

The Degree of History Teachers' Use of Modern History Teaching Approaches from Their Perspective in Jordan

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Abstract. The current study aimed to identify The Degree of History Teachers' Use of Modern History Teaching Approaches from Their Perspective in Jordan and reveal statistically significant differences in the degree to which history teachers use Modern History Teaching Approaches according to their demographic characteristics (gender, academic qualification, years of experience). The study used the descriptive-analytical method. The study tool consisted of a questionnaire of (7) Modern Approaches to Teaching History. It was applied to a sample of history teachers, numbering (53) male and female teachers from the Education Directorate of Ajloun Region. The results showed that the degree of history teachers' use of modern history teaching Approaches was moderate, with an arithmetic mean of (2.22) and a standard deviation of (0.362). The most commonly used teaching approaches were the biographies and translations approach, with an arithmetic mean of (2.31) and a standard deviation of (0.423). The least commonly used teaching approach was the historical empathy approach, with an arithmetic mean of (2.18) and a standard deviation of (0.465). The results also showed no differences in the degree of use attributed to the variables of gender, academic qualification, and experience. Years of experience do not markedly influence the degree of history teachers' use of modern history teaching approaches, suggesting a consensus among instructors of varying experience levels about integrating modern history teaching approaches.

1. INTRODUCTION

1.1. Background of the Study

History is one of the main topics that form the identity of individuals and societies. It links the present to the past, directs the future, and works to enhance national belonging and a deep understanding of historical events. For history to achieve the desired goals, it is necessary to employ teaching Approaches appropriate to the subject matter.

Achieving the objectives of teaching history requires an active role for the teacher, who is the primary mediator in teaching history, acting as a mediator between the subject matter and students. They translate curricula into interactive activities, using innovative methods to encourage critical thinking and creativity, thereby enhancing students' understanding of historical events and societal awareness (Boadu, et.al, 2020). Obeidat and Al-Talwalibah (2014) highlight the challenges faced by history, making it boring for students. To overcome these comprehensive teaching approaches are needed, stimulating thinking, feelings, and skill development.

Modern Approaches to teaching history are effective educational tools to address the difficulties of teaching history; they aim to improve students' understanding of historical events and enhance critical and creative thinking skills; these approaches vary to include several methods, such as the biographical approach that focuses on studying historical figures and their influence (de Haan, et.al, 2017) and the timeline approach that highlights the sequence of events and the relationships between them (Barringer, et.al, 2024).

History teachers must effectively teach controversial historical issues, involving diverse perspectives and sources, to ensure a comprehensive understanding of the subject matter and reach a consensus with students. The oral history approach is a crucial method for teaching history, involving interviews and critical analysis of historical narratives to uncover historical truth, fostering students' historical research skills and cultural understanding (Alomari and Obeidat, 2016). The historical imagination approach is a crucial method for fostering students' imagination about historical events, utilizing imaginary or dramatic depictions of historical figures to enhance their understanding and comprehension (Al-Jarrah, 2019). Moreover, Historical drawings are crucial for teaching history, aiding in group study, fostering students' aesthetic appreciation, and enhancing their enjoyment and integration into the study of history (Al-Talafha and Obeidat, 2023; Al-Mahasneh and Obeidat, 2020).

Aslan and Obeidat (2024) believe that historical documents are of great importance in teaching history, as they are evidence of historical events and develop historical and future thinking among students. They also contribute to increasing historical understanding and comprehension and serve as witnesses to historical occurrences. Given technological advancements, historical sources play a crucial role in the study and instruction of history, utilizing diverse resources such as timelines, historical libraries, and audio recordings. This contributes to expanding students' knowledge and developing their historical culture, analytical thinking, and self-learning (Athamnah and Obeidat, 2024).

The various digital tours are among the most important sources for learning history, as students can go on virtual tours via video, web quests, or 3D images, which contributes to developing the visual historical identity of students and increases their enjoyment of learning (Al-Masarwa and Obeidat, 2024).

In addition, the virtual historical museum is a crucial method for teaching history, fostering a sense of historical space and time, and encouraging students to contemplate the impact of previous civilizations on the nation's progress of nations throughout history. It also enhances learning entertainment among students (Maabreh and Obeidat, 2023).

1.2. Literature Review

The topic of history teaching approaches has attracted the attention of researchers. The study by Obeidat and Al-Tawalbeh (2014) aimed to identify the difficulties of teaching history and propose solutions from the perspective of history teachers. A questionnaire and open-ended questions were used to survey 92 history teachers from the Bani Kinanah and Al-Ramtha Education Directorates. The study found that the main challenges were related to the teachers themselves. Teachers suggested various solutions, including enriching history books with activities, dramatising books, and creating websites at the end of lessons. However, 78% of teachers did not teach history willingly, and 87% relied on traditional methods. Students preferred learning methods, which were discussion, questioning, analysis, investigation, and group work.

The study by Alomari and Obeidat (2016) study examined the impact of oral history teaching on students' achievement, national historical culture development, and a safe teaching environment in Jordanian history. A quasi-experimental approach was used, using four tools: an achievement test, a test for national historical culture development, interview questions, and a scale for a safe teaching environment. The results showed an effect of the oral history approach on achievement, as the effect size reached (0.449) in favour of the experimental group. It also showed an effect in favour of the experimental group in the test of national historical culture, as the effect size reached (0.377). The results also showed an effect of oral history in creating a safe teaching environment at a high level with an average of (3.90).

Akhan's study (2021) aimed to compare the views of Turkish and Russian history teachers on teaching history and their preferred methods. The case study approach involved 13 Turkish and 13 Russian history teachers working in the 2020-2021 academic year. Data was collected via email and open-ended questionnaires. Results showed that Russian history teachers have more flexibility and interest in innovative methods, while Turkish teachers focus more on curriculum. Russian teachers are also more interested in professional development and use historical thinking skills more in classroom activities, reflecting the goals of teaching history in both countries.

Soininen's (2022) study examined US history teachers' views on primary sources in International Baccalaureate (IB) and Advanced Placement (AP) lessons. The study involved interviews with six teachers and observations of 29 lessons in Indiana and California. Results showed that all teachers valued primary sources but had weak assessments in traditional history lessons and AP lessons in schools without the IB program.

1.3. The Statement of the Study

The educational process in the field of teaching history faces challenges related to the extent of adopting modern approaches that contribute to improving educational outcomes and developing life skills among students. Recent studies have shown a gap in the use of these approaches by teachers, such as the study by (Boadu, et.al, 2020) that many teachers lack sufficient training to transform curricula into interactive educational activities. The study by (Barringer, et.al, 2024) also indicated that some approaches, such as the timeline approach, are not used sufficiently in classrooms despite their importance in organizing and sequencing historical events.

On the other hand, (Cole, et.al, 2022) confirmed that the use of oral history in history teaching suffers from a lack of employment, as teachers are not adequately trained to employ live narratives to enhance students' understanding of events; (Endacott, et.al, 2024) also pointed to challenges in applying the historical empathy approach, despite its ability to develop emotional engagement and deep understanding in students.

In light of this gap, the current study seeks to investigate the degree to which history teachers use modern approaches in teaching history.

1.4. Questions of the Study

1. What is the Degree of History Teachers' Use of Modern History Teaching Approaches from Their Perspective in Jordan?
2. Are there statistically significant differences in the degree of history teachers' use of modern approaches according to their demographic characteristics (gender, academic qualification, years of experience)?

1.5. Importance of the Study

The importance of the study stems from shedding light on the teaching practices of history teachers and evaluating the degree of their use of modern approaches, due to their impact on improving the quality of education and enhancing critical and creative thinking skills among students. It is hoped that this study will contribute to providing practical recommendations for developing teacher training programs and educational curricula in line with modern approaches. The study also provides a database that can be relied upon in future research on the development of history teaching.

1.6. Operational Definitions

- Degree of use: It means the degree to which history teachers employ the approaches to teaching it within the educational situation and is measured through a three-tiered gradation (Large, medium, weak).
- History teaching approaches: It means the approaches through which history can be taught and its outcomes achieved and were represented in this study by: (Biographies and translations, timelines, oral history, historical imagination, historical sympathy, aesthetic approach, and current events).

1.7. Study Limits

- Objective limits: Modern approaches to teaching history.
- Spatial limits: This study was limited to schools in the Ajloun Region in the academic year 2024-2025.
- Human limits: This study was applied to social studies teachers in schools in the Ajloun Region.

2. METHODS OF THE STUDY

The descriptive analytical method was adopted in this study, as it is the most appropriate for investigating the degree to which history teachers use modern approaches in teaching history.

2.1. Sample and Community of the Study

The study involved social studies teachers in Ajloun Region schools, with 60 male and female teachers. The comprehensive enumeration method was used to select the sample, but after communication, the researchers were able to reach 53 teachers, a large percentage of the original community, enhancing the reliability of the results and the possibility of generalizing them, Table No. (1) shows the characteristics of the study sample:

Table 1: Distribution of study sample individuals according to their demographic characteristics.

Variables	Categories	Repetition	Percentage
Gender	Male	28	%52.8
	Female	25	%47.2
	Total	53	%100
Qualification	Bachelor	26	%49.1
	Master and above	27	%50.9
	Total	53	%100
Experience	Less than 5 years	22	%41.5
	From 5 to 10 years	21	%39.6
	10 years and more	10	%18.9
	Total	53	%100

The data in Table (1) indicate the distribution of the characteristics of the study sample, which consisted of 53 male and female history teachers in the Ajloun Region; the percentage of male teachers was (52.8%) compared to (47.2%) for female teachers; about academic qualification, the percentage of those with a "Master's or higher" qualification was (50.9%), while those with a "Bachelor's" qualification was (49.1%); about years of experience, the largest percentage was concentrated among those with "less than 5 years" experience at (41.5%) of the total study sample, followed by "from 5 years to less than 10 years" (39.6%), then "10 years or more"

2.2. Study Tools

The study tool consisted of a specialized questionnaire to collect data and was prepared using educational literature and previous studies related to history teaching approaches such as (Obeidat, 2011; Al-Jarrah, 2019; Al-Omari and Obeidat, 2014) which included two main parts:

Part One: Questions about the demographic characteristics of teachers (gender, academic qualification, years of experience).

Part Two: A set of statements related to modern history teaching approaches, distributed over seven main approaches (biographies and translations, timeline, oral history, historical imagination, historical empathy, aesthetic approach, current events), according to the three-point Likert scale.

2.3. Validity and Reliability Procedures

The validity of the study tool was verified before applying it to the sample members through:

Face Validity: To verify apparent validity, the study tool was presented to a group of experts and specialists in the field of education and history to ensure the clarity of the statements and their validity to measure the specified objectives; and the necessary modifications were made based on their comments.

Construct validity: Construct validity was measured to determine the degree of coherence of the statements in each axis, and to ensure their ability to measure the specific dimensions of modern approaches. This is explained in Table 2 and Figure 1.

Table 2: Construct validity of the questionnaire axes as a whole.

Questionnaire axes (Approaches)	Correlation coefficient	Significance level
Biographies and translations approach	0.67	0.00**
Timeline approach	0.685	0.00**
Oral history approach	0.754	0.00**
Science fiction approach	0.660	0.00**
Historical empathy approach	0.816	0.00**
Aesthetic approach	0.714	0.00**

Note: **Statistically significant at the (0.01) level.

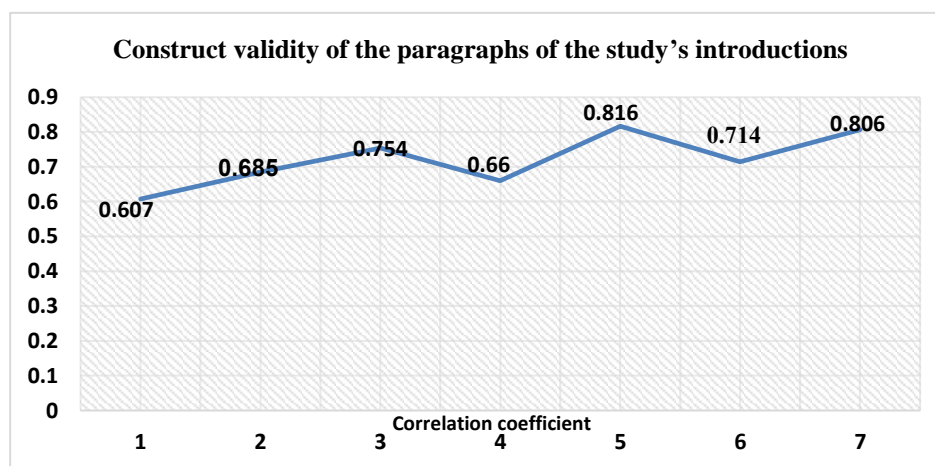


Figure 1: Construct validity of the paragraphs of the study's approaches.

Table 2 and Figure 1 show that the correlation coefficients for the questionnaire axes ranged between (0.607) and (0.816), and they are statistically significant at the (0.01) level, indicating the existence of internal consistency between the questionnaire axes as a whole.

2.4. Stability Test

To ensure the stability of the study tool, the internal consistency of all the questionnaire axes was calculated according to the Cronbach Alpha equation, so that each axis is consistent with its overall structure; the results came as follows, as shown in Table 3 and Figure 2.

Table 3: Stability of the study axes using Cronbach's alpha coefficient.

Study tool axes	Number of phrases	Cronbach's alpha coefficient
Biographies and translations approach	5	0.903
Timeline approach	5	0.896
Oral History approach	5	0.888
Science fiction approach	5	0.899
Historical empathy approach	5	0.880
Aesthetics approach	5	0.893
Current events approach	5	0.882
Study tool as a whole	35	0.906

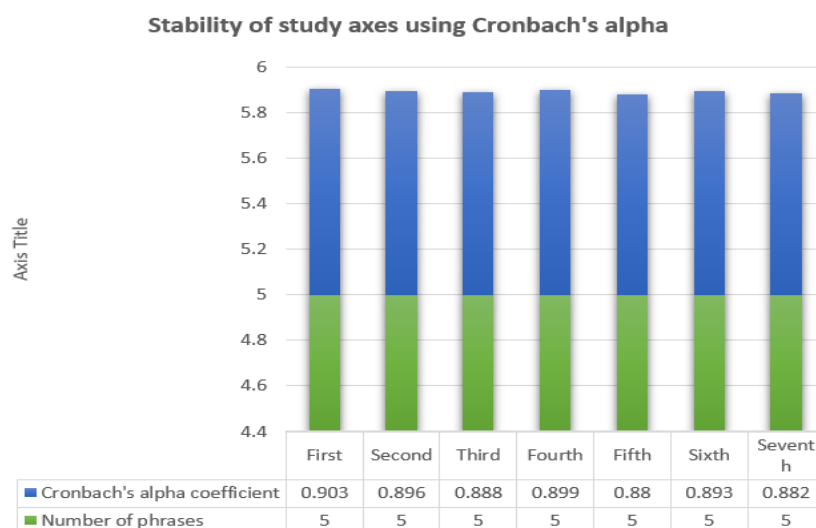


Figure 2: Stability of the study axes using Cronbach's alpha.

The results of Table 3 and Figure 2 indicate that the Cronbach's alpha coefficient for all study axes reached (0.906), and the Cronbach's alpha coefficient for the first axis was high, reaching (0.903), for the second axis (0.896), for the third axis (0.888), for the fourth axis (0.899), for the fifth axis (0.880), for the sixth axis (0.893), and for the seventh axis (.882); and based on the rule referred to in most human studies, which states that a Cronbach's alpha value of (0.70) or higher indicates the presence of stability, all values were greater than (70%), which indicates that the axes enjoy stability.

3. THE RESULTS AND DISCUSSION

This study utilized descriptive and inferential statistics to analyse data on history teachers' modern approaches, identifying common methods and identifying significant differences based on their demographic characteristics. Q1: What is the Degree of

History Teachers' Use of Modern History Teaching Approaches from Their Perspective in Jordan?

The study sample members' responses to teaching history were analysed using arithmetic means and standard deviations, arranged in descending order in Table (4).

Table 4: Arithmetic means and standard deviations of the responses of the study sample members to the modern history teaching approaches.

Arrangement	Phrases	Arithmetic mean	Standard deviation	The degree
1	Biographies and translations	2.31	0.423	Medium
2	Current events	2.25	0.442	Medium
3	Aesthetics	2.22	0.397	Medium
4	Timeline	2.21	0.463	Medium
5	Oral history	2.20	0.465	Medium
6	Science fiction	2.19	0.468	Medium
7	Historical empathy	2.18	0.465	Medium
Total		2.22	0.362	Medium

Table 4 shows the arithmetic means and standard deviations of the responses of the study sample members regarding the degree of their use of modern history teaching approaches. The overall degree of use of modern approaches was average, as the overall arithmetic mean was (2.224) with a standard deviation of (0.362). The researchers explain this result by reveals that history teachers' use of modern approaches is average due to a balance between traditional methods and some modern approaches. Teachers' priorities in choosing educational approaches vary based on the educational environment and teaching circumstances. Some teachers may lack knowledge of the modern history teaching approaches or have a traditional view of history as a subject that requires traditional methods. The researchers suggest that teachers' priorities may be influenced by their knowledge of modern approaches and traditional views of history as a subject that requires traditional approaches.

The study sample's responses to history teaching approaches were analysed using arithmetic averages and standard deviations, arranged in descending order.

Table 5: Arithmetic means and standard deviations of the responses of the study sample individuals to the introduction to biographies and translations.

Arrangement	Phrases	Arithmetic mean	Standard deviation	The degree
1	Highlight lessons and morals learned from the lives of historical figures and their impact on the present.	2.42	0.535	Medium
2	I employ examples from biographies and translations to reinforce human values and principles among students.	2.40	0.566	Medium
3	I use historical figure analysis to clarify the contexts of events associated with them.	2.28	0.601	Medium
4	I develop educational activities that focus on studying the biographies of historical leaders and their impact on changing the course of events.	2.26	0.486	Medium
5	I explain the differences between biographies and translations within the context of historical events.	2.21	0.532	Medium
Total		2.31	0.423	Medium

3.1. Biographies and Translations

The results in Table (5) indicate that the arithmetic means of the study sample's responses regarding the use of the biographies and translations approach ranged between (2.21) and (2.42), all of which fall within the average degree; while the overall arithmetic mean of this approach was (2.31) with a standard deviation of (0.423).

The phrase "I highlight the most important lessons and morals learned from the lives of historical figures and their impact on the present time" came in first place with an arithmetic mean of (2.42), which indicates the teachers' interest in highlighting the educational benefits extracted from historical figures and in providing students with morals and lessons by presenting historical figures and considering them as a model and example to be emulated by students, which is considered one of the most important goals of teaching history; The phrase "I employ examples from biographies and translations to enhance human values and principles among students" came in second place with an arithmetic mean of (2.40), which indicates the role of biographies and translations in supporting values and principles among students.

In contrast, the phrase "Explain the differences between biographies and translations in the context of historical events" came in last place with an arithmetic mean of (2.21). The reason for the weak focus on explaining the differences between biographies and translations may be due to the fact that the goal of including biographies and translations in history books is to be proud of and to form a positive role model for students and to instill in them positive values and attitudes about them, as making comparisons between them does not achieve any positive results.

Table 6: Arithmetic means and standard deviations of the responses of the study sample individuals to the current events Approach.

Arrangement	Phrases	Arithmetic mean	Standard deviation	The degree
31	I integrate current events into lessons to illustrate the relationship between the past and the present.	2.30	0.575	Medium
34	I use class discussions to analyze the impact of current events on shaping the future.	2.27	0.524	Medium
32	I highlight the differences between current events and contemporary issues during my teaching.	2.26	0.524	Medium
33	I encourage students to analyze current events to understand the historical contexts associated with them.	2.23	0.542	Medium
35	I direct students to seek out a variety of sources to understand current events comprehensively.	2.21	0.524	Medium
Total		2.25	0.442	Medium

3.2. The Current Events

The results in Table (6) indicate that the arithmetic means of the responses of the study sample members regarding the use of the current events approach ranged between (2.21) and (2.30), indicating an average degree of use of this approach by teachers; as the overall arithmetic mean of the approach was (2.25) with a standard deviation of (0.442), which means a balance in the application of this approach within teaching practices.

The phrase "I integrate current events into lessons to clarify the relationship between the past and the present" came in first place with an arithmetic mean of (2.30), which indicates teachers' interest in linking current events to historical contexts to understand the relationship between the past and the present. The reason may also be that integrating current events into the lesson contributes to stimulating students' thinking, bringing information closer to the general public, linking their daily lives with previous events, and making the subject of history and the information contained in it functional so that the student can benefit from it in his daily life and solve the problems he faces. On the other hand, the phrase "I direct students to search for various sources to understand current events comprehensively" came in last place with an arithmetic mean of (2.21). The reason for this may be attributed to the lack of paper or digital libraries in schools, or it may be attributed to teachers' fear of students acquiring inaccurate information that could lead to superstitious thinking among students.

Table 7: Arithmetic means and standard deviations of the responses of the study sample individuals to the aesthetic approach.

Arrangement	Phrases	Arithmetic mean	Standard deviation	The degree
26	Show the aesthetic aspects of historical monuments and architecture to enhance heritage appreciation.	2.38	0.562	Medium
30	Highlight the importance of the aesthetic approach in appreciating cultural identity and cultural heritage.	2.26	0.551	Medium
27	Direct students to analyze historical literary texts in search of cultural aesthetics.	2.25	0.551	Medium
29	Incorporate activities related to designing visual displays that tell historical stories in an artistic style.	2.15	0.568	Medium
28	Use artistic and musical displays related to historical events to attract students' interest.	2.09	0.628	Medium
Total		2.22	0.397	Medium

3.3. Aesthetic Approach

The results in Table (7) indicate that the arithmetic means of the study sample's responses regarding the use of the aesthetic approach ranged between (2.09) and (2.38), indicating a medium degree of employing this approach by history teachers; as the overall arithmetic mean of the approach was (2.22) with a standard deviation of (0.397), which reflects a general trend towards moderate use of this approach in the educational process.

The phrase "I show the aesthetic aspects of historical monuments and architecture to enhance the appreciation of heritage" came in first place with an arithmetic mean of (2.38), indicating teachers' interest in highlighting the material aesthetic aspects associated with historical heritage. The reason for this may be attributed to attracting students' attention to the history subject and increasing their motivation to learn historical events in an aesthetic way, or the reason for presenting historical events in an aesthetic way may be to change the negative view towards the history subject. On the other hand, the phrase "I use artistic and musical performances associated with historical events to attract students' attention" came in last place with an arithmetic mean of (2.09), which may indicate the lack of use of these artistic tools in the educational process. The reason may be the large size of the history book, which therefore requires many classes to implement it, which hinders the use of other methods to implement it, such as theater, impersonation, and role-playing. The reason for this may be that most historical events are not presented in line with the use of music.

Table 8: Arithmetic means and standard deviations of the responses of the study sample individuals to the timeline approach.

Arrangement	Phrases	Arithmetic mean	Standard deviation	The degree
6	I rely on drawing timelines to represent the sequence of historical events in a logical and easy way.	2.28	0.662	Medium
8	I explain how to use a timeline to understand the interconnectedness of different historical events.	2.25	0.585	Medium
10	I use timeline maps to encourage students to think about the impact of time on events.	2.21	0.567	Medium
7	I direct students to identify key turning points on timelines.	2.17	0.612	Medium
9	I integrate complex timelines to analyze relationships between local and global issues.	2.15	0.533	Medium
Total		2.21	0.463	Medium

3.4. Timeline

The results in Table (8) indicate that the arithmetic means of the study sample members' responses regarding the use of the timeline approach ranged between (2.15) and (2.28), which indicates the average degree of employing this approach by history teachers; as the overall arithmetic mean was (2.21) with a standard deviation of (0.463), which means a moderate trend towards using the timeline in teaching history.

The phrase "I rely on drawing timelines to represent the sequence of historical events in a logical and easy way" ranked first with an arithmetic mean of (2.28), which indicates teachers' interest in using timelines as a basic tool for organizing historical events in a logical way so that students can understand the sequence of historical events and their interconnectedness and link them together and find different interpretations of historical events. In contrast, the phrase "Integrate complex timelines to analyze relationships between local and global issues" came in last with an arithmetic mean of (2.15), indicating a weak focus on using complex timeline tools to analyze broader issues. This may be because complex timelines are used for images and long time periods, so they were not used in lessons because they include close time events.

Table 9: Arithmetic means and standard deviations of the responses of the study sample individuals to the oral history approach.

Arrangement	Phrases	Arithmetic mean	Standard deviation	The degree
15	I direct students to distinguish between fact and rumor in oral history.	2.25	0.585	Medium
11	I use oral history stories to illustrate different angles of the events studied.	2.23	0.609	Medium
13	I use oral history to correct misconceptions about historical events.	2.21	0.454	Medium
12	I encourage students to interview experienced individuals to report oral events.	2.17	0.643	Medium
14	I incorporate activities that rely on oral narratives to develop critical analysis skills.	2.15	0.632	Medium
Total		2.20	0.465	Medium

3.5. Oral History Approaches

The results in Table (9) indicate that the arithmetic means of the study sample members' responses regarding the use of the oral history approach ranged between (2.15) and (2.25), indicating a moderate degree of employing this approach by history teachers; the overall arithmetic mean of the approach was (2.20) with a standard deviation of (0.465), which means a moderate use of this approach in the educational process.

The phrase "I direct students to distinguish between facts and rumors in oral history" ranked first with an arithmetic mean of (2.25), which indicates teachers' interest in directing students towards critical thinking in dealing with oral narratives and developing their ability to distinguish between facts, opinions and different points of view about the historical event. In contrast, the statement "I integrate activities based on oral narratives to develop critical analysis skills" came in last place with an arithmetic mean of (2.15), indicating a lack of focus on activities that aim to enhance students' critical analysis. This may be due to the fact that it is difficult to use different activities related to oral history within the educational situation, as we use oral history as a support for the official history found in the textbook.

Table 10: Arithmetic means and standard deviations of the responses of the study sample individuals to the science fiction approach.

Arrangement	Phrases	Arithmetic mean	Standard deviation	The degree
16	I train students to imagine historical situations through activities that enhance multiple senses.	2.25	0.551	Medium
19	I highlight the value of imagination in communicating historical lessons in an engaging and effective way.	2.23	0.542	Medium
20	I use historical imagination to develop creative thinking in students.	2.20	0.590	Medium
18	I help students imagine historical figures as if they lived in their time.	2.19	0.622	Medium
17	I direct students to write short stories related to fictional historical events supported by facts.	2.09	0.597	Medium
Total		2.19	0.468	Medium

3.6. Science Fiction Approaches

The results in Table (10) indicate that the arithmetic means of the study sample members' responses regarding the use of the science fiction approach ranged between (2.09) and (2.25), indicating a moderate degree of employing this approach by history teachers; as the overall arithmetic mean was (2.19) with a standard deviation of (0.468), reflecting a moderate trend towards using science fiction as an educational tool.

The phrase "I train students to imagine historical situations through activities that enhance multiple senses" came first with an arithmetic mean of (2.25), which means that teachers are interested in using imagination to enhance sensory understanding of historical situations. This may be due to the fact that visual learning is one of the most ingrained forms of learning in the student's mind, as it is obtained through multiple means. In contrast, the phrase "I direct students to write short stories related to fictional historical events supported by facts" came in last place with an arithmetic mean of (2.09), which confirms the low use of this method, which requires creative writing by students. This may be due to the lack of time to implement these activities, which require a long period of time to implement.

Table 11: Arithmetic means and standard deviations of the responses of the study sample individuals to the historical empathy approach.

Arrangement	Phrases	Arithmetic mean	Standard deviation	The degree
22	I use visual aids such as pictures and videos to enhance empathy for events.	2.26	0.560	Medium
21	I encourage students to express their feelings about important historical events.	2.23	0.609	Medium
25	I highlight the importance of developing empathy in building a comprehensive understanding of history.	2.17	0.580	Medium
24	I use human stories in history to encourage students to understand the emotional aspects.	2.14	0.556	Medium
23	I incorporate interactive activities that allow students to reflect on the lives of ancient peoples.	2.13	0.520	Medium
Total		2.18	0.465	Medium

3.7. Historical Empathy

The results in Table (11) indicate that the arithmetic means of the responses of the study sample members regarding the use of the historical empathy approach ranged between (2.13) and (2.26), indicating a medium degree of employing this approach by history teachers. The overall arithmetic mean was (2.18) with a standard deviation of (0.465), reflecting a moderate use of this approach in the educational process.

The phrase "I use visual aids such as pictures and videos to enhance empathy with events" ranked first with an arithmetic mean of (2.26), indicating teachers' interest in using visual aids as a tool to stimulate empathy with historical events. This may be due to the fact that visual vision through videos and pictures is one of the most effective means of stimulating historical empathy among students. On the other hand, the phrase "I integrate interactive activities that allow students to think about the lives of ancient peoples" ranked last with an arithmetic mean of (2.13), reflecting the lack of use of interactive activities that focus on

exploring the lives of ancient peoples. This may be due to the difficulty of developing interactive activities related to previous civilizations, as they do not exist in the students' local environment and they cannot perceive them.

Q2: Are there statistically significant differences in the degree of history teachers' use of modern approaches according to their demographic characteristics (Gender, academic qualification, years of experience)?

To find out the statistically significant differences in the degree of history teachers' use of modern approaches according to their demographic characteristics, a T-test analysis was calculated for the variables of gender and academic qualification; and then an analysis of variance (ANOVA) was calculated for the variable of years of experience, as in the following two tables (12) and (13):

Table 12: Statistical differences in the degree of history teachers' use of modern approaches according to the variable (Gender and academic qualification).

Variables	Categories	Arithmetic mean	Standard deviation	Degrees of freedom	T	Statistical significance
Gender	Male	2.265	0.345	51	0.871	0.388
	Female	2.179	0.371			
Qualification	Bachelor	2.226	0.391	51	0.031	0.975
	Master and above	2.223	0.413			

The results of Table (12) indicate that there are no statistically significant differences in the degree of history teachers' use of modern approaches according to the gender variable, as the average for males was (2.265) with a standard deviation of (0.345), and the average for females was (2.179) with a standard deviation of (0.371), and the value of (T= 0.871) and the statistical significance (0.388) were greater than the specified significance level (0.05), indicating that there are no fundamental differences between the sexes in the use of modern approaches.

As for the academic qualification variable, the results also showed that there were no statistically significant differences, as the average for bachelor's degree holders was (2.226) with a standard deviation of (0.391), and the average for master's degree holders or more was (2.223) with a standard deviation of (0.413), and the value of (T= 0.031) and the statistical significance (0.975) were greater than the specified significance level (0.05). Thus, academic qualification is not a significant factor influencing the degree of history teachers' use of modern approaches.

These results indicate that demographic characteristics such as gender and academic qualification do not clearly affect the level of teachers' adoption of modern approaches, reflecting a relative balance in the use of these approaches regardless of these variables. The reason may be that they are prepared before and during service with the same courses and training courses, and that classroom and school environments are similar to each other:

Table 13: Statistical differences in the degree of history teachers' use of modern approaches according to the variable (Years of experience).

Variables	Categories	Arithmetic mean	Standard deviation	F	degrees of freedom	Statistical significance
Experience	Less than 5 years	2.318	0.390	2.064	52	0.138
	From 5 to less than 10 years	2.106	0.342			
	10 years and more	2.224	0.255			

The results of Table (13) indicate that there are no statistically significant differences in the degree of history teachers' use of modern approaches according to the variable of years of experience, as the calculated value of (F) reached (2.064) and the statistical significance (0.138) which is higher than the specified significance level (0.05), indicating that the differences between the averages of the different categories of years of experience are not statistically significant.

The arithmetic mean for the category of teachers with less than 5 years of experience was (2.318) with a standard deviation (0.390), which is the highest among the categories; while the arithmetic mean for the category of teachers with experience from 5 years to less than 10 years was (2.106) with a standard deviation (0.342), which is the lowest; while the category of teachers with 10 years of experience or more, their arithmetic mean was (2.224) with a standard deviation (0.255), which reflects an average degree in the use of modern approaches.

Therefore, these results indicate that years of experience do not significantly affect the degree to which history teachers use modern approaches, which may reflect a relative agreement among teachers with different levels of experience in adopting modern approaches in the educational process. The reason may be that most teachers undergo the same training courses, so there is no difference between them.

4. CONCLUSION

The results of the study showed that the degree of history teachers' use of modern approaches in teaching history was at the average level, as the arithmetic means for all approaches ranged between (2.18) and (2.31). This trend may reflect a combination of reliance on traditional methods with the adoption of some use of modern approaches, indicating that teachers seek to achieve a balance between curriculum requirements and benefit from approaches that contribute to enhancing students' understanding of history. The results also revealed a variation in teachers' preferences for different approaches, as the approach of biographies and translations had the highest degree of use, while the approach of historical empathy came in last place.

These results may be due to several factors, including the lack of sufficient knowledge among some teachers of modern approaches and methods of applying them, in addition to challenges related to educational resources and the time available to apply these methods in classrooms. In addition, traditional perceptions of teaching history as a subject based on narration and memorization may play a role in limiting the use of some modern approaches.

5. RECOMMENDATIONS

The researchers recommend the following based on the results of the study:

- Training history teachers on modern approaches to teaching history.
- Training history teachers on including modern approaches to teaching history.

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