tools in teaching exciting for students.

Social Studies Curricula

Social studies curricula are considered as an important part of school curricula for its great role in developing knowledge, values, trends and skills of the learner and for its great role in raising the individual as a positive actor in his society, as (Al-Titi, 2002) sees that social studies are greatly concerned with the human being and his interaction with his social and natural environment and how the individual becomes an actor in the community in which he lives.

(Abu Helou et al, 2002) added that social studies are integrated studies that include a conceptual and cognitive structure in its various aspects and seek at the same time to find a good citizen who can solve all the problems facing him and who can overcome them and face crises, whether local, national or global.

(Al-Ghubaissi, 2001) states that social sciences consist of information, concepts, generalizations, and facts that are treated educationally to suit the characteristics of the learners, while (Al-Husseini, 2010) sees it as a term given to the subjects that students study in history, geography, national education and all branches of social studies, and which are concerned with the human being and his relationship with his environment, both human and natural.

Thus, social subjects help the learner to form a large amount of information, facts and concepts, and also helps students to acquire multiple skills about research and fact-finding, how to ensure their validity, and how to make decisions about them, as it is part of social science.

From the foregoing it is evident that social studies are derived from the social sciences and consist of facts, generalizations, laws and theories, and its field is the school and the learner is its main focus and purpose as well. Social sciences, the environment and society are sources for social studies curricula, as they work to develop the learner from various aspects to be a good citizen with an integrated personality, able to employ knowledge in his life and able to overcome and solve various problems in his life.

Objectives of social studies

Social studies aim to achieve a major goal, which is to prepare a good, self-confident citizen who participates in his community to make decisions, who is respectful of the law, and is able to perform his leadership role in his community (Turner, 2004).

(Grant, 2006) explained that the goals of social studies are in light of the framework of a good citizen and worked on setting basic axes that they adopt for social studies to achieve its goals, which are education for work and production, education for free democracy, personal human education and education to bring about change.

(Al-Husseini, 2010; Obaidat, 1985; Al-Sakran, 2000; Al-Titi, 2002) agreed that social studies work to achieve community development through the learner's understanding and respect for the values of his society, national and cultural goals and purposes that focus on the personal growth of the learner, in addition to helping students to define their positions and make their decisions towards all the prevailing values in society through the experiences provided to them, and helping students to adapt to the developments of the times and understand the world around them.

The social studies curriculum works to shape the personality of the learner in all its mental, skill and emotional aspects. On the mental side, knowledge helps build his awareness of what is around him, so he has a conscious awareness and a sound evaluation. On the emotional side, knowledge works on forming his feelings and emotions and liberating the learner from feelings of fear, anxiety and aggression. It works to refine the learner's abilities to read and express his thoughts and feelings so that he becomes beneficial to himself and his society, and with regard to the social aspect, he acquires values, trends and customs and acts accordingly (Rawadiyeh, 2003; Abdel Moneim et al, 2006; Nazal, 2003; Al-Mafraji, 2001; Abu Mughali, 2002).

Literature review

A study carried out by (Ahmad, 2019) entitled: “The Degree of Using Modern Technology in Teaching Life Sciences Subject from the Point of View of Secondary School Teachers in Zarqa Schools” This study aimed to uncover the extent to which teachers use modern technology methods in education for the science subject, as the study relied on a questionnaire to collect study data. The study reached a number of results, the most important of which was that teachers use technology in teaching science, with an average degree. The results also showed that there were no differences between teachers in usage according to the variable of sex and years of experience. The study recommended a number of recommendations, the most prominent of which is the necessity of providing a package of training programs for teachers on how to use these techniques effectively.

A study carried out by (Al-Saeedat, 2018) entitled: “The reality of using the interactive panel in the Petra Education School and the difficulties they face.” The study aimed to identify the extent to which teachers use one of the modern teaching methods, which is the interactive whiteboard by teachers. The study relied on a questionnaire to collect study data. The results showed that teachers' use of the interactive board in teaching was very weak, despite its availability in all schools and classrooms. The study recommended the necessity of holding training and introductory workshops for teachers on the importance of technology in education and the benefits that it entails for students and teachers.

A study carried out by (Al-Enezi, 2018) entitled: "The Degree of Use of Educational Techniques in Teaching Islamic Education to the Intermediate Level from the Teachers' Perspective in the State of Kuwait". The study aimed to identify the level of teachers' use of modern technologies in teaching Islamic education. The study relied on a questionnaire for data collection purposes. The study concluded with a set of results, the most important of which was that teachers use modern technology in teaching to a moderate degree. The results showed that there were differences between teachers according to the gender variable in all results and study axes.

The study recommended a number of recommendations, the most important of which was the necessity of holding specialized training for teachers on the use of modern technologies and how to employ them in teaching various Islamic education courses.

A study carried out by (Al-Qudah, 2017) entitled: “The Degree of Educational Technology Use by Teachers of the First Three Basic Classes in the Governorate of Ajloun to and the Obstacles to Its Use from Their Point of View” The study mainly aimed to uncover obstacles of the use of modern technologies by teachers on the one hand and the level of their use of such technologies on the other hand. The study relied on a questionnaire for data collection purposes. The study found a number of results, the most important of which is that the teachers' use of modern technologies was moderate, while the main obstacles that prevent teachers from using these technologies are the increased level of work pressure on teachers.

Methodology

This study is based on the use of the relational descriptive approach, and this approach has been used in its suitability to the objectives of the study and related to "factors affecting the use of technology-based teaching methods in teaching social studies for the primary stage from the teachers' point of view."

Study population

The study population consists of teachers of social studies for the elementary stage in public and private schools in Jordan for the academic year 2019-2020, as the study community is considered one of very large societies, and it may not be possible to find a fixed statistic on which the Ministry of Education relies in determining the number of teachers of the social subject.

Study sample

The study sample was selected from the teachers of social studies of elementary in public and private schools in Jordan according to the sample selection table from the study population by a simple random method estimated at (380) male and female teachers. (380) questionnaires were distributed at their workplaces.

After retrieving the questionnaires, (75) questionnaires were excluded because they were not valid for the purposes of statistical analysis, due to incomplete responses or non-participation of study sample members in filling out the questionnaires. The final sample was represented by (305) male and female teachers, which represents (80.3%) of the main sample. Table (1) below shows the demographic distribution of the study sample according to gender, experience, and educational level.

Table (1)
Distribution of the study sample according to demographic variables

Variable	Frequency	Percentage
Sex		
Male	191	62.6
Female	114	37.4
Total	305	100.0
Experience		
Less than 5 years	52	17.0
5-10 years	122	40.0
10years or more	131	43.0
Total	305	100.0
Educational level		
Diploma	40	13.1
Bachelor	168	55.1
M.A.	86	28.2
PhD	11	3.6
Total	305	100.0

Study tool

The questionnaire of Factors affecting the use of technology-based teaching methods in teaching social studies for the elementary stage was developed, with reference to the theoretical literature and previous studies (Al-Qudah, 2017), (Al-Anzi, 2018), (Ahmed, 2019). The study scale consisted of two parts:

Part (1): includes demographic information, which is made up of: gender, experience, and educational level.

Part (2): includes the study questions consisting of (34) paragraphs. The tool is modeled on Likert's five-point scale where the following dimensions were addressed:

- **The first-dimension** deals with administrative support and training, and includes paragraphs (1-5).
 - **The second dimension** related to technical skill, and it includes paragraphs (6-9).
 - **The third dimension** related to saving time, and it includes paragraphs (10-13).
 - **The fourth dimension** related to student numbers, and it includes paragraphs (14-17).
 - **The fifth dimension**, which includes infrastructure and it includes paragraphs (18-22).
- Part (3):** deals with the use of technology-based teaching methods, and it includes paragraphs (23-34).

Study tool validation (validate content)

After preparing the initial form of the scale, it was submitted to (7 experts) from the faculty in the Department of Curricula and Methods of Teaching Social Studies at the University of Hafar Al-Batin in the Kingdom of Saudi Arabia to express their views on the validity of the content and the suitability of the phrases to the questionnaire and their suitability for measuring what they were put to measure, and the degree of clarity, and then appropriate adjustments have been suggested. A criterion of (80%) was adopted to indicate the validity of the paragraph, and based on the opinions of the experts, some paragraphs were amended in terms of wording to increase their clarity, and some were deleted due to their similarity and proximity to other paragraphs. Also, other paragraphs were deleted because they were not suitable for the purposes of the study. The scale now consists of (34) items, and the researcher considered the opinions of the experts and their amendments indicative of the validity of the content of the study tool.

Reliability of the study tool

To calculate the stability of the study tool, the researcher used the Test-Retest method, as the study tool was applied to (30) male and female teachers of the basic stage social studies from outside the study sample with a 14-day-interval between the two times of (14) days. The researcher used Pearson Correlation to calculate the reliability of the study tool, and the values of the reliability coefficient were for the main and sub-indicators and the total degree, as in Table (2).

Table (2)
Reliability coefficients for major dimensions using the retest method

Fields of study	Stability coefficient using Re-test
Administrative support and training	0.712
Technical skill	0.780
Time saving	0.776
Student numbers	0.723
Infrastructure	0.667
Use of technology-based teaching methods	0.765
The tool as a whole	0.886

The value of the reliability coefficient of Re-test was (0.886). These values of the reliability factor are acceptable for the purposes of this study.

To identify the consistency of each paragraph of the scale with the dimension to which the paragraph belongs, the calculation of correlation coefficients between each paragraph of the scale was used by using the coefficient (Cronbach alpha). Table (3) shows the results of the test.

Table (3)
Reliability coefficients for the study tool items using the Cronbach alpha test

Fields of study	Cronbach alpha test
Administrative support and training	0.734
Technical skill	0.821
Time saving	0.810
Student numbers	0.743
Infrastructure	0.700
Use of technology-based teaching methods	0.839
The tool as a whole	0.923

Table (3) shows that the values of the Cronbach alpha coefficient of the sub-dimensions of the scale ranged between (0.700 - 0.839). The value of the reliability coefficient using Cronbach's alpha for the total score of the scale was (0.923).

Scale correction key.

It was taken into account that the (five-point Likert) scale used in the study should be in accordance with the rules and characteristics of the scales as follows:

Level				
Very high	High	Average	Low	Very low
5	4	3	2	1

Accordingly, the values of the means reached by the study were dealt with according to the following equation:

Highest value - the lowest value of answer alternatives / divided by the number of levels, i.e.:

$$\frac{(1-5)}{3} = \frac{4}{3} = 1.33, \text{ and this value equals the length of the category.}$$

Thus, the low level of $1.00 + 1.33 = 2.33$

The average level is from $2.34 + 1.33 = 3.67$

The high level is from $3.68-5.00$

Study variables

The study included many variables:

First: The independent variables include (administrative support and training, technical skill, time, student numbers, and infrastructure).

Second: The dependent variable includes the use of technology-based teaching methods.

Statistical analysis

The following statistics were used:

- Extracting the frequencies and percentages to describe the individuals of the study sample.
- Usage of the Pearson Correlation test, and Cronbach alpha test to ensure the reliability of the tool.
- The means and standard deviations were used.
- The Stepwise Multiple Regression test was used.

Results

Results related to the first question: **What are the most important technology-based factors in teaching social studies for the elementary stage?**

To answer the first question, means and standard deviations were extracted to identify the most important technology-based factors in teaching social studies for the elementary stage? Table (4) shows the results.

Table (4)
Means and standard deviations were extracted to identify the most important technology-based factors in teaching social studies for the elementary stage from the teachers' point of view arranged in descending order.

No.	Factors	Mean	Standard deviation	Rank	Level
1	Administrative support and training	3.73	0.66	1	High
2	Technical skill	3.68	0.60	2	High
3	Time saving	3.60	0.47	3	Average
5	Infrastructure	3.60	0.61	3	Average
4	Student numbers	3.58	0.68	4	Average
	Total score of the scale	3.64	0.48		Average

It is evident from Table (4) that the means of (technology-based factors in teaching social studies for the elementary from the teachers' point of view) ranged between (3.73 and 3.58), where the total mean of these factors in general was (3.64), which is of average level. The administrative support and training factor has ranked first with a mean of (3.73) and a standard deviation of (0.66), which is of the high level. The technical skill factor ranked second, with a mean of (3.68) and a standard deviation of (0.60), which is of the high level. In third place came the two factors of saving time and infrastructure, with a mean of (3.60) and a standard deviation of (0.47 and 0.68), which are of the average level. In the fourth place, the student numbers factor came with a mean of (3.58) and a standard deviation of (0.68), which is also of an average level.

In order to identify the level of sub-paragraphs for each of the technology-based factors in teaching social studies for the elementary stage from the teachers' point of view, the means and standard deviations were calculated, and the following are the results:

1- Administrative support and training factor:

Table (5)
The means and standard deviations of the study sample responses for the Administrative support and training factor items in descending order.

No.	Factors	Mean	Standard deviation	Rank	Level
1	The administration provides the tools and means I need to use technology-based teaching methods in teaching social studies	4.13	0.99	1	High
5	The administration provides modern means in learning social studies	3.68	0.95	2	High
4	The school principal believes that training teachers on information technology will positively affect student achievement.	3.64	0.96	3	Average
3	The school administration is constantly arranging for lectures on information and	3.61	0.92	4	Average

	communication technology to educate teachers.				
2	The administration provides the training I need on how to use technology-based teaching methods in social studies .	3.58	0.91	5	Average
General mean		3.73	0.66		High

It is evident from Table (5) that the mean of (support factor in technology-based methods for teaching social studies for the elementary stage) reached (3.73), which is of a high level. Paragraph No. (1) had the highest mean of (4.13), and a standard deviation of (0.99), which is from the high level. The paragraph stipulated (The administration provides the tools and means I need to use technology-based teaching methods in teaching social studies). In the last place came Paragraph No. (2) with a mean of (3.58) and a standard deviation of (0.91), which is of the average level. The paragraph stated: (The administration provides the training I need on how to use technology-based teaching methods in social studies).

2- Technical skill factor:

Table (6)

The means and standard deviations of the study sample responses from the items of the technical skill factor, arranged in descending order.

No.	Factors	Mean	Standard deviation	Rank	Level
9	I do not have to ask other people for help to use technology-based teaching methods in social studies .	3.77	0.97	1	High
8	I have the ability to use technology-based teaching methods in teaching social studies ., easily and conveniently.	3.76	0.99	2	High
6	I have the ability to use many programs and technologies such as e-mail, PowerPoint, Excel, and Word in teaching social studies .	3.68	0.95	3	High
7	I am able to face any difficulties that hinder the use of technology-based teaching methods in teaching social studies .	3.50	0.89	4	Average
General mean		3.68	0.60		High

It is evident from Table (6) that the mean of (the technical skill factor in technology-based methods for teaching social studies for the elementary stage) reached (3.68), which is of a high level. Paragraph No. (9) had the highest mean of (3.77) and a standard deviation of (0.97), which is from the high level. The paragraph stated that (I do not have to ask other people for help to use technology-based teaching methods in social studies), and in the last place came Paragraph No. (7) with a mean of (3.50) and a standard deviation of (0.89), which is of the average level. The paragraph stated: (I am able to face any difficulties that hinder the use of technology-based teaching methods in teaching social studies).

3- Time saving factor:

Table (7)

The means and standard deviations of the responses of the study sample for the items of the time saving factor, arranged in descending order.

No.	Factors	Mean	Standard deviation	Rank	Level
10	I use modern social technology because it saves time and effort in communicating information.	3.67	0.47	1	Average
13	Technology-based teaching methods allow sufficient time to repeat lessons more than once.	3.60	0.92	2	Average
11	Teaching in the light of information technology allows for the circulation of the largest possible amount of information within class time.	3.59	0.91	3	Average
12	Technology-based teaching methods in teaching social studies provide sufficient time for the teacher to understand the materials and communicate them to students.	3.55	0.89	4	Average
	General mean	3.60	0.47		Average

It is evident from Table (7) that the mean of (time saving factor in technology-based methods for teaching social studies for the elementary stage) reached (3.60), which is of the average level. Paragraph No. (10) scored the highest mean of (3.67), and a standard deviation of (0.47), which is of an average level. The paragraph stipulated (I use modern social technology because it saves time and effort in communicating information.). In the last place came Paragraph No. (12) with a mean of (3.55) and a standard deviation of (0.89), which is of the average level. The paragraph stipulated (Technology-based teaching methods in teaching social studies provide sufficient time for the teacher to understand the materials and communicate them to students).

4- Student numbers factor

Table (8)

The means and standard deviations of the responses of the study sample individuals from the student numbers factor items, arranged in descending order.

No.	Factors	Mean	Standard deviation	Rank	Level
14	Technology-based teaching methods do not require limited numbers of students in classroom.	3.65	0.94	1	Average
16	The classroom space is commensurate with the number of students, which helps to use different modern teaching methods, especially those based on dividing students into groups.	3.60	0.92	2	Average
17	The administration takes into consideration the use of modern teaching methods and the space it needs in the classrooms when distributing students inside them.	3.54	0.89	3	Average
15	The number of students in the classroom helps them interact with	3.52	0.88	4	Average

	teaching methods based on different technology .				
	General mean	3.58	0.68		Average

It is evident from Table (8) that the mean of (student numbers factor in technology-based methods for teaching social studies for the elementary stage) reached (3.58), which is of the intermediate level. Paragraph No. (14) had the highest mean of (3.65), and a standard deviation (0.94), which is of the average level. The paragraph stated (Technology-based teaching methods do not require limited numbers of students in classroom). In the last place, Paragraph No. (15) came with a mean of (3.52) and a standard deviation (0.88), which is of an average level. The paragraph stated (The number of students in the classroom helps them interact with teaching methods based on different technology).

5- Infrastructure factor

Table (9)

The means and standard deviations of the responses of the study sample individuals from the infrastructure factor items, arranged in descending order.

No.	Factors	Mean	Standard deviation	Rank	Level
19	The infrastructure in the school is commensurate with the teaching methods based on different technology.	3.75	0.97	1	High
22	The school provides teachers with experience in using technology-based teaching methods.	3.61	0.92	2	Average
20	The school's classrooms are equipped to use different technology-based teaching methods.	3.58	0.91	3	Average
21	The school administration provides the internet and computers to activate technology-based teaching methods.	3.57	0.90	4	Average
18	The school has tools that support the use of different technology-based teaching methods.	3.50	0.87	5	Average
	General mean	3.60	0.61		Average

It is evident from Table (9) that the mean of (infrastructure factor of technology-based methods for teaching social studies for the basic stage) reached (3.60), which is of the intermediate level Paragraph No. (19) scored the highest mean of (3.75), and a standard deviation of (0.97), which is of an average level. The paragraph stated that (The infrastructure in the school is commensurate with the teaching methods based on different technology). In the last place came Paragraph No. (18) with a mean of (3.50) and a standard deviation of (0.87), which is of the average level. The paragraph stated that (The school has tools that support the use of different technology-based teaching methods).

Results related to the second question: What is the extent of using technology-based teaching methods in teaching basic social studies?

To answer the second question, means and standard deviations were extracted to identify the extent of using technology-based teaching methods in teaching social studies for the basic stage.

Table (10) shows the results:

Table (10)
means and standard deviations for the items of using technology-based teaching methods in teaching social studies for the elementary stage arranged in descending order.

No.	Factors	Mean	Standard deviation	Rank	Level
34	I use technology in teaching social studies to build higher thinking skills in students.	4.10	1.00	1	High
23	I am using (LCD, LED) monitors of all kinds during the classroom.	3.78	0.98	2	High
30	Technology is used to explain the social subject matter to the student.	3.75	0.97	3	High
31	Technology-based teaching methods fit and suit students' characteristics and developmental abilities.	3.75	0.97	4	High
28	I am using computer programs over the internet to illustrate some points in social studies	3.71	0.96	5	High
24	Practical applications of using technology in teaching methods are easy.	3.70	0.95	6	High
27	The interactive whiteboard is used as a technology-based teaching method.	3.68	0.95	7	High
25	Technology provides a wealth of information that both teacher and student need.	3.61	0.94	8	Average
32	I use technology in teaching social studies to help students self-learn.	3.60	0.92	9	Average
26	The teacher relies on technology as a source of communication, which facilitates communication and communication.	3.57	0.90	10	Average
33	The use of technology in teaching social studies increases students' motivation towards learning.	3.56	0.90	11	Average
29	I use the interactive video in the social classes.	3.55	0.89	12	Average
	General mean	3.70	0.57		High

It is evident from Table (10) that the mean of (the use of technology-based teaching methods in teaching social studies) reached (3.70), which is of a high level, and Paragraph No. (34) scored the highest mean of (4.10), and a standard deviation of (1.00), which is of a high level. The paragraph stated that (I use technology in teaching social studies to build higher thinking skills in students), and in second place came Paragraph No. (23) with a mean of (3.78) and a

standard deviation of (0.98), which is of the high level. The paragraph stated that (I am using (LCD, LED) monitors of all kinds during the classroom "

In the last place came Paragraph No. (29) with a mean of (3.55) and a standard deviation of(0.89), which is of the average level. The paragraph stated that (I use the interactive video in the social classes).

Results related to the third question: What are the factors affecting the use of technology-based teaching methods in teaching social studies for the elementary stage from the teachers' point of view in Jordan?

To answer the third question, the Stepwise Multiple Regression test was used in order to determine the factors affecting the use of technology-based teaching methods in teaching social studies for the primary stage from the viewpoint of teachers in Jordan, and Table (11) shows the results.

Table (11)

Stepwise Multiple Regression to identify the effect of factors affecting the use of technology-based teaching methods in teaching social studies for the primary stage.

Factors affecting the use of technology-based teaching methods in teaching social studies	B	Standard error	Beta	Calculated T	Significance of T
Administrative support and training	.262	.046	.304	5.729	.000
Technical skill	.362	.051	.383	7.072	.000
Time savings	.036	.064	.030	.561	.575
Students numbers	.321	.067	.347	4.773	.000
Infrastructure	1.995	.160	1.687	12.504	.000

* Statistically significant at $(0.05 \geq \alpha)$ level (t) tabular value = (± 1.96)

It is evident from Table (11), and by following up on the values of the (t) test, that the sub-factors (variables) related to (administrative support and training, technical skill, student numbers, infrastructure) have an impact on the use of technology-based teaching methods in teaching social studies for the elementary stage from the teachers' point of view, as the calculated (t) values were (5.729, 7.072, 4.773, 12.504), respectively, which are significant values at the level of significance $(0.05 \geq \alpha)$.

It was evident from Table (11) that the time saving factor does not affect the use of technology-based teaching methods in teaching social studies for the basic stage from the teachers' point of view, as the value of (t) reached (0.561), which is significant at the level of $(\alpha 0.05 \geq)$.

Table (12)

Results of a Stepwise Multiple Regression analysis for predicting the use of technology-driven by factor teaching methods

Model	The order of entry of the independent elements into the prediction equation	R	R ²	(Beta)	(F)	Sig
1	Infrastructure	0.834	0.695	0.380	690.193	*0.00
2+1	Technical skill	0.856	0.733	0.365	414.036	*0.00
3+2+1	Administrative support and training	0.866	0.750	0.214	301.604	*0.00

4+3+2+1	Students numbers	0.871	0.759	0.187	203.870	*0.00
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*** Statistically significant at ($0.05 \geq \alpha$)**

When applying a Stepwise Multiple Regression analysis to determine the importance of each independent variable (factor) in contributing to the mathematical model that represents the factors affecting the use of technology-based teaching methods in teaching social studies for the basic stage, as shown in Table (12), which shows the order of Entering the independent variables into the regression equation, the infrastructure variable came first and explained (83.4%) of the variance in the dependent variable. Second was the technical skill variable, and it explained, with the infrastructure, (85.6%) of the variance in the dependent variable.

The administrative support variable came third to explain, with the previous variables, (86.6%) of the variance in the dependent variable. Fourth, the student numbers variable came and explained, together with the previous variables, (87.1%) of the variance in the dependent variable (the use of technology-based teaching methods in teaching social studies for the basic stage). The time-saving variable exited the regression equation as a variable that does not affect teaching methods. Technology-based teaching of social science for the elementary stage.

Discussion of findings and recommendations

The results of the study showed that there are a number of factors that affect teachers' use of technology-based teaching methods in teaching social studies. Providing the infrastructure, various technology tools and advanced devices is a prerequisite for the successful use of these methods, and the large number of students in classrooms is considered an obstacle to the use of such methods, as large numbers lead to inefficiency in the performance of technical tools and limit their effectiveness, and this result is consistent with the findings of a study (Al-Qudah, 2017).

On the other hand, we find that teachers see that administrative support, reducing their other administrative burdens, and providing a package of specialized training on an ongoing basis supports their use of technology-based teaching methods in teaching social studies, and it also gives them technical skills to deal with advanced and various technical tools, and this is consistent with what was recommended by the study carried out by (Ahmed, 2019).

Finally, the results showed that time does not affect teachers' use of technology-based teaching methods in teaching social studies, as they see that providing training and motivation makes them able to use their time outside the official working hours for preparation and preparation and makes them more motivated and motivated to achieve this.

Recommendations

In light of the findings, the researcher recommends the following:

- The study recommends the necessity of providing administrative support and specialized training for teachers to equip them with the technical skills they need to deal with technology-based methods in teaching social studies.
- The study also recommends the importance of providing technical support and working to provide the continuous maintenance necessary for the various technical tools because of its role in enriching the educational process.
- In addition, the researcher recommends taking into consideration the number of students inside the classroom and working to reduce the numbers so that the teacher can employ these methods in teaching social studies.

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