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Barriers in Instructional Technology Integration in Teachers in Social Studies at Jordan Elementary School

Hambatan dalam Integrasi Teknologi Instruksional pada Guru dalam Studi Sosial di Sekolah Dasar Jordan

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The purpose of this paper is to identify the importance of using Instructional Technology (IT) in teaching social studies in elementary schools in Jordan. This paper explores the obstacles faced by female teachers in teaching social lessons in classrooms in Jordan. Lack of competence to apply technology to teach social lessons in class. is a problem that occurs among female teachers in Jordan. Those with little experience find it difficult to apply because of the unavailability of equipment. the results of the discussion of this paper can teach teachers to integrate technology into the education system, integrate IT into classrooms and integrate IT in teaching social studies in Jordan elementary schools to improve the performance of female social studies teachers.

Keywords: Barriers, Female Teachers, Instructional Technology, Social Studies, Elementary School

Tujuan dari makalah ini adalah untuk mengidentifikasi pentingnya menggunakan Teknologi Instruksional (TI) dalam mengajar studi sosial di sekolah dasar di Yordania. Makalah ini mengeksplorasi hambatan yang dihadapi oleh guru perempuan dalam mengajar pelajaran sosial di ruang kelas di Yordania. Kurangnya kompetensi untuk menerapkan teknologi untuk mengajarkan pelajaran sosial di kelas. adalah masalah yang terjadi di kalangan guru wanita di Yordania. Mereka yang memiliki sedikit pengalaman merasa sulit untuk menerapkan karena tidak tersedianya peralatan. hasil pembahasan makalah ini dapat mengajarkan guru untuk mengintegrasikan teknologi ke dalam sistem pendidikan, mengintegrasikan TI ke dalam ruang kelas dan mengintegrasikan TI dalam pengajaran IPS di sekolah dasar Yordania untuk meningkatkan kinerja guru IPS.

Keywords: Hambatan, Guru Perempuan, Teknologi Instruksional, Penelitian sosial, Sekolah Dasar

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INTRODUCTION

The educational system in Jordan has three stages of which two years for pre-school education, ten years for basic education and another two years for either secondary academic or secondary vocational schools. In the recent years, the estimated percentage of enrolment of learners in Jordan has achieved over 95% as compared with only 47% in past. Free education for primary and secondary school students is practiced in Jordan and is made compulsory to all the children until they are fifteen year old. This is so because of the high illiteracy level of 9.8%.

The primary educational programme in Jordan consists of pre-school education, basic education (primary schools) and either secondary academic or vocational schools for 2, 10, 2 years respectively. The primary schools consist of ten grades from first grade to ten grade. Primary students are expected to study social studies after six grade for five years, here after which they can proceed to secondary schools. However, social studies is a subject offered at all levels of education and it is categorised into three components: Geography, history and civic/moral education. Social studies is taught using traditional methods (without Instructional Technology (IT) despite the advocacy for integrated tecnology all over the world. Due to the poor economy of Jordan, there are not enough IT infrastructures and facilities in schools.

Recently, Jordanian government introduced IT integration into the education system from elementary school to higher institutions. Primary school female teachers still find it difficult to use IT in classrooms several reasons such as lack of technological tools and insufficient training about integrating IT in classrooms. The lack of knowledge among female teachers on how to use technology is because there is no opportunity for training on how to use the facilies in schools. Most teachers do not have enough money and they cannot afford to buy computers for their personal uses. Morever, there is no regular access to the Internet. Therefore, teachers stick to their traditional approaches to teaching which do not benefit the learners.

In the past two decades, the acceleration of change in technology spread globally and it has become the driving force behind the development of the country's economic growth and success. The integration of IT in Jordanian primary schools is a significant pattern in the recent system of education Tsai and Chai (2012). The development in IT has greatly influenced the entire aspects of life including education. Furthermore, there is no negative effect of the use of IT in education. In the past few years, there have been changes in the use of IT tools, teaching strategies as well as teaching and learning materials Heyberi (2013). Karadeniz and Vatanartiran (2015) state that it is important to create a teaching culture where teachers can integrate IT in social studies classrooms. Therefore, it is essential for teachers to harmonies IT into the social studies curriculum in order to achieve the required goals for successful uses of IT.

Harmonising IT into classroom teachings cannot be underestimated as it has become very important in preparing our learners for the future generation and IT-rich environment. Researchers like Abu-Rmaileh and Hamdan (2006) and Al-Mujaini (2006) found that integration of IT into classrooms by female teachers helped to encourage pupils' active participation in classrooms. In addition, the teaching and learning processes with IT can help achieve the learning outcomes of schools. Furthermore, the harmonisation of IT into teaching is considered a major factor in enhancing the teaching effectiveness in the future. Therefore, female teacher's action toward the use of IT in imparting knowledge in the primary school is a major concern Al-Ghazo (2008). Subsequently, female teachers need to be adequately trained on how to integrate IT successfully into the curriculum of social studies. In addition, based on their research, Roblyer and Doering (2012) state that the integration of IT into the teaching and process begins by, first, identifying the educational needs and problems in classroom environment. Moreover, such process demands that appropriate IT tools and effective methods to be considered before implementing IT tools in schools.

According to Çener et al. (2015) , the harmonization of IT in teaching social studies has a positive impact on the student achievements. However, the teachers must be able to integrate IT properly while teaching social studies. They also believe in the female teachers' effectiveness in integrating IT into the teaching social studies. In addition, IT can also improve students' abilities in expressing themselves meaningfully in social studies if they are trained to integrate IT successfully into their classroom activities. In other words, female teachers of social studies are responsible for impacting the required skills, knowledge and values necessary to help pupils become useful citizens. National Council for the Social Studies (NCSS) encourages social studies teachers to implement IT integration that can enhance activities in the classrooms Kemp et al. (2014). Roblyer and Doering (2012) recommend that the integration of IT helps to enliven and improve the female teachers' experiences in teaching social studies effectively and efficiently. Besides, it can facilitate students' critical thinking and reasoning skills, brainstorming for problem-solving and decision-making skills.

In line with the rapid advancement of IT around the world, developing countries such as Jordan start integrating IT into teaching in classrooms Ahmed (2016). Despite facing financial problems, the Jordanian government is committed to encouraging IT to be used as a priority in schools Al-Ziyodi (2012) ; Riasati et al. (2012) ; Bataineh and Anderson (2015) . Therefore, the development of IT integration has imposed significant pressures on Jordanian teachers, particularly the female teachers to adopt and adapt traditional as well as modern teaching approaches with newly emerging IT in Jordanian schools Ageel and Woollard (2012); Eristi et al. (2012) . Furthermore, the Jordanian Ministry of Education [JMOE] has stipulated that all teachers are required to integrate IT in order to acquire knowledge, teaching strategies and skills. Thus, it enables them to function well with the new trends in their areas of specializations and apply IT integration into teaching all subjects in

schools.

Contrarily, there are numerous problems faced by female teachers in their attempts to implement IT into their subject teaching Almekhlafi and Almeqdadi (2010). Among the barriers of IT integration are: lack of confidence, lack of time, lack of resources, lack of training opportunities, lack of knowledge about IT integration and resistance to change by teachers Bingimlas (2009) ; Alhashem and Al-jafar (2015) ; Mohamadkhani et al. (2013) . The levels of education and experiences by female teachers can as well affect the implementation of integrated technology into the institutions which led to limited use of integrated technology in Jordan.

Therefore, this paper intends to advocate for IT integration into primary schools especially social studies that educate students or learners to appreciate their culture and the culture of others, History, Geography and civic education. It is hoped that by moving away from traditional approaches to contemporary methods of teaching that combines IT integration, Jordan can help its citizens to be digital citizens in the twenty-first century who can compete with other citizens of other nations. Unfortunately, teachers, particularly female teachers still teach using traditional methods at all levels of education. This is a serious concern for policy makers, educators and the government of Jordan. The authors of this paper wish to see what can be done to encourage female teachers of social studies to embrace IT integration for the benefits of their learners. Thus, the IT integration can prepare students as future employees to work comfortably in ICT-rich environment or workplace. These students can certainly contribute to the development of Jordan.

RESULTS AND DISCUSSION

The Integration Of Instructional Technology In Jordan

The Hashemite kingdom of Jordan (see **Figure 1**) is a nation with Muslims as a majority group and Christians as a group of minority. The nation is surrounded by countries such as Syria, Iraq, Kingdom of Saudi Arabia, Israel and Palestine.

[Figure 1 about here.]

There is a constant political tension in Jordan. This has negative effects on socio-political orientation in the past fifty years. However, the education system is going through constant and progressive change Bataineh and Anderson (2015). IT is becoming increasingly necessary in different aspects of the nation's daily lives and education sectors. According to Omwenga and I (2006) , educational systems around the world are incorporating IT into teaching approaches. Furthermore, IT is deemed to enhance and equip students with knowledge and skills required for the 21st century.

Bakri (2013) shows that IT is commonly used in education and training. Currently, there is an agreement that the provision of adequate training courses to female teachers can help develop the knowledge and skills of IT integration in schools. In the same vein, Jordanian government has realised the importance of IT in enhancing teaching and learning effectiveness. Besides, there have been reforms in IT education in private and public schools Abu-Samaha and Samad (2007) . Forceful measures and initiatives have been taken towards female teachers to encourage them to adopt IT integration. Moreover, Internet training awareness is also important to be instilled among female teachers. JMoE also regularly tries to educate all teachers about the importance of computer literacy and to make IT as a priority to be used in elementary schools.

There is an increasing interest in IT integration for administrative and educational purposes in primary schools to institutions of higher learning. The policies and regulations of higher education encourage faculty members to integrate IT into their administrative practices Gasaymeh et al. (2017). Several studies have indicated that integrating IT into the curriculum can help female teachers and instructors to overcome challenges they are facing while teaching in their classrooms Duran et al. (2012) ; Hur and Suh (2012) ; Ciampa and Gallagher (2013) ; Liu et al. (2015) ; Machado and Chung (2015). Significantly, most of the nations' cities and rural schools have witnessed great practice of supplementing the IT hardware in line with the educational process in the recent years Al-Maagbeh (2015) .

The implementation of IT integration in schools is an effort to enhance the quality of female teachers' teaching and learning efforts towards improving students' achievement and performances Qablan et al. (2009) . Based on their study of mixed method with interview and the use of questionnaire for 60 male and female teachers, Almekhlafi and Almeqdadi (2010) found that there was progress recorded when harmonizing IT integration by female teachers. In the same light, findings of previous studies in the developed and developing countries show that confidence was a vital element in increasing and boosting the effectiveness of IT in primary schools.

Al-Ziyodi (2012) in his studies indicates that Jordanian female teachers were facing some difficulties in managing IT for educational purposes. In addition, researchers also suggest that there is a low use and implementation of IT by female Jordanian teachers. Qablan et al. (2009) in their studies to assess use of IT in teaching involved several interviews and observations with a group of students, in-service teachers, computer lab supervisors and schools principals. The findings reveal that the participants used IT creatively in teaching science subjects. However, despite political pressure to increase IT integration into teaching and learning, there have been a lack of technological tools and facilities, fiscal school supports as well as the community.

The JMoE has a priority which focuses on three aspects: female teachers in Jordanian schools, research on IT integration across curriculum and school levels. Al-Zaidiyeen et al. (2010) in their IT research suggest that the IT integration among female Jordanian teachers is very low. In another study by Hani (2014) , he reveals that the most significant barriers in

IT integration are technical problems, inadequate number of computers, high cost, more time needed, and more opportunities for teachers' training programmes. However, in a research carried out by Al-Hamran and Ajlouni (2009) on the status of IT integration in schools, they disclose some obstacles in implementing IT integration into schools. The obstacles found are crowded classrooms, lack of the Internet facilities, weakness in the use of English and the inefficient handling of technological tools.

In a study on the role of IT integration in Jordan, Al-Ziyodi (2012) found that IT integration was effective. Al-Ziyodi's projects were related to Education Reform for schools' students and female teachers in Jordan. Furthermore, the study was aimed at measuring the role of IT in developing skills. The findings show that the role of IT on the skills of the Jordanian public schools' students was high. The results indicate that there Knowledge Economy (ERfKE) where he researched the IT integration in public was statistically significant difference in the role of IT in students' lives and skills.

The above research is in favor of the female teachers and students. In the light of the results, there is necessary to enhance the capabilities of the Jordanian scohols in terms of infrastructure in IT. Moreover, it is also necessary to raise the IT awareness and advantages in developing students' knowledge, attitude and skills related to IT integration.

Integration Of Instructional Technology Into Teaching

Based on a lot research, IT integration plays an important role in maximizing learning of subjects. IT integration into classroom activities is considered vital in education Mishra and Koehler (2006). According to Cauley, Cauley et al. (2009), IT integration is more than simply using a device to perform an action with. Inan and Lowther (2010) mention that IT is undoubtedly a complicated issue. The difficulty is generated from the fact that it is new and difficult to understand what IT entails.

The term 'IT' is defined in different ways by various researchers. According to Bandyopadhyay (2013) , IT comprises technology for teaching and for administrative purposes as well as the teachers' engagements. It is also argued that when IT is fully integrated in schools, students can improve and succeed in their learning effectively. Therefore, IT needs to be a core aspect of basic education in many countries in order to produce digital learners. Furthermore, IT serves as a valuable tool that can certainly enhance the quality of teaching and learning in school curricula.

The adoption of IT is a powerful way to contribute to changes in education. According to Wright and Wilson (2005), there is an agreement that International Society for Technology in Education (ISTE) and National Council for Accreditation of Teacher Education (NCATE) support the implementation and practices of IT through National Instructional Technology Standards (NETS). The utilization of IT in classroom teaching is documented and supported by the organisations above. Over the two decades, the advancement in information and communication technology have encouraged countries around the globe to adopt IT equipment for teaching Albugami and Ahmed (2015). Therefore, teachers are expected to apply IT in the classrooms teaching Buabeng-Andoh (2012) . According to Ageel and Woollard (2012), IT provides guidance and assistance for teachers to take the opportunity by using different methods that can enhance teaching and learning. Al-Madani and Allafiajiy (2014) posit that teachers and learners should use several communication devices in and outside their schools. Teachers should prepare lessons, develop the skills and knowledge for administration in order to increase students' performance Almaghlouth (2008).

Kaufman (2014) states that motivation to learn and use IT in K-12 settings. Anderson et al. (2011) found that IT integration for self-efficacy is a predictor. In support of this, Baytak et al. (2011) also noticed that IT integration has some effects on students' academic achievement. The outcomes show that there was an improvement in students' learning and performance. IT has improved students' interests in learning and make teaching of subjects more enjoyable and joyful. It cannot be denied that students' motivation, learning, engagement and social interaction can be influenced by integrating IT into their classrooms.

Mumcu and Usluel (2010) examined the use of IT among Turkish school educators. It was revealed that teachers used integrated technology most frequently for administration and less of it for teaching and learning purposes. Another study by Kemp et al. (2014) states that technology tools like computers and the Internet can increase the benefits on students and teachers by making their classes effective and managing the skills online. In addition, Abuseileek and Sa'aleek (2012) argue that IT can facilitate learning and improve learning achievements among students. Riasati et al. (2012) claim that IT integration (especially e-learning technology) is increasingly employed in classrooms instruction to enhance teaching and learning.

Ç Uluyol and Şahin (2016) carried out a study on primary school teachers' who were using and integrating IT in classrooms as well as motivating students to enjoy their subjects. A semi-structured interview was used in their studies to collect data from the primary school teachers. The results of their findings show that teachers need encouragement, support and opportunities to improve the level of motivation and quality of IT integration in the classrooms. Furthermore, a study by Sadeghi et al. (2014) reveals that the majority of female teachers was positive towards computer-mediated teaching. Ahmed (2016) in his study found that the adoption of IT integration influences teaching and learning positively. The female teachers were also supported in adopting IT integration in their classrooms. On the other hand, Alhashem and Al-jafar (2015) reveal that teachers have negative perceptions towards IT integration and literacy in their classrooms. There are several barriers that discourage teachers to keep using IT.

Eristi et al. (2012) investigated female teachers' views as

well as suggestions about the process of implementing IT into the classrooms and the difficulties they experienced. The study involved twenty one teachers were used and the data were gathered through the focus-group interviews and observations. The research reveals that there were problems experienced by the female teachers regarding the use and effectiveness of IT integration. Also, in United Arab Emirates (UAE), Almekhlafi and Almeqdadi (2010) reveal that many teachers were adopting IT into their teaching processes. This study investigated how a variety of technologies was used for promoting students' learning. However, the approach used by male teachers for IT integration was different when compared to that of the female teachers' approaches.

Kimmons et al. (2015); Heyberi (2013) reveal that teachers' preparation to integrate IT in teaching was better when they understood the relationships between tasks in relation to specific IT. In this study, the pre-service female teachers were involved in using critical thinking about IT integration. The data were analysed by categorizing pre-service teachers' views on IT integration. The findings reveal that there was a significant effect of the IT selected tasks given by the pre-service teachers to their students. There were some students carried out certain tasks more effectively than some of their peers.

Pamuk et al. (2013) in their study look into teachers' and students' perspectives on the use of tablet Personal Computers (PCs) and Interactive Board (IB) in their classrooms. Eleven schools were selected from four different cities. Different instruments were used to collect the data from the teachers and students using three methods: questionnaires, semi-structured interviews and in-class observations. The data was analysed by using the mixed method techniques and procedures. The findings show that there lack of support by the school administrators in using IB and teachers tend to use traditional teaching styles with relying on IT.

Problems Of Implementing Instructional Technology

In Mulhim and E (2014) study, it was revealed that a number of factors that hindered teachers' IT integration: (1) shortage of time and (2) access to technology. However, in this study, some teachers avoided using IT integration in classrooms due to shortage of equipment and resources Al-Harbi (2014) . The scarcity of technology resources is another factor that also affects students' performance in learning social studies in Jordanian classrooms. In a study carried out by Hakami et al. (2013), it was revealed that there were some factors affecting students' and teachers' IT integration into the Saudi schools' curricula. The findings show that the ratio of available computer in schools was one computer serving about 10 students (1-10) in every secondary school in Saudi despite using Computer-Assisted Learning (CAL) in virtually all lessons. Therefore, there was the need to provide sufficient supportive facilities for both teachers and the students that can enhance effective teaching and learning in schools not only in Saudi but also in Jordan. This view is fully supported by Roblyer and Do Roblyer and Doering (2012) who emphasized the implementation of IT integration is most successful when there are enough teaching aids for supportive processes. Therefore, the obstacles hindering the implementation of the use of IT integration in schools should be investigated. This could then help making the implementation of IT more successful.

In Turky, Tezci (2011) investigated how the 1,540 Turkish primary school teachers were using Wiki technology in improving their learners' essay writings. The learners were made to join the Wiki page for reading and writing passages, and they were asked to respond to the passages written by their fellow classmates. The results of the study reveal that receiving immediate feedbacks from their teachers was very helpful for improving their reading and writing processes using IT integration.

In the above study, this approach helped students to learn and master some vocabulary, spellings, and sentence structures through reading the work of those in the same classes Costley (2014); Lin and Yang (2011). In addition, it was also revealed that female teachers in elementary schools were using online interaction and IPad in their classrooms. Moreover, the active involvement of teachers and students depends on this technological approach where wiki was used to generate ideas among students and generate interactions between teachers and their students Ciampa and Gallagher (2013); Lee (2012); Liu et al. (2014); Moyer-Packenham et al. (2013).

Integration Of Instructional Technology In Teaching Social Studies

The association of social studies for teachers around the globe is the National Council for the Social Studies (NCSS). It was established in 1994, portraying social studies as integrated social sciences and humanities to enhance civic competence. Social studies in learning programme bring about systematic and coordinated activities for other related subjects. The main aim of social studies is to allow people to make the right decisions for the betterment of citizens in a culturally diverse and democratic society. Social studies are taught in elementary school from grade six to grade ten in Jordan. It is a social studies subject that is defined differently in different ways across other disciplines like history, geography and civic education. It is a multidisciplinary subject taught to a class of students and in different subject classes in social studies department.

The materials of social studies are classified into geography, history and civic education which are integrated into the curriculum and can be taught as one lesson. The activities include knowledge and methods of teaching the related subjects in social studies Çener et al. (2015) . Social studies are the actual life experiences of the whole world by students. It is expected that the knowledge of the world is brought into the classroom situation which is influenced by all kinds of experiences. Therefore, issues of the real life situation should be incorporated when dealing with students in social studies. It is also

evident that whatever the learners learn at this stage last longer in their memory and reflect on it when dealing with real-life situations Çener et al. (2015) .

According to Gulbahar and Guven (2008) , to improve the poor cognitive level of students, a conducive situation is required to enhance the learning environment that utilises physical learning materials and IT. IT has a lot of potentials to develop the love for social studies among students. IT integration provides necessary tools for enhancing research, learning, teaching, disseminating information and establishing good relationship among male and female teachers as well as students. According to Beck and Eno (2012) , IT integration also has ramifications in social studies, particularly the ability to bring show real images for experiences via multimedia such as movies, films and images for younger learners Voogt (2008); Dede (2008); Borup et al. (2012). They found that using video technologies in class discussions helped students feel more connected to their instructor and peers.

Dzidonu (2010) states that the teaching approaches remain unchanged by many teachers and IT integration is not well adopted in the classrooms. There is close relationship between IT integration and subject of teaching. But, some schools are lagging behind in embracing IT integration Bolick et al. (2003). NCSS Standard supports the use of IT in the social studies classroom. It is deemed that IT can improve teaching and encourage students to participate in their classrooms Roblyer and Doering (2012) . According to Lee (2008), a set of guidelines to adequately integrate IT into their daily teaching is necessary. The following are the guidelines for effective IT adaptation: 1).Identify and adapt materials for IT into social studies teaching; 2).Encourage learners to work in any situation; 3). Strive to provide and enhance creative media literacy skills; 4). Provide learners the opportunities to apply and use the Website in learning; 5).Encourage the use of the Internet to collaborate and interact among students; 6).Extend and promote active participation in interacting through technology assisted social networks.

Saye (2002) suggests that IT can be used in social studies to help learners pass through their experiences about the real world in which they live, to understand some complex concepts and how to deal with them. In this context, the strategies of teaching social studies in Jordan (history, geography, and national and civic education) are consistent with the above guidelines. There are three general framework for social studies: History, Geography and Civic education.

Regarding the teaching of History, the general framework and special outcomes of the historical studies have been provided by JMOE. In view of the rapid global changes faced in the modern era, the current curriculum of history requires revision and development to meet the needs of contemporary society by linking it to reality and the use of IT in the teaching of history.

Regarding the teaching of Geography, the general framework and special outcomes of the geographical study have been provided by JMOE in which the geography students are able to read maps, understand and draw maps, analyses tables and use of IT. They can be guided to analyse, prepare reports on geographic information and develop design of geographical models through the use of computer hardware and software.

Regarding the teaching of Civic Education, the general framework and special outputs in the study of civic and civic education have been provided by JMOE where the course is aimed at providing students with modern technological and techniques that can develop positive values and attitudes such as good citizenship, independent, legitimacy and freedom, the right knowledge, respect for others and appreciation of other cultures.

Unal and Ozturk (2012) discussed some of the problems that were facing social studies female teachers when applying IT in classrooms. Eighteen respondents were used in this study and classroom observation as well as semi-structured interviews were employed for data collection. The results of the study reveal some problems in the use of technological tools for instruction and there was a shortage of tools for technology-assisted teaching in the schools. They found that there had been an inadequate technology to move away from traditional approach by female teachers, no provision for in-service training and lack of time.

According to Çener et al. (2015) , the teaching of social studies via modern technology has positive effect on pupils' performance. In the study by Gulbahar and Guven (2008) , a survey was carried out with 326 teachers who taught in a primary school. Besides no opportunity for in-service training, the findings revealed that even if teachers were ready to apply IT in teaching resources, they were still facing the problem of accessing IT resources. Öztürk et al. (2012) in his study found that social studies curricula can allow pupils to be technology literate and to comprehend the positive effects of IT integration on different dimensions of social life. Sheffield (2011) in his study also explored the primary school teachers' uses of technology at three rural schools in Florida district America. The results of the findings indicate that participants see IT as beneficial to the students' future successes. Therefore, the participated teachers largely agreed that by integrating IT, they can motivate their students to participate in activities such as collecting, selecting, curating and presenting information.

CONCLUSION

This paper tries to review the basic literature on the barriers in using IT integration among female teachers social studies in primary schools in Jordan. In relation to issues of IT implementation, teachers need to be educated through training of how they can use IT tools into teaching of social studies in classrooms. It was observed that there was little empirical research on the issues related to IT integration in teaching social studies. JMoE is very serious in training of teachers. They want teachers to explore on various ways of integrating IT into their teaching and learning in Jordan. JMoE never stops in designing and developing training programmes for teachers in social studies

classes and others. Particularly in Jordan, less research studies has been done on social studies with IT integration by female teachers has been carried out in Jordan. Therefore, this study if well researched, can certainly be a good reference point for future researchers in teaching of social studies in Jordan.

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

LIST OF FIGURES

FIGURE 1 | Regional Map of the Hashemite Kingdom of Jordan