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Impact of Incorporating the Principles of International Education in Social Studies Textbooks in Jordan from the point of view Teachers social education

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Abstract. The study aimed to identify the extent to which the principles of international education are included in social studies books in Jordan from the point of view of teachers of social education. The study used the descriptive survey method. Through the construction of a tool (a questionnaire) consisting of (29) paragraphs spread over four areas: (Human Rights, the field of world peace, the field of interdependence, the field of diversity), and the sample of the study consisted of (100) teachers of social studies books. The results showed that the degree of inclusion of international education principles in social studies textbooks in Jordan from the point of view of teachers of social education came high in the tool as a whole, and in all areas except the field of diversity, It also showed that there are statistically significant differences attributed to the gender variable and to the benefit of gender (females) in all fields and in the tool as a whole. The study recommended the need to raise awareness of community members, schools and teachers of social studies about the principles of international education and programs.

Keywords. International Education, Principles of International Education

Introduction

All countries are experiencing many challenges and rapid changes, such as the cognitive and population explosion, the technological revolution, the revolution in information and communications, globalization and other challenges, which in turn have reflected all spheres of life and which have created many complex problems for all countries. So, in no time in history has the world needed today the cooperation and international understanding that is essential to the coexistence of the planet's human beings, in which a small cosmic village in which everyone is affected by what is happening in any part of the world (Zayton, 2008).

Education is not far from these challenges that the world is witnessing, as education has an in overlooked role in the formation of a conscious, educated and culturally sensitive human, capable of understanding and dealing with problems and accommodating all the successive changes that the world is witnessing. As a result, global approaches adopted by the Ministry of Education have evolved to develop curricula in general, and social studies curricula in particular are based on developing global awareness among students and helping them understand their great world as a single system connected to each other. And to be made fully involved in all contemporary challenges and issues, and to respect different peoples and cultures.

Education is also the basic instrument of social and economic development, and education is one of the effective and important means of such preparation. One must raise a global education that is aware of the life of those around it in a changing world. Because all environmental, social, and political issues have become part of a life. People in an age when the world is seen as a planet. What is going on is part of their fate and their lives. National educational systems around the world have begun to take great care of international education, both in determining the goals of their message of education and in the curricula, and therefore, at all levels, a genuine, internationally-based citizenship education must be included (AlMossi, 2005).

The concept of international education refers to education aimed at developing the values and concepts of cooperation, understanding and peace among Nations, developing the values of friendly relations among Nations and peoples with different social and political activities and disseminating the principles of human rights and fundamental freedoms. It includes the linkage of the aims and principles of the Charter of the United Nations and the Universal Declaration of Human Rights and fundamental freedoms (Hamida, 2000); It provides an international dimension to education in all its stages and all Forms of understanding, cooperation, peace and respect for human rights and fundamental freedoms. Among peoples and countries with different social and political systems (Khalil, 2013).

Many researchers have defined the concept of international education as "educational processes that fall under education, which go beyond the local framework in terms of time and space" (Osman, 2012, p. 20).

It is one of the educational concepts that aim at achieving understanding and cooperation and peace between the countries and peoples of the world" and depends on a group of Principles such as respect for human rights and freedoms. And to associate education with the purposes and principles of the Charter of the United Nations, and positive and good relations in all areas and between all peoples and cultures (Lashin and Abdul Jawad, 2012 p. 36).

It is "education that cares about understanding the world and what is being done. Events in all political, social, economic, cultural and technological fields. "All this is aimed at spreading love, justice, tolerance, positive values and tolerance, and giving more attention to the human rights and fundamental freedoms enshrined in the United Nations in its international instruments " (Ahmed, 2012, p. 10). "the efforts being made between two or more States, and aimed at cooperation and understanding between them in all fields, as well as among all peoples."

"The development of an international educational dimension at all stages and objectives for the development of the concepts of cooperation, understanding and peace, "Respect for human rights and fundamental freedoms in all peoples, with different political and social systems" (Ismail, 2016, p. 32).

UNESCO has sought to achieve international education among peoples at the level of education and education, and all educational institutions have adopted the idea of international education based on the Universal Declaration of Human Rights and the development of peace skills. The aim is to provide security for all peoples, sustainable development, knowledge of the other and respect for their civil and fundamental rights, and to achieve a vision of human relations between peoples in both form and content through maturity in the human personality and a deeper understanding of problems. The achievement of harmonization between short-term and long-term goals and the principles of international citizenship, the most prominent recommendations in the field of international education were respect for the other, its rights and freedoms, and the creation of understandings based on tolerance, global peace and international cooperation (UNESCO, 2015).

The International Education Goals (2012) ALshal are numerous: Education means preparing for life, in which national individuals learn and work for their multiple concepts, and in which individuals' self-abilities, attitudes, knowledge and values grow This narrow concept is to a broader fold that includes individuals and groups in an international community that is concerned with humanity and that combines sharing goals despite the distance. International education is also multifaceted, and has many issues, areas and objectives Context other objectives of international education, including understanding, can be added The necessity and urgency of solidarity and international cooperation, the importance of cooperation among peoples worldwide, and respect for the civilizations, cultures, values and lifestyles of each of the peoples of the world The refusal to attack other States and to accept colonial domination, to use repression and violence, and to consider all this illegal.

International education is also aimed at developing all the concepts of cooperation and peace between all Nations and peoples of different kinds, and at the root of political, economic and social relations between them and the dissemination of human rights and freedoms It also included all the international covenants and conventions such as the Charter of the United Nations, the Universal Declaration of Human Rights, the creation of a sense of universal values for everyone and how to confront every obstructing of his freedom This concept comes from individuals who genuinely want to communicate and collaborate with each other on an equal footing at all levels (Nasr, 2013).

The points out that international education seeks to achieve an investigation A set of general objectives is to understand the role of man In the world order in which he lives With its distinctive color, cultural spacing and changes, it also trains it to work out thought, make decisions, and form attitudes and behaviors This is a way to understand and appreciate cultural differences, and we note that these goals require intensive and sustained efforts, starting from the early years of a child's life and extending to the university level (Lallani, 1990).

Social studies are among the most relevant subjects in this direction It aims to prepare a conscious student who believes in change By living in a changing world and thus accepting patterns New In the society in which he lives and other societies, it is more than a basic and engaged element of this change with conscious thought to fit the goals of his society (Suleiman and Nafeh, 2001).

According to the (Talafha, 2006), the main objective of social studies is to reach Student to good citizenship and global citizenship It is the effective social study curriculum that helps students to develop appropriate solutions to their individual and collective problems in the society in which they live.

The principles and dimensions of international education are largely linked to social studies and social studies are thus a major factor in including these principles, including the study of human values, where (Suleiman and Nafeh, 2001) refer to The relationship between social studies and values is the result that social studies focus on examining the active relationship between the individual and his society and this relationship must be based on a set of systematic rules of values. Human values help individuals to understand the differences between The success of international education depends on the degree to which people are accepted Peoples to value each other As privacy clearly over dominates the value component, the curriculum must include some values that take a universal character and are known as human values such as social justice, tolerance, and others.

(Al-Sharah, 2004) adds that the student should be aware today of the high-risk international environmental problems represented in the climate changes and the consequences of the population explosion The study found that genetic engineering and other problems can only be solved by international cooperation.

The study of international issues and problems is one of the most important elements of international education, and the social studies curriculum is concerned with highlighting them, as (Al-Rabbani, 2008) said that social studies should take into account all contemporary issues and problems. In particular, when we talk about a broader concept of citizenship to include universal citizenship, we also study international history that enables us to understand our contemporary world and the fact that contemporary civilization is the outcome of the efforts of different Nations and peoples.

For the (LAllen, 1990), history has an important role to play in the development of concepts. The world through studying the history and the ways of living of Nations and peoples. The most important problems you face, along with national and international history, and studying progress while not losing sight of the role these Nations have played in achieving human progress.

It can be said that effective education in schools can achieve a safer, healthier and more peaceful world, contribute effectively to social, economic and cultural progress and contribute to the deepening of concepts of understanding and international cooperation. The problem of the study was therefore to determine how the principles of international education were incorporated into the books of social studies in Jordan from the point of view of the teachers of social education.

Problem statement and questions of the study

It has become necessary for students to understand the events and issues that are taking place outside their homeland, which transcend the borders of countries and territories, and the diverse Nations, peoples and cultures with which relations should be built. The common understanding of similarities and mutual respect for differences is essential, and therefore it must be addressed. Social Studies syllabuses include appropriate global and international topics. To develop global awareness of students and to provide them with a degree of knowledge and information that make them well informed. All the latest developments in the outside world (Al-Hinai, 2010).

The researcher, in his work as a social studies teacher, observed that the role of the school as an educational institution should be to make students able to adapt to live in peace and prevent violence by seriously finding the reasons for it. The aim of the meeting was to establish a positive atmosphere of coexistence in peace and to promote a culture of peace as a way of life in the behavior of students through the mixing of religious and rational values, experience, ideals and ethics, in order to achieve understanding and common agreement for the good of the individual and society. The researcher also noted that the need for a study reveals the extent to which the social studies books in Jordan include the principles of international education, because there is no such study at the local level - within the field of the researcher's science - The Ministry of Education is also directed toward the development of the curricula of studies. The social situation has kept it up to date in the world, which has been born. The investigator has a feeling. The current problem of the study is an attempt to spread an international human education culture to develop the principles of international education in Jordanian schools. The following questions are raised about the extent to which the principles of international education are incorporated in the books of social studies in Jordan from the point of view of the teachers of social education.

- The first question is: How much do the principles of international education be incorporated into the books of social studies in Jordan from the point of view of the teachers of social education?

- The second question: Are there differences of statistical significance at the level ($\alpha = 0.05$) in the study sample estimates of the extent to which the principles of international education are included in the social studies books in Jordan from the point of view of the social education teachers, which are attributable to the gender variant?

Objectives of the study

The study aims to identify:

- the extent to which the principles of international education are incorporated into the books of social studies In Jordan from the point of view of social education teachers
- differences in the sample study estimates of the extent to which the principles of education are included International Studies in Jordan From the point of view of social education teachers, it is attributed to the gender variable.

Study limits

This study was limited to the following limits:

- Subject: the extent to which the principles of international education are incorporated into the books of social studies in Jordan from the point of view of the teachers of social education
- Temporal limits: This study was implemented during the second semester of 2018/2019.
- Spatial boundaries: This study was implemented in Jordanian state schools in Irbid Governorate.
- Human boundaries: This study was limited to a sample of teachers of Jordanian state schools in Irbid governorate schools.

Study Terminologies

International Education: A trend in the education of citizens, whatever their national or regional affiliation, according to international views, a citizen of a large society is the world. This term includes the concepts of education aimed at achieving peace, cooperation and understanding between the peoples of the world and the States of the world, and the principle of friendly relations among Nations and peoples with diverse social and political activities. The principle of respect for human rights and fundamental freedoms, the association of education with the purposes and principles enshrined in the Charter of the United Nations, and the Universal Declaration of Human Rights and fundamental freedoms (Ismail, 2016).

Principles of International Education: Are phrases that link a set of concepts, knowledge, skills and values of an international nature, which must be acquired for learners. The 81 principles are distributed in five dimensions: (Human rights, world peace, human and environment, and the varying and varied dependence) (Hanaei, 2010).

Previous studies

The study was conducted by (Al-Hinai, 2010) to determine the extent to which the principles of international education are included in the social studies books in the grades 5–12 of Sultanate of Oman, and used the analytical descriptive approach, and the sample of the study was made up of the Grades 5–12 books in Oman. The results showed that the list of international education that must be included in the books of social studies varied in the five dimensions, as the principles of mutual dependence came in the first place, followed by the principles of human beings and the environment Then came the principles of diversity, followed by the principles of world peace and, finally, human rights..

(Strauss, 2007) conducted a study aimed at learning to see how concepts of international relations are incorporated into the textbooks of social studies at the primary level by analyzing their content and the point of view of their teachers. The sample study included some books of social studies, (50) teachers, and, in order to achieve the objectives of the study, books were analyzed in the light of the list of concepts of international relations, and the questionnaire was applied to identify teachers' views, The results showed that social studies books focused primarily on the achievements and behaviors of individuals superficially without giving them an international dimension, and teachers' low knowledge of international issues.

The study was conducted by (Tafalha, 2006), which aims to reveal the most important global topics available in Jordan's secondary history books through an analysis of their content, from the perspective of its teachers, and used the analytical descriptive approach The sample of the study was made up of (148) teachers from the subject of history, and the results showed that the international subjects in the second-grade history book were more available than the first-row secondary history book. , the political dimension was also ranked first in terms of its availability in books combined through analysis and teachers' perspective

The (Graf, 2004) conducted a study aimed at analyzing social studies books The high school in Singapore to learn how it includes global topics To identify the grades that teach these topics and the proportion of global topics in each grade as compared to the local topics and themes that focus on them, and the study used the descriptive analytical approach, The sample was made up of some social studies books, and the results showed that the books of social studies scheduled at the secondary level in Singapore give the global dimension sufficient attention, as 35% of the subjects were allocated to the global dimension and 65% to the local dimension. The first-grade secondary book was found to focus on global topics by 16% and the second-grade secondary book focuses on global topics by 1.5%, and the third-grade secondary book is focused by 65%, while the fourth is a secondary book with a focus of 39.5%.

(Brahma, 1997) conducted a study aimed at identifying the interest of the textbooks in social studies in the principles of international education in the light of their content analysis and the views of their teachers, using the analytical descriptive approach, and making the sample of (91) teachers The results showed that the most important principles of the books were the principles of the country and other cultures, followed by human rights, human rights, the environment, world peace, and, in the final place, the United Nations.

All previous studies have emphasized the importance of developing awareness of what is going on The world is not about events, issues and developments

The current study is similar to previous studies in terms of purpose, with the aim of previous studies to determine the extent to which the principles of international education are included in the books of social studies , also in terms of the method used, which is descriptive, and is consistent with previous studies in their use of a list of principles for achieving the study purpose.

The current study differs from previous studies in the study community, as the current study included teachers of social studies from grades 7–10, and differed from some previous studies of not analyzing content and merely the view of their teachers.

The current study benefited from previous studies

- Preparation of the introduction and its conceptual framework.
- And the preparation of a list of principles of international education.
- Comparisons are made when interpreting outcomes.

- highlight the importance of the current study in recognizing how well it is included Books of social studies in Jordan for the principles of international education.

Methodology

To achieve the objectives of the study, the descriptive method was used to adapt it to the nature and objectives of the study.

Study Population

The study population is composed of teachers of the Grades 7–10 Social Studies books of the Directorate of Education for the second semester of the school year (2018–2019), which has (150) teachers according to the lists issued by the Directorate of Education for the year Irbid.

Study Sample

The sample study was composed of (100) teachers chosen in random fashion, who were given the resolution to answer the paragraphs, and table (1) shows the distribution of sample subjects according to the study variables.

Table 1 Distribution of Study Sample members by Study variables (n=100) (Gender,

changing	category	frequency	percent
Gender	Male	58	58.00%
	Female	42	42.00%
	Total	100	100%

Survey

To determine the extent to which the books of social studies include the principles of international education, reference was made to theoretical literature and previous studies on international education, such as the Study (Hanaei, 2010) and (Galahah, 2006), with a view to building the study tool in its initial form to determine the extent to which the books of social studies include the principles of international education. The tool will consist of four areas: Human rights, world peace, interdependency, diversity, and the tool is initially composed of four areas and 35 paragraphs.

Survey Reliability

The content of the instrument's authenticity was confirmed by its presentation to a group of arbitrators, from experienced and competent faculty members of the Jordanian universities of education and literature To make their observations in terms of determining the appropriateness and comprehensiveness of the paragraphs to measure the axis in which they are listed, the tool is made up of its final form of four areas and (29) paragraphs.

Survey Stability

The study tool has been made sure to remain consistent in two ways: The application method and the reapplication (Test- Re-Test), as the tool was applied to (30) individuals from the study Population, and reapplied to them two weeks later The test stability coefficient was then calculated using the Pearson correlation coefficient between the results of both applications, and the second method was done by internal consistency using the alpha-carnbach equation (Chronbach-Alpha). Table 2 and 3, this is illustrated

Table (2) Pearson Application Stability factor (Parsons correlation)

Field	Evaluate alpha chronbach
human right	0.83*
world peace	0.81*
Interdependence	0.80*
Diversity	0.84*
The tool as a whole	0.82*

*Statistical function at level ($\alpha = 0.05$)

Table 3 applies alpha-microbach to the study and study axes as a whole

Filed	Evaluate alpha chronbach
human right	0.86
world peace	0.85
Interdependence	0.89
Diversity	0.88
The tool as a whole	0.87

Correct Survey

The researcher has approved the Likert five-step ladder (very much agree , very agree, agree to a moderate, OK to a low, OK to a very low level), distributed as follows:

- very much agree five degrees.
- Very agree four degrees.
- agree to a moderate three-degree grade.
- Low two notches
- OK too low one degree.

To determine the extent to which the social studies books incorporate the principles of international education, the researcher divided the arithmetic mean into three levels, which are high, moderate, and low. According to the following equation:

Class length = (largest – lowest) / number of required categories

Class length = (5-1)/3

Class length = 1.33

Accordingly, the provision was based on the Mean as follows:

- 1-2.33° Low.
- 2.34–3.67° M.
- 3.68-5 degrees high.

Study Variables

First: Independant variables

–gender: (male/female).

Second: Dependant variables

– the degree of response of the sample population in to the resolution paragraphs.

Statistical Treatment

The statistical processing of data in this study was performed using the Social Science Statistical Package (SPSS), as follows

– to answer question 1, Mean, and standard deviations were used.

– to answer question 2, Mean, standard deviations, and Independent T-test will be used.

Result and Analysis

First: Presentation and discussion of the results related to question 1: How well are the principles of international education included in the books of social studies in Jordan from the point of view of the teachers of social education?

In response to this question, the Mean and Standard deviations of the areas of the extent to which the principles of international education are incorporated into the books of social studies in Jordan were drawn from the point of view of the teachers of social education, and the table (4) makes this clear.

Table (4) Mean and standard deviations of areas of how well principles are included International education in Jordan's social studies books Social education teachers viewed in descending order

level	number	Filed	Mean	standard deviation	Rank
1	3	interdependence	4.40	0.14	high
2	3	human right	4.25	0.09	high
3	1	world peace	3.73	0.19	high
4	4	diversity	3.38	0.17	medium
The Filed as a whole			3.94	0.04	high

Table (4) Show that the Mean ranged from (4.40 to 3.38), where the world's credit field ranked first at the highest average of my account of (4.40), while the human rights field came In second place, and with Mean (4.25), while the world peace field came in third place with Mean (3.73) The area of diversity was fourth, with Mean (3.38), and the Mean of principles of international education as a whole (3.94) was high.

The computational Mean and standard deviations for the sample study population were calculated on individual field-by-field paragraphs, as follows:

Table (5) Mean and standard deviations of related paragraphs in principles International human rights education is arranged in descending order according to the Mean

level	number	Paragraphs	Mean	standard deviation	Rank
1	3	Emphasizes Islam's concern for human rights.	4.33	0.51	high
2	4	It shows Islam's view of human values such as justice, freedom, equality and rejection of injustice.	4.325	0.67	high
3	1	The content of the curriculum defines the concept of human rights.	4.315	0.47	high
4	2	Tracks the historical evolution of the concept of human rights.	4.24	0.62	high
5	7	Emphasizes the equality of all peoples, regardless of color, gender or creed.	4.23	0.87	high
6	8	Sets out the positions of different States on human rights.	4.235	0.52	high

7	5	Illustrates the political, social and scientific implications of the application of human rights.	4.225	0.44	high
8	6	Emphasizes the different concept of human rights by age and society.	4.13	0.99	high
Human rights as a whole			4.25	0.19	high

Table (5) Show that the mean ranged from (4.33 to 4.13), where paragraph (3), which states "emphasizes Islam's concern for human rights", was first placed and with Mean (4.33). The text of paragraph (6) "emphasizes the different concept of human rights by age and society" is the last and with Mean (4.13). The Mean of the principles of international education in the whole field was (4.25).

Table 6. Mean and standard deviations of paragraphs on the field of peace The world is arranged in descending order by Mean

level	number	paragraphs	Mean	standard deviation	Rank
1	1	It shows the values and importance of peace from the point of view of Islam.	4.42	0.74	high
2	2	It illustrates Jordan's role in spreading a culture of peace from the past to the present.	4.32	0.55	high
3	6	Shows the negative effects of wars.	4.235	0.51	high
4	7	Provides examples of peace treaties concluded between different States.	4.23	0.46	high
5	3	It outlines the principles of peaceful coexistence among peoples.	4.13	0.78	high
6	4	It is developing a sense of global values that underpin a culture of peace.	2.49	0.58	medium
7	5	Stresses the need for peaceful means of solving international problems.	2.32	0.84	medium
The field of world peace			3.73	0.14	high

Table (6) Show that the Mean ranged from (4.42-2.32), where paragraph (1) states "the values and importance of peace are reflected from the point of view of Islam." In the first place, with Mean of (4.42), while paragraph (5), which states "the necessity of using peaceful means in solving international problems", Last ranked and Mean was (2.32). The Mean of the principles of international education in the whole field (3.73) was reached.

Table (7) Mean and standard deviations of clauses related to the area of approval The interdependencies are arranged in descending order by Mean

level	number	paragraphs	Mean	standard deviation	Rank
1	6	Illustrates the trade exchange between the peoples of the world over history.	4.56	0.77	high
2	7	Examples are given of cooperation by States and peoples in natural disasters and the effects of war.	4.50	0.98	high
3	3	Emphasizes the common relations and ties between the peoples of the world.	4.49	0.84	high
4	1	Emphasizes the individual as an effective member of his homeland, nation and the world.	4.42	0.91	high
5	2	Emphasizes the contribution of different peoples to the manufacture of human civilization.	4.32	0.83	high
6	4	It shows the intercultural exchanges between Nations and peoples.	4.265	1.01	high
7	5	It shows the intercultural exchanges between Jordan and other civilizations and Nations.	4.26	0.99	high
Area of mutual dependence			4.40	0.09	high

Table (7) Show that the Mean ranged from (4.56 to 4.26), where paragraph (6) states "that trade between the peoples of the world is illustrated by history." In first place Mean account was (4.56). paragraph (5), which states "shows the intercultural exchanges between Jordan and other civilizations and Nations", is final Mean account is (4.26). The average of the principles of international education in the whole field was (4.40).

Table (8) Mean and standard deviations of paragraphs related to the area of diversity Descending by Mean

level	number	Paragraphs	Mean	standard deviation	Rank
1	2	It shows that the world is made up of different Nations and peoples.	4.56	1.02	high
2	3	Shows the diversity of the world's races, races and languages.	4.35	0.85	high
3	1	To emphasize the common living, cooperation and harmony upon which human consensus has been built since the time.	4.32	0.55	high
4	6	It shows the need to accept and respect differences between Nations and peoples.	2.79	0.87	medium
5	7	Shows the diversity of peoples in levels of development and progress.	2.60	0.91	medium

6	4	Emphasizes the common heritage of many Nations and peoples.	2.59	1.03	medium
7	5	It promotes the concept of cultural diversity to promote coexistence and dialog.	2.49	1.05	medium
The area of diversity			3.38	0.17	medium

Table (8) Show that the Mean ranged from (4.56 to 2.49), where paragraph (2) states "the world is made up of different Nations and peoples." In first place and Mean account was (4.56). Paragraph (5), which reads "the concept of cultural diversity to promote coexistence and dialog", was last placed and averaged (2.49). The Mean of the principles of international education in the whole field was (3.38).

Analysis results for question 1:

The results showed that the Mean ranged between (4.40-3.38), where the field of international dependence came first, while the field of human rights came second The world peace field came in third, while diversity came in fourth, and the Mean of the principles of international education as a whole (3.94) was in high order.

This may be because the teachers of the Grades 7–10 books believe that the curriculum adequately covers the principles of international education, and the curriculum contains the majority of these principles except the principle of diversity, which they feel is not sufficiently diverse.

Human rights

The results showed that the Mean ranged from 4.33 to 4.13. Paragraph 3, which states that "Islam is concerned with human rights", is the first, and may be attributed to the great role that Islam has played since its inception and its concern for all human rights , by making the measure of power the basis for people's preference for each other.

While paragraph 6 of the text "emphasizes the different concept of human rights by age and society" in the final place, this may be because the curriculum focuses on current times and is sufficiently concerned with the rest of previous and different times. The average of the principles of international education in the whole field was 4.25.

The field of world peace

The results showed that the Mean ranged from 4.42 to 2.32. Paragraph 1, which states "the values and importance of peace are reflected from the point of view of Islam." In the first place, this may be because the peace values that Islam has shown since its arrival have spread these values in this way, and the existence of these values in the curriculum leads to the role of Islam for students

Paragraph 5, which reads "stresses the necessity Using peaceful means to solve international problems " in rank The last This may be because teachers see that the curriculum lacks solutions in the event of international problems, and the average computational principles of international education in the field as a whole (3.73).

Area of mutual dependence

The results showed that the Mean ranged from 4.56 to 4.26. Paragraph 6 states: "Trade exchange between the peoples of the world is illustrated throughout history." This may be attributed in first place to the importance of such an exchange and its importance within the curriculum.

The text of paragraph 5, which states "the intercultural exchanges between Jordan and other civilizations and Nations", is the last, and may be attributed to Jordan's highly effective trade-off, which would lead to the country's ubility, and the computational average of the principles of international education in the whole field (4.40).

The area of diversity

Mean ranged from 4.56-2.49, with paragraph 2, which states, "the world is made up of different Nations and peoples." In first place and my average account was 4.56. Paragraph 5, which reads "the concept of cultural diversity to promote coexistence and dialog", was last placed and averaged 2.49. The average of the principles of international education in the whole field was 3.38.

It showed that the Mean ranged from 4.56 to 2.49.Paragraph 2, which states: "The world is made up of different Nations and peoples." In first place, this may be attributed to the importance of this diversity within the curriculum that shows students the cultures of the different peoples of the world.

Paragraph 5, which reads "the concept of cultural diversity to promote coexistence and dialog", was last placed.

This is because the curriculum does not have sufficient cultural diversity from the perspective of teachers, and the computational average of the principles of international education in the whole field (2.49).

Second: Presentation and discussion of the results related to question 2: Are there differences of statistical significance at the level ($\alpha = 0.05$) in the study sample estimates of the inclusion of the principles of international education in the social studies books in Jordan from the point of view of the social education teachers as attributable to the gender variant?

Test applied (T-Test) The independant samples for the detection of gender differences in all The areas and in the tool as a whole and the table (9) shows this.

Table (9) Test (T-Test) The independant samples for the detection of gender differences in all Areas and in the tool as a whole

Filed	gender	number	Mean	standard deviation	value (T)	degrees of freedom	sig
human right	Male	57	3.756	0.34	-	97	0.000
	Female	42	4.928	0.38	5.417		
world peace	Male	57	3.185	0.37	-	97	0.000
	Female	42	4.486	0.42	8.377		
interdependence	Male	57	4.017	0.29	-	97	0.000
	Female	42	4.912	0.35	5.857		
diversity	Male	57	3.155	0.45	-	97	0.000
	Female	42	3.707	0.45	6.599		
The tool as a whole	Male	57	3.528	0.842	-	97	0.000
	female	42	4.512	0.337	7.152		

Table (5) Show that:

– statistically significant differences at the level of significance ($\alpha \geq 0.05$) between sex (male and female) in all areas and in the instrument as a whole, and for the benefit of gender (female).

Analysis results for question 2:

The results of this question have shown statistically significant differences at the level of significance ($\alpha \geq 0.05$) between sex (male and female) in all areas and in the tool as a whole, and for the benefit of gender (female), This may be due to the fact that leisure time gains the depth of diversity and comprehensiveness in addressing the subjects on which they are talking, and to the areas of mind in their discussion of community issues To ensure that they are able to understand the concepts of international understanding, interdependence and human rights among human societies more than males because they have sufficient time to discuss and discuss various subjects, Unlike males who fill their leisure time through work, and youth nights, it may be because teachers in government schools have a strong desire to apply the principles of international education to bring about the change and development needed that would bring about a qualitative shift in schools He therefore felt that the curriculum lacked some of the issues that addressed and concerned the principles of international education, that there was no similarity between males and females in education and thought, and that the different courses and workshops held in the Directorate of Education, different training methods and academic and practical courses were not similar

Recommendations

In light of the results of the study, the searcher recommends:

- To promote awareness among members of the community, schools and social education teachers of the principles and programs of international education.
- Increase in the number of training programs for teachers to address the concepts and principles of international education in order to achieve their results
- Provide appropriate conditions for teachers to play their educational roles in the development of the principles of international education.
- The need for the principles of diversity in social studies books.
- The results of this study are to be circulated to all schools in the Kingdom of Jordan and the Ministry of Education for the benefit of their results.

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