To What Extent the Social Studies Curriculum in Jordan Promote Core- Democratic Values: Knowledge, Skills, and Participation

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Using a mixed methods approach, the researcher conducted a study in Northern Province in Jordan to identify the perceptions of tenth and eleventh grade students regarding social studies curriculum. 125 Jordanian teachers were surveyed and interviewed. The purpose of the study was to determine student's beliefs about the attributes of core-democratic values, what is the knowledge they acquired from social studies regarding a core-democratic values, and what is the skills and participation the social studies curriculum provide to theme. Statistical procedures were used to analyze responses to the force-choice items of the questionnaires. For qualitative data analysis, the researcher used the constant comparative method to develop codes and categories, whereby coding gradually evolved into emerging themes for each grade level. The study revealed that social studies curricula lack the ability to prepare young Jordanians for democratic society because textbooks and teaching methods are outdated and outmoded. Additionally, the study revealed that the social studies curriculum do not reflects the Ministry of education philosophy of promoting knowledge, skills, and participation. The study concluded that to improve social studies education in Jordan, Social studies curricula should be revised to include the most information of core-democratic values from western democratic standard in order to shift young Jordanians for the tradition system to new democratic society.

Keywords: democratic education, social studies, and secondary education

INTRODUCTION

The development of knowledge, skills, values, and attitudes are the basic objectives of Jordan’s secondary studies education. These will only be achieved, however, if the learning environment and pedagogy are intellectually and developmentally appropriate. The learning environment and pedagogy, in turn, depend upon learners and teachers fulfilling their expected roles in the teaching and learning processes.

Al-Barkat & Al-Karasneh (2005) argued that Ministry of Education is the only responsible body for providing textbooks for students attending the state schools. The textbooks used are designed, prepared, and edited by the Ministry of Education. However, the Ministry of education establishing national teams and workshops composed of delegates representing educational supervisors, teachers, and experts. Teachers are not responsible for selecting the topics they teach, and they must to complete the topic within time framework. A textbook is only resource of knowledge, values, attitudes, and skills for teachers and students (p, 171). The goals of secondary education are defined according to the national philosophy of education. They represent a number of intellectual, national, human, and social principles originating from a profound belief in the important role of textbooks as an efficient means of establishing the basic structure of society (p, 172). The Ministry of Education required implementing the national philosophy. The main objective is to prepare young Jordanian to be good citizens. A citizen, for example, should be knowledgeable, skillful, social, helpful, respectful, active, and creative. Thus, the purpose of using textbooks is to promote various outcomes in terms of good citizenship. The Ministry of Education aims to produce a citizen who is loyal to the homeland and nation, endowed with moral virtues, human warmth, and mature physically, mentally, spiritually, and socially (Ministry of Education, 1997). It also aims to help young children comprehend facts, concepts, and relations connected with the natural environment. Both locally and globally, student’s values and good traits contribute to developing appreciation of the present via understanding of their heritage; recognition of their civic rights; development of their abilities to collect, store, retrieve, treat, and produce information; and employ that information to explain phenomena and make decisions .The development of good citizens' according to Ministry official need knowledge, skills, values, and attitudes. Consequently, school textbooks make a valuable contribution to helping young children to become effective citizens. The textbooks are designed to provide young children with a well-formed knowledge base relating to the characteristics of the effective and good citizen. Those characteristics, however, are embodied in the educational literature in different contexts (Ministry of Education, 1997).
The purpose this studies was to examine if social studies curriculum reflect the Ministry of education philosophy of promoting knowledge, skills, and participation from student's viewpoint.

THE PROBLEM
The Jordan’s stability and growth relies strongly on democratic system. Social studies is an major part of the school curriculum because it explores values, knowledge, skills, attitudes, participation and provides students with the ability to understand the democratic values associated with being a good citizen. To assist the Jordanian student's overcome the rapid social and political challenges, and to bring meaningful democratic values among younger students, a crucial social studies curriculum is demanded. Therefore, it becomes necessary to inquiry the perceptions expressed toward social studies by the students in Jordan’s public schools.

The following questions were used to direct the research study. What are the perceptions of students toward the core democratic values such as knowledge, skills, attitudes, and participations? What are the implications for the social studies education changes based on these viewpoints?

Purpose of the Study
The purpose of the study was to examine the perceptions of social studies students toward core democratic values in Jordan secondary schools in the Northern Province. A questionnaire was designed to investigate students’ attitudes toward current core democratic values, knowledge, skills, and participation.

Limitation of The Study
This study was limited to the perception of secondary social studies students' (10 grade) and (11 grade) in Jordan Northern province. In addition, limitation of this study can not generalize to include other Province or other schools level.

REVIEW OF RELATED LITERATURE
Throughout schooling, students gain an understanding of the concept of citizenship in order to comprehend democracy; however, conceptual understanding of citizenship is not enough. John Patrick (1999) indicate that students need to move beyond conceptual understanding of citizenship to learning experiences that develop participatory skills and civic knowledge for exercising the rights and carrying out the responsibilities and duties of citizenship in a democracy. Developing an understanding core democratic value and fostering the growth of civic values are central foci of our schools today (Chiodo & Martin, 2007). It is important to note that the school, home, mosque, church, and community organizations all contribute to students’ knowledge of democratic. A primary focus of public schools and social studies teachers, however, is to cultivate the core democratic values in student.

Jocobowitz and Sudol (2010) argued that the knowledge and competence to govern in common students lives. But, whose responsibility is it to develop the “knowledge and competence” necessary to achieve this goal? As do other social studies educators, we think that this important in light of recent research suggesting that, as students move through democratic school, and democratic social education and should become increase-singly disciplinary, reinforcing and supporting student performance with the kinds of texts and analytic thinking skills needed in the in democratic social studies discipline. (p. 65)

O’ Mahoney (2009) indicated in 1999 International Association for the Evaluation of Educational Achievement’s conducted study on twenty-eight country which investigated 90,000 middle and high school student about civic knowledge, civic engagement, and civic participation. The study result indicated The majority of the American students involved in that study expected to be politically active as adults, and the figure arrived at for anticipated political participation was significantly higher than the international mean for all 28 countries (p. 3). The International Association for the Evaluation of Educational Achievement’s Civic Education Study illustrated students’ of lack of understanding of the importance of citizens in a democracy society active rather than passive when it comes to electing their representatives.

O’ Mahoney indicated that Judith Torney-Purta (2001) comment on this study by encouraged K-12 educators to remember the civic mission of education: “Schools can foster civic knowledge and engagement when they teach fundamental democratic principles, respect students’ opinions, discuss issues about which people have different opinions, and make the importance of elections and voting an explicit curricular theme” (O’Mahoney, 2009, p 3).

Other studies indicated that younger students are able to talk about abstract concepts such as respect, equity, tolerance, or peace (Bickmore, 1999; Wade, 1994; O’ Mahoney, 2009). O’ Mahoney argued to benefits from these studies we should examining younger children’s beliefs about society if we are to provide knowledge and information to the classroom instruction that is more effective in helping young students to understand and participate, or prepare to participate, in democracy society. Rather than teach civic education alone. (O’Mahoney, 2009, p 3)

In 2008 Alazzi and Chiodo conducted study on how secondary school students in Jordan views on citizenship. The researchers concluded the citizenship curriculum do no assist students for democratic
society. In other study conducted by (Alazzi, 2005) he reviewed the social studies curriculum the researcher found that the current social studies curriculum in Jordan does not prepare students well for the future. Traditional methods dominate the curricula that do not take an inquiry approach. Therefore, Jordan does not have a curriculum that supports a democratic society.

THEORETICAL FRAMEWORK

The theoretical framework of this study included Knowledge for democracy, skills for democracy, and participation for democracy. Regarding the knowledge for democracy Educators who try to determine if a particular knowledge fosters democracy must have a basic understanding of the meaning of democracy and its essential attributes. Democracy has a civic aspect that involves our formal participation in democratic institutions such as voting and serving on juries (Jocobowitz and Sudol, 2010).

According to Martorella (2008), in (1974) Torney reminded us: civic education does not merely consist in the transmission of a boy knowledge it aims at including certain shared attitudes and values, such as a democratic outlook, political responsibility, the ideals of tolerance ad social justice, respect for authority and so on (Martorella, 2008). Martorella proceeded during the knowledge construction; students activate both cognitive and affective processes. Cognitive process refers generally to how individuals confront, encode, reflect one, transform, and store information. In turn, affective processes relate to the beliefs, attitudes, values, and ethical positions that we bring to and derive from analyses. These also shape the meanings that we extract from information. (P. 19)

Skills for democracy

Students need to have the knowledge and skills that enable them to be critical participants in a democratic society. What, however, does the word critical mean in this context? Once again, we are referring to the idea that students should become capable of thinking critically of challenging ideas, offering and respecting different perspectives, raising questions, and participating in discussion with others about the positions they hold. (Jocobowitz and Sudol, 2010). Jocobowitz and Sudol, (2010) proceeded that Michelli, 2005). Emphasis on the important to note here that thinking critically about text involves learning to think creatively and imaginatively. Students are encouraged to formulate questions, pose problems, and predict and realize possibilities; skills essential to a democratic society.

We also want students to become citizens who are actively skeptical, who don't take information at face value. This is the essence of being an active and critical participant, rather than a passive participant, in a democracy. It is important to note here that thinking critically about text involves learning to think creatively and imaginatively. Students are encouraged to form questions, pose problems, and predict outcome; skills essential to a democratic society. We also want students to become decision making who are able to argue, who don't take information absolute true. This is the essence of being an active and critical participant, rather than a passive participant, in a democracy. We are hoping to promote students ability and willingness to think autonomously and critically analyze ideas, decisions, and actions as well as to think of the outcomes. This is a critical aspect of teaching for democracy, and such thinking can only evolve from careful consideration of the impact of one's thinking on others (Jocobowitz and Sudol, 2010, p. 66).

Participation for Democracy

Democracy is the participation of individual's responsibilities. Traditionally, citizen participation has been viewed with a broader social political definition: volunteer service through the donation of time and money and mutual self-help group projects addressing common problems (Sunal, Haas, 2008) Sunnal and Hass argued that service learning is particular form of community service that incorporates service in the community with curriculum objectives and classroom activities and discussions. In social studies the connection is to in issue such as a social responsibility, improvement of the common good, and opportunities for meaningful political participation. (p.322). In sum, citizen participation according to Sunal, Haas, 2008 has been categorized as one of four type of behavior: (1); participation in aspects of the election process, (2); participation in grass roots citizen action, (3); involvement of provide advice to form governmental policies and practice, and (4); participation in obligatory activities. They govern how we act when we encounter those different from us in some way, for example, individuals who hold different views about particular issues, such as politics or religion. (p 322). Dealing with differences civilly involves respect and acceptance of differing points of view. In a civil society, individuals are conscious of the effects of their actions on others, consider the viewpoints of others, and use argument based on reason to make their positions known (Jocobowitz, Sudol, 2010; Michelli, 2005).

Leung and Yuen(2009) argued democratic school climates comprise participation of students in making rules and events, encouraging greater freedom of speech, fairness of school and teachers etc., Other researches also support involving students in decision-making, in particular school rules and dress codes, for the development of citizenship. In addition, Students’ participation, in particularly participation in decision-making in perceived
meaningful issues in school have also been highlighted as significant factors (p.20)

RESEARCH DESIGN
Mixed method studies are designed to incorporate both qualitative and quantitative approaches in order to more fully describe the data. According to Chiodo and Martin study (2007), Creswell in (2003) states that by using this approach, the researcher “bases the inquiry on the assumption that collecting diverse types of data best provides an understanding of a research problem” (p. 21) by gathering both qualitative and quantitative data. By relying on varied strategies for analysis, the researcher is more likely to find that a richer and more balanced picture of processes, practices, and events can emerge. This design is well suited this study topic, as it allowed for both numerical and contextual strategies to be applied in data collection and analysis (Chiodo and Martin 2007).

For quantitative Data collect analysis questionnaires, the questionnaire was based on the five-point Likert scale. For purpose of this study the research choice only three –point Likert scale. The questionnaire was composed of 24 item open-ended questions in the qualitative, student interviews, and teachers' interviews were used for comparisons and for the development of categories of meanings. Student answers to the questionnaires were reviewed, recorded, transcribed and analyzed for key words and phrases. Coding and recoding continued until the analysis appeared to run its course. Once it was concluded that all incidents could be readily classified, the emergence of selective categories was recognizable. Data from each grade level initially were analyzed to develop a comprehensive understanding of the contextual variables brought to bear on each grade level independently; therefore, cross analysis was used to build a general explanation for the relationship between the two groups (Chiodo and Martin 2007).

Interviews were tape recorded in the Arabic language; and were later transfer to English language. The internal validity and reliability was test. The study was conducted in the Northern region in Jordan.

Participants
The total study population was 166 students from the three school districts in the northern region of Jordan. The participants in the study were randomly selected by “purposeful sampling.” The sampling is based on the assumption that the researcher wants to discover, understand and gain insight from a situation they came from five school districts all of which met the criteria for a purpose of this research. Students surveyed and interviewed included 60 ten grade student and 65 eleventh grade students. Prior to completing the survey, the students were unaware they were going to be asked questions about their perception toward core-democratic values. The surveys were administered in the teachers’ classrooms and took approximately 20 minutes to complete. Researcher distributed 166 questionnaires, out of which 125 completed questionnaires were received.

Table 1. Students Participation by grade level and School District

<table>
<thead>
<tr>
<th>Rural District</th>
<th>10th Grade</th>
<th>11th</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>14</td>
<td>23.3%</td>
</tr>
<tr>
<td>#2</td>
<td>13</td>
<td>21.6%</td>
</tr>
<tr>
<td>#3</td>
<td>11</td>
<td>18.3%</td>
</tr>
<tr>
<td>#4</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>#5</td>
<td>10</td>
<td>16.6%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

RESULT AND DATA ANALYSIS
Using a mixed methods approach, the researcher designed study to survey and interview eighth and eleventh grade students in Jordan schools regarding their perception about core democratic values. For quantitative approach, descriptive statistics, frequencies, and percentages were used to describe student’s responses to each questionnaire item. Mann-Whitney U tests were used to examine for any significant difference between students reactions to force-choice items of the questionnaire. In the qualitative data analysis, the researchers conducted interviews with a limited number of students, to gain greater insight into the written comments made by the students; the researchers randomly selected five students from each of the five pools of students for a total of 50. For purpose of the study this sample was enough. Interviews lasting approximately 20 minutes were conducted during the school day’s free periods. During the interviews, the researchers asked a series of prompting questions to clarify student comments on the questionnaire. Typically, the researcher read the students’ answers back to them and asked them to explain or expand on what they had written. The students’ oral comments provided a greater depth of understanding compared to the responses on the survey forms (Alazzi and Chiodo, 2008; Chiodo, Martin, 2005).

The researcher used the constant comparative method (Strauss & Corbin, 1998) to develop codes and categories, whereby coding gradually evolved into emerging themes for each grade level. This method of analysis required qualitative data in the form of
field notes, observation, interviews, and the like and involved inductive coding. Each segment of the data was compared in turn, to one or more categories to determine its relevance. Finally, these were compared with other segments of data that were similarly categorized (Chiodo and Martin 2007)).

Knowledge for Democracy
Based on students responses listed on Table 2, 56.4% of the students indicated that the social studies curricula provide information about human right. In the meanwhile, only 22.4% of the students agree the social studies give enough information of diversity, 75.2% of responses indicated that social studies curriculum provide information about democratic system in the other nations. This is highest percentage many due to the social studies curriculum designers western thinkers. Only 4.8% of the student response to the statement that social studies curriculum educated students about political parties and civic society this because the Ministry of education not ready to educated kids of the political parties in the country and demarcate system do visible yet. 32% of the students believe Social studies curriculum provide information about Jordanian constitution, right, and obligation. When the student asked weather the social studies curriculum promotes liberty and happiness only 35.2% agree of this statement.

Table 2. Student's responses to questionnaire knowledge for democracy

<table>
<thead>
<tr>
<th>N =125</th>
<th>Agree Freq. (%)</th>
<th>Unsure Freq. (%)</th>
<th>Disagree Freq. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Social studies curriculum provide information about human right</td>
<td>70 56%</td>
<td>16 12.8%</td>
<td>30 24%</td>
</tr>
<tr>
<td>(2) Social studies curriculum provide information about Justice, respect, integrity</td>
<td>53 42%</td>
<td>19 15.2%</td>
<td>45 36%</td>
</tr>
<tr>
<td>(3) Social studies curriculum give enough information for diversity</td>
<td>28 22.4%</td>
<td>25 16%</td>
<td>66 52.8%</td>
</tr>
<tr>
<td>(4) Social studies curriculum promote liberty and happiness</td>
<td>44 35.2%</td>
<td>27 21%</td>
<td>51 42.4%</td>
</tr>
<tr>
<td>(5) Social studies curriculum provide information about democratic system in the other nations</td>
<td>94 75.2%</td>
<td>22 17.6%</td>
<td>5 4%</td>
</tr>
<tr>
<td>(6) Social studies curriculum educated students about political parties and civic society</td>
<td>6 4.8%</td>
<td>15 12%</td>
<td>95 76%</td>
</tr>
<tr>
<td>(7) Social studies curriculum encourage students to help other through volunteer work</td>
<td>35 28%</td>
<td>43 34.4%</td>
<td>40 32%</td>
</tr>
<tr>
<td>(8) Social studies curriculum provide information about Jordanian constitution, right, and obligation</td>
<td>40 32%</td>
<td>19 15.2%</td>
<td>68 54.4%</td>
</tr>
</tbody>
</table>

The computing of qualitative data analysis supports the quantitative data which can be seen through the student's interview common. On student indicated that "The social studies content has a lot of information about human right. But, this information is general and prepares students to understand Human right quite well" furthermore, human right is a big issue I think Students need to know more about this institution from different point views such as what is the human rights do? How can I benefit from human rights? and how many branch associate with it".

When we asked to what extent social studies curriculum provide information about Justice, respect, integrity. 42% of students believe social studies provide scanning information about the respect of other, integrity, and Justice. But in same token, all of them agree these information just theory and hard to apply in the real live because the society not really apply democratic values. According to interview with student said "the nice words like Justice, integrity, happens, and respect that democratic word not really visible you see opposite of it. I think we need long time to reach these words in my view should be start with family before school most the family do not grand their kids enough attention. The problems here the schools and family...
blame each other”. When applicant asked does social studies curriculum educated students about political parties and civic society in order to prepare them for democracy only small portion of the student 4.8% indicated that social studies educated students about political parties. Many students blame the Ministry of education not provides students with enough information about this issue. On student indicate "most information we acquired about political parties is old, outdated, and outmoded. We need knowledge and information on how these parties work. At the same time, the school does prepared students well for democracy. We have other program call schools parliament we learn how democracy work through role play and simulation”.

Skills for Democracy
Students were asked to express their opinion toward skills in social studies curriculum. Table 3 shows data interpretation of the student's perceptions. 52.4% of students indicated that the social studies give opportunity to students to refection. While, 56% of the students agree that Social studies encourage critical thinking. Of those participants 44% indicated Social studies promote creative and imaginative thinking. 53.6% of the students revealed that social studies do not encourage debate, deliberation, negotiation, and activism. 56% of the subjects agree the social studies encourage students to evaluate their work this may due to the teacher's feedback to the test after students get the grade. However, 48% of the students indicate that social studies do not promote collaborative problem solving.

This concern may due still social studies applied old method of depending on teacher as main source of information in addition, the collaborative learning still not seriously recognized by the educator's official. Other concern only 39.2% of the student’s agree that social studies require students to listen to and respect other points of view, and this hard for teachers to involve to adjust students viewpoint about any subject matter because the social studies content do not encourage students to accept different views. 56% of students indicate that social studies do not encourage critical thinking, and this may the social studies curriculum has a lot of information the teachers want to cover it for the test purpose and the other reason many the social studies subject do not design for critical thinking and many this social studies curriculum designer is tradition thinkers and do prepare for critical thinking. When we asked students do social studies prepare Social studies students for good decision maker's only 22.4% responses to this question? And this may due to the teachers and educators in Jordan lack of understand of the natural of the social studies education which is main purpose of the social studies how to help students to be good decision makers in democratic society.

Table3: Students responses to questionnaire skills for democracy

<table>
<thead>
<tr>
<th></th>
<th>Agree Freq. (%)</th>
<th>Unsure Freq. (%)</th>
<th>Disagree Freq. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Social studies give opportunity to students to refection</td>
<td>63 52.4%</td>
<td>10 8%</td>
<td>48 38.4%</td>
</tr>
<tr>
<td>(2) Social studies encourage critical thinking</td>
<td>33 26.4%</td>
<td>16 12.8%</td>
<td>70 56%</td>
</tr>
<tr>
<td>(3) Social studies prepare students for good decision makers</td>
<td>28 22.4%</td>
<td>14 11.2%</td>
<td>69 55.2%</td>
</tr>
<tr>
<td>(4) Social studies promote creative and imaginative thinking</td>
<td>55 44%</td>
<td>13 10.4%</td>
<td>44 35.2%</td>
</tr>
<tr>
<td>(5) Social studies promote collaborative problem solving</td>
<td>38 30.4%</td>
<td>20 16%</td>
<td>60 48%</td>
</tr>
<tr>
<td>(6) Social studies encourage students to evaluate their work</td>
<td>70 56%</td>
<td>14 11.2%</td>
<td>34 22.2%</td>
</tr>
<tr>
<td>(7) Social studies encourage debate, deliberation, negotiation, and activism</td>
<td>36 28.8%</td>
<td>16 12.8%</td>
<td>67 53.6%</td>
</tr>
<tr>
<td>(8) Social studies require students to listen to and respect other points of view?</td>
<td>49 39.2%</td>
<td>26 20.8%</td>
<td>45 36%</td>
</tr>
</tbody>
</table>

The quantitative data analysis of the student's responses on the questionnaires supports the quantitative data. One participant addressed the perceptions of students to learning democratic skills, by saying: "Democratic skills very important to all students, but still many students and I am one of them we do not have that skills to perform in the daily live. I hear from the media the democratic is way of life not only for voting or election. I think the problem not on the social studies curriculum content but there is no political will of implementation that skill in the schools. In addition, many students still believe any talks about democracy are waste of time.”

When students were asked do social studies prepare students for good decision makers, they responded
that the problems related to social studies curriculum and curriculum designer. They indicated that social studies curriculum had no room to deal with skills related to democratic values. Students were not interested in learning democratic values; Jordanian school culture did not support teaching democratic skills. Participant described the following conditions in her school: "You indicated that the decision makers is on the element of democracy, but in social studies curriculum we do not see any lesson to teach us how we can learn about how make good decision base on knowledge not on emotion. This good curriculum and support with ministry of education which is I think the decision makers not ready yet to grand students more for democratic values and teach students how to form good decision base on the problem solving and critical thinking".

When students asked do you think social studies encourage skills debate, deliberation, negotiation, and activism. Students response to this question by saying these skills were hear it either form our family or from media. On participate describe these statues by saying: "These skills you asked me there is not in the dictionary of the social studies nor in the teachers of the social studies, if this skills is in our social studies curriculum we are in good shape and we same as the western democratic nation. I think these skills need democratic social studies education and also, need serious will to do that. I believe these skills it is very important to prepare students to real democracy and move them to real world, I hope we will see it in the near future". When the researcher pos question about do social studies encourage students to respect other viewpoints. Students expressed the opinion that social studies content omit any democratic way of respect each other opinion. In addition, social studies curriculum does not provide strategies to aid the teachers in democratic activities.

A participant expressed her opinion toward the textbook content by saying: "in my view I blame the Ministry of education do not help students to think democratic way through respect of each other point views, and do not prepare teachers to teach democratic education. I think these problems beyond students and teachers abilities, it is related to the status quo of education system". Overall, students blame the system of not teaches them core-democratic values. Students express their opinion to strive for acquired any democratic teach and the love teachers who give them more freedom, respect, and accept their views without punishment.

**Participation for democracy**

Table 4 shows the percentage of social studies students’ perception toward participation in democracy. 78.4% of the students felt that social studies encourage students to participate in national events such as voting and election. While 12% of the response indicated that Social studies encourage students to involve in volunteer activities. Other concern only 6.4% of the students social studies encourage students to help poor people through raising money for them, as show in the table 3, 76% Social studies help students to participate in the school parliaments this may due to the ministry of education implement this school festival a yearly, while 76.2% of the students encourage the idea that social studies promote students to clean up school and local community. Only 20% of the responses revealed that social studies encourage student to participate with other different background.

According to 33. 6 % of the students, social studies encourage students to take initiative to play role in any dispute, while 32.8% agree the social studies promote participation but the teachers ignore it. In the qualitative data analysis students support their comment on the participation for democracy. Most the student's response to the question social studies helps students to participate in the school parliaments. The responses came under “schools help us to organize the election”, “No class in the date day of election”, “make students lobby” “competition with other party”, “principle and schools official supervise us” and guest visit us” however, schools media, and election advertise not came to the students minds as major factor for election. One student who had talked about participating in school parliament in response to being asked what students should do responded: "They need to know about our parliaments and our governments, and how they operate it, so that we can understand our country better. The school parliament will help us to be active citizens through the participation in national voting and election, like if you take part in the school parliament, you actually feel that you are participation in the national parliament". Student's response to the question social studies encourage students to involve in volunteer activities. Many responses like "social studies not deal with volunteer activates", focus only on content and formal text", "I feel boring about social studies" "no volunteer without organization", and schools not encourage volunteer only for clean up" on students addressed that by saying: "I want to be frankly with myself and with you, nether social studies nor teachers encourage students to do volunteers activities. I think the school policy focus only on the formal curriculum any activities do not serve school will not encourage it. Fund raising for the people not the job school it is job of mosque and religious organization. In my view, the volunteers service still below the normal in our public schools.
Table 4: Students responses to questionnaire participation for democracy

<table>
<thead>
<tr>
<th></th>
<th>Agree Freq. (%)</th>
<th>Unsure Freq. (%)</th>
<th>Disagree Freq. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social studies encourage students to participate in national events such as voting and election</td>
<td>98 78.4%</td>
<td>21 16.8%</td>
</tr>
<tr>
<td>2</td>
<td>Social studies encourage students to involve in volunteer activities</td>
<td>15 %12</td>
<td>40 %32</td>
</tr>
<tr>
<td>3</td>
<td>Social studies help students to participate in the school parliaments</td>
<td>95 %76</td>
<td>9 %2.7</td>
</tr>
<tr>
<td>4</td>
<td>Social studies encourage students to help poor people through raising money for them</td>
<td>8 6.4 %</td>
<td>15 12%</td>
</tr>
<tr>
<td>5</td>
<td>Social studies encourage students to clean up school and local community</td>
<td>99 79.2%</td>
<td>18 14.4%</td>
</tr>
<tr>
<td>6</td>
<td>Social studies encourage student to participate with other different background</td>
<td>25 %20</td>
<td>19.2%15</td>
</tr>
<tr>
<td>7</td>
<td>Social studies encourage students to take initiative to play role in any dispute</td>
<td>42 %633</td>
<td>11 %8.8</td>
</tr>
<tr>
<td>8</td>
<td>Social studies promote participation but the teachers ignore it.</td>
<td>41 %8.32</td>
<td>16 %12.8%</td>
</tr>
</tbody>
</table>

Teacher Interview

The last section of the study engaged interviewing the ten teachers whose students were surveyed and interviewed during the study. Informal interviews where take place after collection data. The purpose of the teacher's interviews was give clear picture of how their students views democratic values. In addition, the researcher wants to find out the teachers interaction on the students commented and how they expected the students would be answering the question. Generally speaking, the teachers thought their students would comment more about knowledge and participation. The teachers, however, were not shock about the student answers to skills and participation. On teacher indicated, "I know my students and I know how they learn from social studies. The Ministry of education official they think the students learn skills but in fact they are not." They are satisfied that their students interesting in the core-democratic values. Furthermore, all teachers indicated that the social studies do not encourage students to acquired core-democratic values. As one teacher saying: "my students interested in the schools parliaments not for real, but I think just for fine". The teachers also commented about how they taught social studies education. They mention only textbook as one source for social studies instruction. Teachers also mention that they tried to encourage students to participate and volunteer in any activites so that related to their daily life. One teacher commented: "I tried my best to teach my kids to go beyond the textbook and look to new idea and activities from other source and related them to their daily live. My objective from this to allow students think out small box also, to be independent not relies on teacher or textbook".

DISCUSSION AND CONCLUSION

Analysis of the data regarding the perception of high schools students toward core-democratic values include: knowledge, skills and participation reveal that students in general agreed to most items in the questionnaire; while at the same time, the finding in this study support the results from other studies in the literature review. Regarding the knowledge, the study conducted by Alazzi and Chiodo (2008) indicated that social studies and instruction tend to be dominated by old method, tradition textbook assignments, and knowledge to be outdated and outmode and social studies do not prepared students to global system and democratic society. Results from the current study support the previous studies conducted by Alazzi and Chiodo (2008). In addition, the current studies seem to agree with the studies conducted by (Bickmore, 1999; Wade, 1994; O' Mahoney, 2009). These studies indicated that young students are able to talk about abstract concepts such as respect, equity, tolerance, or peace. Furthermore, the social studies curriculum in Jordan teach students abstract concept without implementation to their daily live.

With regard to skills for democracy, this study it seems to agree with conducted by (Jocobowitz and Sudol, 2010 Michelli, 2005). These studies Emphasis on the important of the thinking critically about text involves learning to think creatively and imaginatively. Students are encouraged to formulate questions, pose problems, and predict and realize possibilities; skills essential to a democratic society. In this studies found that the students need critical thinking and problem solving so that students develop skills.
In addition, students blame the Ministry of Education for not preparing them for democratic society. Base on the results, the researcher believes the skills is not the priority for the social studies curriculum designers and still the curriculum taught base on the Ministry of education bureaucracy and mood. In the final question regarding the participation, most the result agrees with the review of literature, questionnaire, and interview questions. Students and teachers agree that the social studies curriculum do not inspire students to participate through the entire questionnaire. Few students indicated that the social studies encourage them to participate in the volunteers activities, but most of the students indicated the social studies do not urge students to involve in community service and teachers agree with this finding. The result support the finding by (Sunal, Haas, 2008) when categorized participation as one of four type of behavior: (1); participation in aspects of the election process, (2); participation in grass roots citizen action, (3); involvement of provide advice to form governmental policies and practice, and (4); participation in obligatory activities. Sunal, Haas, argued that without these four elements the participation will not be effective. Additionally, the finding of this studies parallel with studies led by (Leung and Yuen 2008) argued democratic school climate s comprise participation of students in making rules and events, encouraging greater freedom of speech, fairness of school and teachers etc., Other researches also support involving students in decision-making, in particular school rules and dress codes, for the development of citizenship. In this study, the student and teachers complain about the luck of the freedom in the school and in the classroom led to lack of participation.

The study revealed that students in both ten and eleven grades agree that social studies do not promote knowledge, skills, and participation needs it for democratic education. While at the same time, they agree there much knowledge in the text but this knowledge is not organized and it is control and selected by the Ministry of education. Nonetheless, the studies cannot generalize other than secondary schools, but the finding helps educators to know how the students thinking in order to shape their decision in the future. The result of the studies overshadow on the how the education system work which focus only on the outcome attainments and ignore the students’ needs other than textbooks. In addition, modern social studies is need to frame civics and democratic education around developing students’ knowledge and understanding of core-democratic values, their ability to participate as effective citizens in multiple ways, and the development of critical skills that matter for citizens of a democratic society.

The study also has found that the current social studies curriculum in Jordan does not prepare students well for the future. Traditional methods dominate the curricula that do not take an inquiry approach. Therefore, Jordan does not have a curriculum that supports a democratic society. The onset of the information age demands that we take approaches to learning that are complex and move away from didactic or behavioristic models of learning and teaching. Although there have been improvements in Jordanian curriculum development in recent years, further reforms are necessary. Clearly the future demands a highly skilled and thinking citizenry currently lacking in Jordan and many parts of the Middle East. Without changing the social studies curricula, students become prisoners of the past.

REFERENCES


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