Teachers' Pedagogical Beliefs and Actual Classroom Practices in Social Studies Instruction

Dr. Fakhri R. Khader
Chairman
Department of Educational Sciences
Petra University
Amman - Jordan

Abstract

This study adopted a qualitative case study approach to check how the pedagogical beliefs of social studies teachers correspond to the practices observed by their own students.

The study attempted to answer two research questions:

1- *What are the teachers' stated pedagogical beliefs about the way social studies should be taught in the schools?*
2- *What are their actual classroom practices of teaching social studies from the students' own perspectives?*

The random sample of the study consisted of 21 teachers, and the number of students was 529. A questionnaire of 58 items spread over 7 domains: Organization, lesson presentation, control and discipline, dealing with students, evaluation, code of ethics and personal characteristics. This tool was administered to measure the pedagogical beliefs among the teachers, and the same questionnaire was also formulated in a manner which enables students to measure the teachers' actual classroom practices of such beliefs. The validity and reliability of the tool were verified, and the results showed that there is no statistically significant correlation between the teachers' pedagogical beliefs and their actual classroom practices of such beliefs. The divergence between the two is related to a number of factors. Implications were discussed and recommendations made.

Introduction

This study is founded on the premise that individual teacher's beliefs are strong indicators of his/her instructional classroom practices. These beliefs can be thought of as guiding principles teachers hold to be true that serve as lenses through which new experiences can be understood. When people believe something is true, they perceive information supporting that belief. What teachers do in the classroom is said to be governed by what they believe, and these beliefs often serve to act as a filter through which instructional judgments and decisions are made (Pajares, 1992; Cantu, 2001). Research has indicated that teachers possess a vast array of complex beliefs about pedagogical issues. Accepting the nature and role of these beliefs is essential to understanding the choices and decision these teachers will make. It has become widely recognized that the teachers' pedagogical beliefs play a central role in their teaching practices (Handal & Herrington, 2003), Salmon & MacCyvers, 2001), where these beliefs are manifested in the teaching methods, in choosing the subjects and activities, decision-making, and evaluation in the classrooms (Borg, 2001).

From the viewpoint of Mansour (2008) and Richards (1998) the teachers' beliefs are described as being the most valuable in the psychological composition of the teacher. Tatto & Coupland (2003) believe that there is a pressing need to define the concept of teachers' beliefs, while recognizing that there is a difficulty in identifying a clear definition of the beliefs due to the conflict of views of researchers and intellectuals. Barcelos (2003) sees that the beliefs are a form of thoughts that cover all matters that we do not have a sufficient knowledge about, but we have enough trust to work on them. Haney, Lumpe & Czerniak (1996) define beliefs in the teaching environment as: the teacher's contentions, and his/her viewpoints on teaching and learning. On the other hand, Ghaith (2004) sees that the teachers' beliefs are holistic conception of several dimensions related to the beliefs on education and teaching, curricula and the teaching profession in general, and that such beliefs form the "education culture" which affects pedagogical objectives and values.

By reviewing the previous definitions, the researcher believes that the teachers' beliefs are a set of ideas rooted in the psychological and mental content of the teacher and play a central role in guiding his/her teaching behavior. As a result of establishment of the beliefs in the teacher's personality, we find that some researchers describe the teachers' beliefs as solid, resistant to change and work as a watchdog for every new knowledge, they also work as barriers to changes in the teaching practices (Pajares, 1992; Fullan & Stegelbauer, 1991).

Richardson (1996) pointed that teacher's beliefs come from three sources: personal experiences of the teacher in general and teaching in particular, teacher's experience as a student and the teacher's knowledge of the school courses. This experience, according to Lortie (1975) represents the acquisition of the teaching profession through direct observation, as it provides the teachers with information related to the teaching profession. It also helps them in the formation of specific hypotheses on how teaching should be. From the viewpoint of Tsui (2003), the perceptions and presumptions the teachers receive from this source may be considered a very strong influence in affecting their pedagogical beliefs. Whereas Fang (1996) focuses on a group of factors related to school in the formation of teachers' beliefs, the administrative support, attitude of colleagues, school atmosphere, students' abilities and backgrounds in addition to the rules and regulations that applied in a particular school.

Researchers have showed a wealth of evidence that teachers' beliefs affect their classroom practices. Pajares (1992) summarized the results of research on teachers' beliefs by indicating that there is a strong relationship between pedagogical beliefs of teachers, their planning for teaching, teaching decisions and classroom practices. He adds that the pedagogical beliefs of teachers before the service play a central role in the explanation of knowledge and teaching behavior when joining the teaching profession. In his opinion, these beliefs are the strongest factors through which we can predict the teaching behavior. Ernest (1998) also says that teachers' beliefs have a strong effect on the teaching practices by converting those beliefs into a practical reality. In the same context, Clark & Peterson (1986) see that teacher's beliefs are a rich store of knowledge that may affect teaching plans and thoughts.

There is an increasing interest in studying the relationship between teachers' beliefs and their classroom practices. Although some studies (Parmelee, 1992; Van Zoest, 1994; Nespar 1987) have shown that the teachers' classroom practices were inconsistent with their beliefs, some researchers found that the teachers' beliefs played an important role in the classroom practices. Brophy & Good (1986); varella (1997); King (2002) and Farrow (1999) found that teachers' beliefs affect their teaching abilities. Cronin-Jones (1991) also found that there are four main categories of teachers' beliefs that strongly affect the curriculum implementation process. These beliefs are: beliefs on how students acquire knowledge, beliefs about the teacher's role in the classroom, beliefs related to the level of the student's ability in a particular age group and beliefs about the relative importance of the content topics. If the individuals are not able or are unwilling to describe their beliefs accurately, this can lead to an error in judging the factors affecting their behaviors effectively. Mansour (2008) sees that although there is a lot of research which indicates that the teachers' practices in the classrooms are affected by their beliefs, there is still a need to examine teachers' beliefs to clarify how they affect their practices. In the domain of social studies there is a growing need to study the beliefs of the teachers to understand the factors that affect their classroom practices.

Review of Literature

Through reviewing previous studies, the researcher found some reports which sought to understand the beliefs of teachers of social studies during or before service, and the relationship of these beliefs with classroom practices. While it is not clear whether beliefs precede or follow practice, what is clear is that we cannot expect to change one without considering the other (Guskey, 1986). In reviewing the research literature, it is noticed that the relationship between teachers' beliefs and their practices was open to debate. Conflicts between teachers' beliefs and the reality of their classroom practices have been widely reported in the literature. Some researchers have found consistencies between teachers' beliefs and their practices whilst others have found inconsistencies, (Trigwell & Prosser, 1996).

Teachers have a set of complex belief systems that are sometimes not reflected in their classroom practices for various complicated reasons. The teachers' beliefs can't necessarily have a huge impact on the way they teach. They are required by law to teach certain things which may or may not go along with their beliefs. Sometimes, teachers have to compensate for the disjunction between their personal set of beliefs and the realities of the classroom restrictions. They propose that what teachers believe and what they actually do are quite different. Furthermore, even though teachers' beliefs may change, their practices often do not.

Multiple factors account for this lack of congruence between teachers' beliefs and practices. Some of these factors may include the limitations imposed by bureaucratic red tape. Also, the lack of professional development and administrative support are partially responsible for the lack of congruence. A wealth of research evidence has shown that teacher' beliefs about teaching and learning influence their teaching practices. Upon entering teacher education, most teachers would have already possessed a well-developed set of beliefs. It is generally acknowledged that teachers possess theoretical beliefs about teaching and learning and those beliefs and theories tend to shape the nature of their instructional practice (Davis & Wilson, 1999). According to Nespor (1987) teachers are likely to teach in different ways because teachers' beliefs are more powerful than their knowledge in influencing the way in which they teach. He assumed that beliefs exist beyond an individual's control or knowledge and that they include effective and evaluative components that are more powerful than knowledge. Ernest (1998) suggests that teachers act out of impulse and intuition. The real difficulty in changing the course of any enterprise lies not in developing new ideas but in escaping from the old ones.

Haney and associates (1996) determined that teachers' beliefs are significant indicators of the behaviors that will be present in the classroom. These beliefs play an important role in implementation of instructional choice. Floweday & Schraw, (2000) and Ajzen (1985) suggested that beliefs develop a person's value system that guides life's behaviors. Research by Trigwell and Prosser (1996) found that teachers' stated teaching intentions and teaching strategies concurred. Some research indicates that teachers' behaviors are not always consistent with their beliefs. Judson (2006) found an inconsistency between teachers' professed beliefs about instructional practice and their actual classroom practice. The relationship between teachers' beliefs and their practices are in some instances far from straightforward. Researchers have attempted to explain the mismatching between teachers' beliefs and their practices through the external and internal constraints pressuring the teacher. (Abell& Roth, 1992)

Earlier researchers have noted that the complexities of classroom life can constrain teachers' abilities to attend to their beliefs and provide instruction which aligns with their beliefs. This suggests that contextual factors can have powerful influences on teachers' beliefs and affect their classroom practices. Several possibilities can explain the mismatch between teachers' beliefs and their actual practices. Faour (2003) investigated the relationship between the beliefs and practices of Lebanese early childhood teachers and whether they differ in relation to schools' socioeconomic status, class size, grade level, extent of teachers' pedagogical background, their teacher experience or other situational factors. The study is comprised of 135 preschool and kindergarten teachers. Results showed a moderate association between Lebanese early childhood teachers' beliefs and practices. Teachers' beliefs and practices significantly differ depending on schools' socioeconomic status, class size, and grade level they teach in. Teachers' level of general education, training, age, salary, and principal's support were also related to beliefs and practices of teachers.

Richardson & Anders (1991) studied the relationship between teachers' beliefs and practices in reading comprehension instruction. They dealt with teachers from grades 4, 5, and 6 using a belief interview technique. Predictions about teaching practices were made from the belief interviews of 39 teachers and were related to practices observed in their classrooms. The study demonstrates that beliefs of teachers relate to their classroom practices. Wang (2006) probed in China into two teachers' beliefs about the English language and its teaching and learning and their classroom practice. Data were collected with two semi-structured interviews and fourteen classroom observations. The data suggested that the two teachers' beliefs and practice were largely consistent in terms of teaching activities and teaching methods. Konting (1998) studied twelve ***bahas melayu*** teachers who were identified as effective in their teaching Malayu language in Malaysia by the education authorities through a semi – structured questionnaire which was later clarified through interviews. The results showed that some of the teachers' beliefs are not parallel with those recommended and expected.

Al-abdulkareem (2004) investigated Saudi science teachers' beliefs about science and science teaching, and to determine how Saudi science teachers view pedagogical reform in science, and how do they view change in education. The sample was 329, consisting of 298 science teachers and 31 supervisors. The results showed that although Saudi science teachers presented inquiry – based views about science and teaching science, they do not practice these views in science classes. Chou (2008) conducted a study based on the assumption that teachers are highly influenced by their beliefs. He investigated the beliefs about teaching reading among 42 university instructors.

The degree of discrepancies or consistencies between teachers' beliefs and their practical teaching activities was explored. The findings showed that there were no significant differences between the participants' beliefs and their classroom practices. Shun (2008) examined teachers' beliefs and their relations to instructional methods. 2139 full-time teachers from 40 primary schools in Singapore participated in this study. The results showed that there was not much variance in teachers' beliefs, and the use of instructional method. Phillips (2009) investigated the beliefs and practices of a novice high school social studies teacher through her first and second years as a classroom teacher. Results of the study indicate that while her beliefs and goals changed little over time, her classroom practices changed and adapted to the school climate and to student needs. This study suggests that, despite the challenges that she encountered, this teacher practiced in ways that were consistent with her beliefs.

The purpose of Bisland, O'Conner & Malow-Iroff (2009) study was to investigate teaching beliefs of social studies teachers in the basic cycle in New York and the extent of the classroom practice of those beliefs. Views of the sample teachers were surveyed about beliefs and constructive classroom practices. Results were compared with the results of individual and group interviews, as well as the observation method of the teachers teaching in the social studies classrooms by supervisors. The study found no proof of the relationship between teachers' beliefs and constructive classroom practices in the social studies through the observation process of teaching in the social studies classrooms. Harcarik (2009) investigates the relationship between fifth-grade teachers' social studies knowledge and beliefs and their relationship to classroom practices. Quantitative data were collected through beliefs and classroom practices survey and 60-item knowledge test covering several fields of knowledge. In order to provide a comprehensive picture of the fifth-grade teachers' knowledge, beliefs, and self-reported classroom practices relating to social studies. The findings of this study indicate that there is a relationship between teachers' beliefs and their self-reported classroom practices in the domains of resources, best practice, time, the and personal interest.

Hedrick, Harmon & Linerode (2004) study the vocabulary beliefs and instructional practices of social studies teachers in intermediate and middle school grades as well as their use of teachers' manuals. Using a self-reporting survey to measure these beliefs and practices, they found some discrepancy between what teachers believe about vocabulary learning and their actual instructional practices for supporting vocabulary in teaching social studies. While all teachers surveyed held many beliefs and practices in common, their beliefs and their practices were differentially affected by grade level, economic status, or number of years of teaching experience.

It is noticed through reviewing the previous studies that they do not contain any study that looks at beliefs of the teachers of pedagogical social studies in the Jordanian environment, although identifying the beliefs of social studies teachers may lead to understanding the factors that affect their classroom practices, which allows the placement of a practical framework for teaching social studies and to contribute in directing more emphasis on teaching social studies especially in the basic cycle. Thus, this study came to investigate the pedagogical beliefs in teaching social studies among the social studies teachers in the basic cycle and the degree of their classroom practices of these beliefs, as well as disclosing the relationship between the pedagogical practices of teachers and their classroom practice of such beliefs.

Questions of the Study

The study attempted to answer the following three questions:

1- What are the teachers' pedagogical beliefs about the way social studies should be taught?
2- What are their actual classroom practices in teaching social studies?
3- What is the relationship between the teachers' pedagogical beliefs and their actual classroom practices?

The Purpose of the Study

The study was designed to investigate the relationship between teachers' beliefs about the teaching of social studies and their actual classroom practices, in an attempt to examine for evidence of convergence or divergence between the two – it presents an argument about the relationship of teachers' beliefs and classroom practices.

Signifance of the Study

Scant attention has been paid to teachers' pedagogical belief in Jordan. Moreover, no study to date has focused on the links between teachers' beliefs and classroom practices in the domain of social studies. Therefore, there is a need to explore the degree of discrepancies or consistencies between teachers' beliefs about teaching social studies and their practical teaching activities.

This study can act as a catalyst in enabling other teachers to reflect on and examine their own beliefs about their social studies teaching practices.

Due to the great influence of the teacher's beliefs on his/her teaching behavior, it is important to identify the nature of such beliefs and to try to identify the students' views on the teachers' practices of such beliefs. The importance of the study is represented as follows:

1. It is hoped that this study provides the largest volume of understanding by teachers of how their beliefs influence their classroom practices, and this may prompt them to have interest in the professional development to enhance their knowledge, or may make them more aware of the effect of those beliefs on their pedagogical decisions, thereby contributing to improving the achievements of their students.
2. The availability of this study for researchers and educators through the previous literature and its tools used to collect data framework for identifying the elements that comprise the system of teachers' beliefs.
3. The availability of a tool for officials, educators, teachers and other workers in studying the classroom behavior to evaluate the teachers' beliefs and the practices in a more comprehensive way than the conventional methods.
4. Due to the scarcity of studies in this filed in Jordan, it is hoped that this study will be a tributary to the Jordanian library in regards to the common pedagogical beliefs in teaching social studies among teachers and their relationship with classroom practices.

Key Words

1. Pedagogy

The activity of teaching or instructing and the methods used to instruct. It is the art or science of being a teacher.

2. Beliefs

Beliefs are judgments and evaluations that we make about ourselves, about others, and about the world around us. They are personal convictions based on observation or logical reasoning. Ford (1994) defined the beliefs as a group of norms or opinions which were formed in the individual through his experiences and the overlapping of thoughts during the learning processes.

3. Teachers' Beliefs

The attitudes and values about teaching students, and the education process those teachers bring to classrooms. They are the thoughts held by the teacher about the teaching and learning process, which influence his/her classroom practices.

4. Classroom Practices

A set of teaching strategies and methods of instruction employed in the classroom. The interaction between the teacher and his students in order to expand their cognitive and skillful perceptions through the appropriate classroom management, determination to teach and continuous evaluation to achieve the desired teaching objectives was defined by Cotton (1995).

Limitations of the Study

1. Human Limitation:
    A. The study was restricted to (21) teachers of social studies and their (529) students.
    B. The study was built on self-reports by the teachers and students who were taught by the same teachers.
    C. The overall number of test items was used to determine teachers' pedagogical belief was restricted to fifty eight.
2. Spatial Limitation: The study was limited to basic cycle public schools in Amman, Jordan
3. Time Limitation: The study was conducted during the first term of the 2011-2012 academic years.

Study Methodology

Since the study discloses the pedagogical beliefs among teachers in teaching social studies and the degree of their practice of those beliefs, as well as disclosing the correlation between pedagogical beliefs among teachers and their practice of those beliefs in classrooms, the methodology adopted by the researcher is the connective survey methodology. The teachers' beliefs in this study are measured by the degree given by the teacher to himself on the scale of pedagogical beliefs used in the current study. The classroom practices are also measured in the current study by the degree given by the student to the practice of pedagogical beliefs by the teacher in the classroom on the scale designed for this purpose.

Study Sample

The study sample consisted of (21) male & female teachers of social studies for the fourth and tenth grade in public schools in the governorate of Amman who were randomly chosen, in addition to choosing students of one division taught by each teacher within the sample, where the number of students in the sample totaled (529) male & female students.

Study Tool

In order to uncover the pedagogical beliefs among teachers in teaching social studies, the researcher has prepared a questionnaire as a tool to measure the pedagogical beliefs among teachers in teaching social studies by making use of the tools in the previous studies and by reviewing the pedagogical literature related to teachers' pedagogical beliefs. The tool consisted in its initial form of (61) paragraphs spread over seven domains which are: organization, lesson presentation, control and discipline, dealing with students, evaluation, code of ethics and personal characteristics. The same tool was formulated in a way that enables the students to measure the practice of those beliefs by the teachers in the classroom.

Validity of the Tool

The tool in its initial form was presented to (21) experienced and capable arbitrators in the domain of curricula and teaching methods of university teachers in Jordan. They were asked to define the appropriateness of the paragraphs in the tool, their inclusiveness to measure the pedagogical beliefs among teachers, the extent of affiliation of paragraphs to the domains therein (lesson presentation, control and discipline, dealing with students, evaluation, code of ethics and personal characteristics) and the extent of clarity of paragraphs and their language soundness, as well as suggesting any amendments, propose paragraphs they deem necessary and delete unnecessary paragraphs. After returning the tool, the proposed amendments cited by arbitrators in their recommendations were made. The amendments were represented by deleting (3) paragraphs due to their inappropriateness for measuring the pedagogical beliefs among teachers, or due to repetition. Re-wording some paragraphs has also been done. In the light of the amendments, the tool after arbitration, consisted of (58) paragraphs spread over the seven domains as follows:

First domain / Organization, consists (10) paragraphs.
Second domain / lesson presentation, consists (10) paragraphs.
Third domain / control and discipline, consists (5) paragraphs.
Fourth domain / dealing with students, consists (10) paragraphs.
Fifth domain / evaluation, consists (8) paragraphs.
Sixth domain / code of ethics, consists (10) paragraphs.
Seventh domain / Personal characteristics, consists (5) paragraphs.

Reliability of the Tool

The tool was applied to(12) male & female teachers of social studies from the study community and from outside the samples, in addition to (100) male & female students, the reliability of the seven domains of the tool was verified by using Cronbach's alpha formula for internal consistency. These are the values of internal consistency on the entire tool and the seven domains of the tool as shown in table (1).

Table (1): Reliability of internal consistency of the seven domains

Domains	Teachers	Students
Organization	0.85	0.84
Lesson Presentation	0.83	0.80
Control and Discipline	0.80	0.84
Dealing With Students	0.78	0.79
Evaluation	0.81	0.87
Code of Ethics	0.84	0.88
Personal Characteristics	0.80	0.83
Total	0.84	0.87

* These ratios are appropriate for the purpose of the study

The response to the tool was designed as per the quartet grading as follows: Always (4) degrees, Often (3) degrees, Sometimes (two) degrees, rarely (one degree).

For the purposes of this study, the researcher calculated the degree of the teachers, evaluation of the pedagogical beliefs, as well as the degree of their practicing them as follows:

a. The maximum limit of alternatives (4), minimum limit of alternatives (1), and upon subtracting the maximum limit from the minimum level it equals (3), then dividing the difference between the two limits on three levels as explained in the following equation:

   3÷3 levels (high, moderate, low) = 1
   Therefore, the minimum limit is = 1+1=2
   Moderate limit= 2+1= 3
   Maximum limit= more than 3
   Thus the weights of paragraphs become as follows:

- The paragraph whose arithmetic mean ranges between (4-3.01) means that the degree of the teachers' evaluation of pedagogical beliefs, or the degree of their practices thereof is high.
- The paragraph whose arithmetic mean ranges between (3-2.01) means that the degree of the teachers' evaluation of pedagogical beliefs, or the degree of their practice thereof is moderate.
- The paragraph whose arithmetic mean ranges between (1-2) means that the degree of the teachers' evaluation of the pedagogical beliefs, or the degree of their practice thereof is low.

Statistical Treatment

1. To answer the first question of the study related to disclosing the pedagogical beliefs in teaching social studies among the teachers in the basic cycle, the means and standard deviations were utilized.
2. To answer the second question of the study related to disclosing the students' evaluation of actual classroom practices by teachers of social studies in the basic cycle, the means and standard deviations were utilized.
3. To answer the third question of the study related to the correlation between the pedagogical beliefs among teachers and their practicing of such beliefs in the classroom, Pearson's correlation coefficient was used.

Results and Discussion

The results relating to answering the first question which says: What are the teacher's Pedagogical beliefs about the way social studies should be taught?

To answer this question, the arithmetic mean, standard deviation and the ranking of the pedagogical beliefs in teaching social studies among the teachers in the basic cycle in general were calculated and for each of the tool domains in particular.

Table (2): Means, standard deviations and ranking of beliefs among the teachers of social studies in the basic cycle in the seven domains

No	Domains	M	SD	Ranking	Degree of belief
1	Organization	3.62	0.25	5	High
2	Lesson Presentation	3.49	0.22	7	High
3	Control and Discipline	3.75	0.22	2	High
4	Dealing with Students	3.53	0.26	6	High
5	Evaluation	3.66	0.25	4	High
6	Code of Ethics	3.69	0.14	3	High
7	Personal Characteristics	3.82	0.20	1	High
	Total	3.63	0.14		High

Table (2) shows that teachers of social studies in the basic cycle possess high pedagogical beliefs in teaching, as the arithmetic mean of their estimate of the total tool is (3.63) and a standard deviation of (0.14). Their estimates on the seven domains of the tool were high. Their pedagogical beliefs in the domain of "personal characteristics" ranked first with an arithmetic mean of (3.82) and a standard deviation of (0.20), and the domain of "control and discipline" ranked second with an arithmetic mean of (3.75) and a standard deviation of (0.22), the domain of "code of ethics ranked third with an arithmetic mean of (3.69) and a standard deviation of (0.14). As for the domain of "lesson presentation" it ranked seventh and last with an arithmetic mean of (3.49) and a standard deviation of (0.22), the domain of "dealing with students" ranked sixth and before the last with an arithmetic mean of (3.53) and a standard deviation of (0.26).

The result shows that teachers' pedagogical beliefs in all domains came high may be due to what Pajares (1992) wrote about teachers having a belief system. Thus the parts of this system were harmonious and consistent with each other, which led to the teachers' evaluations of pedagogical beliefs to be high in all domains. This prompted teachers to build a comprehensive picture of the pedagogical beliefs in all sides of the teaching process, since the pedagogical beliefs, as Richard, Tung & Ng (1992) mentioned, are the teaching culture that distinguishes the teacher or as Richards (1998) see the central part of the teacher know-how which is considered as the basis for teaching. This result also is consistent with what Barcelos (2003) stressed that beliefs are a form of thoughts that cover all matters in a particular subject. As for the pedagogical beliefs in the paragraphs of each of the seven domains, the results were as follows:

1-1 "Organization" domain

Table (3): Means, standard deviations and ranking of beliefs among the basic cycle teachers of social studies in the organization domain

No.	"Organization" domain	M	SD	Ranking	Degree of belief
1	Explaining clearly the content and the objectives of the material at the beginning of the school year	3.67	0.58	4	High
2	Covering all the subjects needed	3.86	0.36	1	High
3	Starting and ending the lesson at the right time	3.57	0.51	6	High
4	Providing consistently well-planned sequence of appropriate instructional strategies	3.62	0.50	5	High
5	Attending lessons in timely manner	3.76	0.44	3	High
6	Making sure that all students understand the subject matter	3.43	0.68	9	High
7	Preparing lessons very effectively	3.81	0.40	2	High
8	Guiding students to resource learning	3.43	0.60	9	High
9	Using a variety of nontraditional instructional methods	3.48	0.51	8	High
10	Using a variety of appropriate strategies to facilitate higher-order thinking skills	3.57	0.51	6	

The results in table (3) show that the pedagogical beliefs of the teachers of social studies in paragraphs "organization" domain came high. The highest pedagogical belief in this domain was the belief in paragraph (2) "covering all the subjects needed" and it ranked first with an arithmetic mean of (3.86) and a standard deviation of (0.36).This result is explained in that the covering of the subjects needed is considered one of the most important jobs demanded by the teacher in the Jordanian schools and he may become accountable in case he does not cover all the required material. This may have an adverse meaning where the interest lies most of the time on the quantity and not the quality of teaching. Both of the beliefs in paragraph (6) "making sure that all students understand the subject matter" and the belief in paragraph (8) "guiding students to resource learning" ranked last with an arithmetic mean of (3.43) and a standard deviation of (0.60) respectively. This result is consistent with the result of paragraph (2) "covering all the subjects needed" and "Guiding students to resource learning" is related to the quality of teaching. This requires extra time which some teachers may not find, thereby prompting them to give interest to covering the material to a greater degree of certainty. This interpretation does not contradict with that the teachers who have high beliefs in regards to ensuring that all students must understand the material or must be guided to resource learning.

1-2 "Lesson presentation" domain

Table (4): Means, standard deviations and ranking of beliefs among the basic cycle teachers of social studies in lesson presentation domain

No.	"Lesson presentation" domain	M	SD	Ranking	Degree of belief
11	Beginning lesson with a review of previous materials	3.62	0.50	3	High
12	Making students interested	3.52	0.51	5	High
13	Integrating a variety of technology applications and learning tools	3.67	0.48	2	High
14	Communicating effectively the learning objective to students	3.57	0.51	4	High
15	Encouraging students to acquaint themselves with selected readings	3.52	0.51	5	High
16	Utilizing appropriate current events and contemporary issues	3.71	0.56	1	High
17	Utilizing cooperative learning strategy from time to time	3.43	0.51	7	High
18	Engaging students in problem solving and critical thinking techniques	3.38	0.50	8	High
19	Utilizing domain trips related to subject matter	3.24	0.70	9	High
20	Giving students opportunities to chose appropriate activities	3.19	0.81	10	High

The results in table (4) show that all the pedagogical beliefs of the teachers of social studies in paragraph (lesson presentation domain) came high. The highest pedagogical belief in this domain was the belief in paragraph (16) "utilizing appropriate current events and contemporary issues" as it ranked first with an arithmetic mean of (3.71) and a standard deviation of (0.56). This result is explained in that teachers built their beliefs on the basis of linking the lesson with the current events and contemporary issues in accordance with the nature of social studies material which addresses issues and events that touch the students' lives indirectly. The belief in paragraph (20) "giving students opportunities to choose appropriate activities" ranked last with an arithmetic mean of (3.19) and a standard deviation of (0.81). This result can be explained by stating teachers believe that they are the most capable to determine the most suitable activities.

1.3 "Control and Discipline" domain

Table (5): Means, standard deviations and ranking of beliefs among the basic cycle teachers of social studies in the control and discipline domain

No.	"Control and Discipline" domain	M	SD	Ranking	Degree of belief
21	Maintaining consistent order and discipline in the classroom	3.76	0.44	3	High
22	Monitoring students effectively while doing their exams	3.86	0.36	2	High
23	Demonstrating a depth of knowledge in subject matter	3.90	0.30	1	High
24	Respecting the differences in opinions among students	3.57	0.60	5	High
25	Consistently treating all students with respect and concern	3.67	0.48	4	High

The results in table (5) show that all the pedagogical beliefs of the teachers of social studies in the paragraphs of "Control and discipline" domain came high. The highest pedagogical belief in this domain was the belief in paragraph (23) "demonstrating a depth of knowledge in subject matter" which ranked first with an arithmetic mean of (3.90) and a standard deviation of (0.30). The reason for this result may be that the teacher's possession of knowledge in his/her specialization is an indication of the teacher's ability. This theory is confirmed by what is being done while conducting the interviews to select teachers, where the focus is on checking the teacher's command of his/her subject matter. The belief in paragraph (24) "respecting the differences in opinions among students" ranked last with an arithmetic mean of (3.57) and a standard deviation of (0.60).

1.4 "Dealing with Students" domain

Table (6): Means, standard deviations and ranking of beliefs among the basic cycle teachers of social studies in dealing with students domain

No.	"Dealing with Students" domain	M	SD	Ranking	Degree of belief
26	Sticking to office hours and encouraging students to consult with him/her	3.24	0.75	9	High
27	Encouraging discussions in the classroom	3.57	0.51	6	High
28	Assigning enough projects and assignments to students	3.62	0.59	4	High
29	Controlling his/her emotions and do not overact	3.48	0.51	7	High
30	Sympathizing with students and meet their needs	3.81	0.40	2	High
31	Displaying appropriate sense of humor	3.29	0.64	8	High
32	Exhibiting a role model to the students	3.86	0.36	1	High
33	Accommodating individual learning differences	3.62	0.59	4	High
34	Making students partners in setting the classroom rules and regulations	3.05	0.70	10	High
35	Encouraging students to show respect to the opinions of others	3.76	0.44	3	High

The results in table (6) show that all the pedagogical beliefs of teachers of the social studies in the paragraphs "dealing with students" domain came high. The highest pedagogical belief in this domain was the belief in paragraph (32) "exhibiting a role model to the students" as it ranked first with an arithmetic mean of (3.86) and a standard deviation of (0.36). This result is due to the fact that teachers teach a course which is in direct contact with the social life, religious beliefs, customs and traditions. The belief in paragraph (34) "making students partners in setting the classroom rules and regulations" ranked last with an arithmetic mean of (3.05) and a standard deviation of (0.70). This result is due to the fact that involving the students in setting rules and regulations in the classroom is a difficult process, and is prerogative to the management, although the involvement in such jobs is considered an important factor in instilling values of democracy among students and involving them in matters of their concern.

1.5 "Evaluation" domain

Table (7): **Means, standard deviations and ranking of beliefs among the basic cycle teachers of social studies in the evaluation domain**

NO.	"Evaluation" domain	M	SD	Ranking	Degree of belief
36	Developing well-designed assessments that align with learning objectives	3.52	0.51	6	High
37	Ensuring that the evaluation of students reflect each student's merits	3.90	0.30	1	High
38	Making sure that exams are always comprehensive	3.81	0.40	3	High
39	Consistently measuring the higher-order thinking skills in his/her exams	3.43	0.68	7	High
40	Maintaining the skills of constructing subjective and objective exams	3.76	0.54	4	High
41	Keeping students informed of their progress in achieving goals	3.38	0.74	8	High
42	Providing a variety of ways in measurement	3.86	0.36	2	High
43	Returning exams papers in a timely manner	3.62	0.50	5	High

The results in table (7) show that all the pedagogical beliefs of teachers of the social studies in paragraphs of "Evaluation" domain all ranked high. The highest pedagogical belief in this domain was the belief in paragraph (37) "ensuring that the evaluation of students reflects each student's merits" and ranked first with an arithmetic mean of (3.90) and a standard deviation of (0.30). This result is logical especially that the evaluation process must be clear and just for everybody. The belief in paragraph (41) "keeping students informed of their progress in achieving goals" ranked last with an arithmetic mean of (3.38) and a standard deviation of (0.74).

1.6 "Code of Ethics" domain

Table (8): Means, standard deviations and ranking of beliefs among the basic cycle teachers of social studies in the code of ethics domain

No.	"Code of Ethics" domain	M	SD	Ranking	Degree of belief
44	Exhibiting modesty in knowledge	3.90	0.44	2	High
45	Accepting objective critique	3.71	0.46	6	High
46	Does not ask for personal favors from students	3.95	0.22	1	High
47	Teacher's words and actions match	3.90	0.30	2	High
48	Does not discuss personal life or personal matters with students	3.38	0.67	9	High
49	Enthusiastic about his/her teaching	3.10	0.77	10	High
50	Keeping a short distance from students	3.67	0.48	7	High
51	Maintaining the respect of the students	3.76	0.63	5	High
52	Does not knowingly make false statements about colleague or school	3.62	0.59	8	High
53	Approachable to students at any time and willing to help	3.90	0.30	2	High

The results in table (8) show that all the pedagogical beliefs of the teachers of social studies in paragraphs "Code of Ethics" domain ranked high. The highest pedagogical belief in this domain was the belief in paragraph (46) "does not ask for personal favors from students" and it ranked first with an arithmetic mean of (3.95) and a standard deviation of (0.22). This result is considered logical because asking for personal favors from students is considered a behavior punishable under the rules and regulations as it is an exploitation of the position of the teacher; this behavior is socially rejected as well, especially if it is initiated by a teacher being a role model to students. The belief in paragraph (49) "enthusiastic about his/her teaching" ranked last with an arithmetic mean of (3.10) and a standard deviation of (0.77).

This result may be due to the fact that there is a category of teachers who have been working in the profession of teaching for a long time and some of them may see that the teaching profession does not satisfy their ambitions or it does not satisfy some of the necessities in their lives. Thus this category of teachers may not feel the necessity for being enthusiastic.

1.7 "Personal Characteristics" domain

Table (9): Means, standard deviations and ranking of beliefs among the basic cycle teachers of social studies in the personal characteristics domain

No.	"Personal Characteristics" domain	M	SD	Ranking	Degree of belief
54	Respecting in his / her clothing the customs and traditions of the society	3.90	0.30	2	High
55	His / her odor is free at all times	3.95	0.22	1	High
56	His / her health is good and able to meet the demands of the position	3.57	0.68	5	High
57	Neat, clean, and groomed all the time	3.86	0.36	3	High
58	Speaking clearly and audibly	3.81	0.40	4	High

The results in table (9) show that all the pedagogical beliefs of the teachers of social studies in the paragraphs of "Personal Characteristics" domain ranked high. The highest Pedagogical belief in this domain was the belief stated in paragraph (55) "his /her odor is free at all times" which ranked first with an arithmetic mean of (3.95) and a standard deviation of (0.22). This result is logical, due to the fact that it is in consistence with the religious believes that urge people to maintain cleanliness and personal hygiene. The belief in paragraph (56) "his / her health is good and able to meet the demands of the position" ranked last with an arithmetic mean of (3.57) and a standard deviation of (0.68). This result is high and acceptable, especially that there is a category of teachers who have been in the profession of teaching for a long time.

Results relating to answering the second question which says: What are their actual classroom practices in teaching social studies?

To answer this question, the arithmetic mean, standard deviation and the ranking of the degree of practicing pedagogical beliefs by teachers of social studies in the basic cycle from the students' own perspectives were calculated in general and for each of the tool domains in particular.

Table (10) shows the degree of practicing pedagogical beliefs by teachers of social studies in the basic cycle from the students' own perspectives in general.

Table (10): Means, standard deviations and ranking of classroom practices among the basic cycle teachers of social studies in the seven domains

No.	Domains	M	SD	Ranking	Degree of practice
1	Organization	2.87	0.28	2	Moderate
2	Lesson Presentation	2.57	0.26	6	Moderate
3	Control and Discipline	2.66	0.34	4	Moderate
4	Dealing With Students	2.55	0.26	7	Moderate
5	Evaluation	2.58	0.29	5	Moderate
6	Code of Ethics	2.78	0.25	3	Moderate
7	Personal Characteristics	3.18	0.31	1	High
	Total	2.72	0.11	2.72	Moderate

Table (10) shows that the degree of practicing pedagogical beliefs by teachers of social studies in the basic cycle from the students' own perspectives was moderate, where the total of arithmetic mean of the students' estimate tool was (2.72) and a standard deviation of (0.11). The beliefs in the domain of "personal characteristics" ranked first in terms of practice with an arithmetic mean of (3.18) and a standard deviation of (0.31). The domain of "organization" ranked second with an arithmetic mean of (2.87) and a standard deviation of (0.28) came moderate. The domain of "code of ethics" ranked third with an arithmetic mean of (2.78) and a standard deviation of (0.25) came moderate.

The reason why the domain of "personal characteristics" received a high degree in terms of practice as seen by the students may be due to the fact that the paragraphs in this domain can be noticed clearly unlike the rest of domains which somewhat need a specialized expertise to be judged. Also, the students deal with the contents of paragraphs of this domain almost daily. It is also noticed that this domain is related to the physical aspect of the teacher in particular and not related directly to the teaching practices in the classroom. Thus the students' estimate of this domain was high unlike the rest of domains and the tool in general.

As for the domain of "dealing with students" it ranked seventh and last with an arithmetic mean of (2.55) and a standard deviation of (0.26), the domain of "lesson presentation" ranked sixth and before the last with an arithmetic mean of (2.57) and a standard deviation of (0.26). This result which is related to two important domains in teaching social studies namely dealing with students and lesson presentation came to contradict the teachers' beliefs in these two domains in particular as teachers' beliefs on those two domains was high, particularly that dealing with students and lesson presentation are considered the essence of the classroom practice by the teacher in the classroom. As for the degree of actual practices of social studies teachers in the basic cycle of their pedagogical beliefs in the paragraphs of each of the seven tool domains, the results were as follows:

2.1 "Organization" domain

Table (11): Means, standard deviations and ranking of classroom practices among the basic cycle teachers of social studies in the organization domain

No.	"Organization" domain	M	SD	Ranking	Degree of practice
1	Clearly explains the content and the objectives of the material at the beginning of the school year	2.33	0.86	10	Moderate
2	Covers all the subjects needed	3.24	0.75	4	High
3	Starts and ends the lesson at the right time	3.37	0.75	1	High
4	Consistently provides well-planned sequence of appropriate instructional strategies	2.88	0.91	5	Moderate
5	Attends lessons in timely manner	3.27	0.84	3	High
6	Makes sure that all students understand the subject matter	2.54	0.91	8	Moderate
7	Prepares lessons very effectively	3.33	0.78	2	High
8	Guides students to resource learning	2.62	0.97	7	Moderate
9	Uses a variety of new nontraditional instructional methods	2.75	0.88	6	Moderate
10	Uses a variety of appropriate strategies to facilitate higher – order thinking skills	2.35	0.80	9	Moderate

The results in table (11) show that the degree of practicing by teachers of social studies of their pedagogical beliefs in "organization" domain ranked between high and moderate degrees as (4) paragraphs were high and (6) paragraphs were moderate. The highest pedagogical belief in terms of practice in this domain was the belief in paragraph (3) "starts and ends the lesson at the right time" which ranked first with an arithmetic mean of (3.37) and a standard deviation of (0.75). This result is interpreted in that the class time is pre-set at 45 minutes and that the end of the social studies lesson is the beginning of a lesson for another class in the same room and the teacher has also to go to another classroom to give a lesson there. The belief in paragraph (1) "clearly explains the content and the objectives of the material at the beginning of the school year" ranked last with an arithmetic mean of (2.33) and a standard deviation of (0.86). The reason for this may be because teachers do not see the importance of familiarizing students with the contents and objectives of the academic course at the beginning of the academic year, especially that it may be forgotten with the lapse of time. Accordingly, they may prefer to familiarize students with the contents and objectives of the course at the beginning of teaching the unit or in every lesson.

2-2 "Lesson Presentation" domain

Table (12): Means, standard deviations and ranking of classroom practices among the basic cycle teachers of social studies in the lesson presentation domain

No.	"Lesson Presentation" domain	M	SD	Ranking	Degree of practice
11	Begins lesson with a review of previous materials as appropriate	3.18	0.79	1	High
12	Makes class interesting and attractive	2.57	0.74	6	Moderate
13	Integrates a variety of technology applications and learning tools to augment student achievement	2.87	0.76	4	Moderate
14	Effectively communicates instructional and learning goals to students	2.95	0.80	2	Moderate
15	Encourages students to acquaint themselves with selected readings	2.77	0.89	5	Moderate
16	Determines and utilizes appropriate current events and contemporary issues in teaching	2.89	0.82	3	Moderate
17	Utilizes cooperative learning strategy from time to time	2.33	0.83	7	Moderate
18	Engages students in problem solving and critical thinking techniques	2.27	0.80	8	Moderate
19	Utilizes particular trips to enhance student learning	1.96	0.83	9	Low
20	Gives student opportunities to chose the related activities	1.88	0.75	10	Low

The results in table (12) indicate that the degree beliefs in the "lesson presentation" domain by teachers of social studies ranked between high and low degrees, as there was only one paragraph with a high degree, (7) paragraphs practiced by teachers with a moderate degree and (2) paragraphs practiced with a low degree, as the belief in paragraph (11) "begins lesson with a review of previous materials as appropriate" ranked first with an arithmetic mean of (3.18) and a standard deviation of (0.79).This result is explained in that the academic material in social studies textbooks are units contain connected subjects, therefore the teacher reviews the previous lesson so as to link it with the current lesson. The belief in paragraph (20) "gives student opportunities to chose the related activities" ranked last with an arithmetic mean of (1.88) and a standard deviation of (0.75). This result can be explained in that teachers believe that they are the most capable for determining the most suitable activities for the subject matter. However, this may contradict the students' choice of the activities which are often consistent with their capabilities and desires.

2-3 "Control and Discipline" domain

Table (13): Means, standard deviations and ranking of classroom practices among the basic cycle teachers of social studies in the control and discipline domain

NO.	"Control and Discipline" domain	M	SD	Ranking	Degree of practice
21	Maintains consistent order and discipline in the classroom	3.10	0.77	2	High
22	Monitors students effectively while doing their exams	3.54	0.64	1	High
23	Demonstrates a depth of knowledge in subject matter domain	2.59	0.95	3	Moderate
24	Respects the differences in opinions among students	2.39	0.82	4	Moderate
25	Consistently treats all students with respect and concern	1.70	0.65	5	low

The results in table (13) outline that the classroom practices of social studies in the basic cycle of their pedagogical beliefs in the domain of "control and discipline". The practices ranked between high and low degrees, as there were two paragraphs obtained high degree in addition to two paragraphs obtained a moderate degree, while there was one paragraph practiced with a low degree. The belief in paragraph (22) "monitors students effectively while doing their exams" ranked first with an arithmetic mean of (3.54) and a standard deviation of (0.64). This result is considered logical as lesson presentation is considered as an important criterion by the students on the effective personality of the teacher. However, the belief in paragraph (25) "consistently treats all students with respect and concern" ranked last with an arithmetic mean of (1.70) and a standard deviation of (0.65). This low result may be due to the increase of the number of students in the classroom thereby not having enough time to pay attention to all students. He may resort to practices contrary to the respect of students being one of the easy ways in controlling the class.

2-4 "Dealing with Students" domain

Table (14): Means, standard deviations and ranking of classroom practices among the basic cycle teachers of social studies in dealing with student's domain

No.	"Dealing with Students" domain	M	SD	Ranking	Degree of practice
26	Sticks to office hours and encourages students to consult with him / her	1.68	0.69	10	Low
27	Encourages discussions in the classroom	3.11	0.81	2	High
28	Assigns enough projects and assignments to students	2.77	0.88	5	Moderate
29	Controls his/her emotions and does not overreact	2.25	0.88	8	Moderate
30	Sympathize with students and meet their needs	2.79	0.81	3	Moderate
31	Displays appropriate sense of humor	3.14	0.76	1	High
32	Exhibit a role model to the students	2.37	0.86	7	Moderate
33	Accommodates individual learning differences	1.95	0.83	9	Low
34	Makes students partners in setting the classroom rules and regulations	2.79	0.84	3	Moderate
35	Encourages students to show respect to the opinions of others.	2.76	0.86	6	Moderate

The results in table (14) show that the degree of pedagogical beliefs in the domain of "dealing with students" by teachers of social studies ranked between high and low degrees. The belief in paragraph (31) "displays appropriate sense of humor" ranked first with an arithmetic mean of (3.14) and a standard deviation of (0.76). The reason for using the sense of humor in the classroom situations by the teacher may be due to his attempt to break the boredom which usually accompanies the lessons of social studies. The belief in paragraph (26) "Sticks to office hours and encourages students to consult with him/her" ranked last order in terms of practice with an arithmetic mean of (1.68) and a standard deviation of (0.69). This is due to the fact that number of students is usually high and to the fact that the burn out that most teachers feel after being in the profession of teaching for along time.

2-5 "Evaluation" domain

Table (15): Means, standard deviations and ranking of classroom practices among the basic cycle teachers of social studies in the evaluation domain

No.	"Evaluation" domain	M	SD	Ranking	Degree of practice
36	Develops well-designed assessments that align with learning objectives	2.66	0.88	4	Moderate
37	Ensures that the evaluation of students reflect each student's merits	2.17	0.85	7	Moderate
38	The exams are always comprehensive	2.82	0.84	3	Moderate
39	Consistently measures the higher-order thinking skills in his/her exams	2.33	0.81	6	Moderate
40	Maintains the skills of constructing subjective and objective exams	2.94	0.84	2	Moderate
41	Keeps students informed of their progress in achieving goals	1.84	0.71	8	Low
42	Provides a variety of ways in measurement	3.19	0.78	1	High
43	Returns exams papers in a timely manner			4	Moderate

The result in table (15) show that the beliefs in the "evaluation" domain by teachers of social studies ranked between high and low degree, as there was only one paragraph which came high, (6) paragraphs came moderate and one paragraph came low. The belief in paragraph (42) "provides a variety of ways in measurement" ranked first with an arithmetic mean of (3.19) and a standard deviation of (0.78). This result is explained by stating that the evaluation of the system forces the teacher to use different methods in evaluation and to document them in records for that purpose like evaluation tables, checklists and other marking methods which led their practice came high. The belief in paragraph (41) which states, "keeps students informed of their progress in achieving goals" ranked last in terms of practice with an arithmetic mean of (1.84) and a standard deviation of (0. 71). The reason for this may be due to the fact that teachers see that the student can check his/her progress in achieving objectives through grades.

2-6 "Code of Ethics" domain

Table (16): Means, standard deviations and ranking of classroom practices among the basic cycle teachers of social studies in the code of ethics domain

NO.	"Code of Ethics" domain	M	SD	Ranking	Degree of practice
44	Exhibits modesty in knowledge	2.88	0.84	6	Moderate
45	Accepts objective critique	1.95	0.81	10	Low
46	Does not ask for personal favors from students	3.38	0.69	1	High
47	Teacher's words and actions match	3.22	0.78	3	High
48	Does not discuss personal life or personal matters with students	2.12	0.85	9	Moderate
49	Enthusiastic about his/her teaching	2.65	0.92	7	Moderate
50	Keeps a short distance from students	3.26	0.75	2	High
51	Maintains the respect of the students	2.96	0.73	4	Moderate
52	Does not knowingly make false statements about colleague or school	2.89	0.79	5	Moderate
53	Approachable to students at any time and willing to help	2.49	0.86	8	Moderate

The results in table (16) show that the beliefs in the "Code of Ethics" domain by teachers of social studies ranked between high and low degree, while there was only one paragraph practiced with a low degree. The belief in paragraph (46) "does not ask for personal favors from students" ranked first in terms of the degree of practice with an arithmetic mean of (3.38) and a standard deviation of (0.69). This result is considered logical as asking for personal favors from students is considered a behavior punishable under rules and regulations, and is also considered an exploitation of the position of the teacher, and this behavior is also socially rejected, especially if it is done by a teacher who is considered a role model to students. The belief in paragraph (45) "accepts objective critique" ranked last in terms of practice with an arithmetic mean of (1.95) and a standard deviation of (0. 81).

The reasons for this may be due to that students in the basic cycle are in the basic cycle are fairly young. Therefore the teacher does not accept criticism from students due to his belief that students at this age have no ability for objective criticism.

2-7 "Personal characteristics" domain

Table (17): Means, standard deviations and ranking of classroom practices among the basic cycle teachers of social studies in the personal characteristics domain

No.	"Personal characteristics" domain	M	SD	Ranking	Degree of practice
54	Respects in his / her clothing the customs and traditions of the society	3.82	0.41	1	High
55	His / her odor is free at all times	3.21	0.78	2	High
56	His / her health is good and able to meet the demands of the position	2.76	0.82	5	Moderate
57	Neat, clean, and groomed all the time	2.96	0.92	4	Moderate
58	Speaks clearly and audibly	3.16	0.71	3	High

The results in table (17) show that the degree of beliefs in the "personal characteristics" domain by teachers of social studies in the basic cycle ranked between high and low degree. The highest pedagogical belief in this domain was the belief in paragraph (54) "respects in his/her clothing the customs and traditions of the society" ranked first with an arithmetic mean of (3.82) and a standard deviation of (0.41). This result is considered logical especially that the regulations and instructions regarding the teacher's wear emphasize moderation in grooming and clothing, the belief in paragraph (56) "his/her health is good and able to meet the demands of the position" ranked last with an arithmetic mean of (2.76) and a standard deviation of(0. 82). The reason for the students' opinion may be due to that some teachers appear to be tired and exhausted especially during the late classes of the day after the teacher has given many lessons.

The results relating to answering the third question which says: What is the relationship between the teachers' pedagogical beliefs and their actual classroom practices?

Table (18) shows the correlation between the pedagogical beliefs among teachers of social studies in the basic cycle as evaluated by teachers and their actual classroom practices of those beliefs as seen by students from their own perspectives. Pearson's correlation coefficients were calculated between the degrees obtained by the teacher on the scale of beliefs and the mean degrees of students of that teacher on the scale of practicing pedagogical beliefs. The correlation coefficients on the seven domains and the total are shown in table (18).

Table (18): Means, standard deviations and ranking of classroom practices among the basic cycle teachers of social studies in the seven domains

Domains	Reliability ratio between beliefs and practices	Level of significance
Organization	0.049	0.833
Lesson Presentation	0.078	0.735
Control and Discipline	0.032	0.890
Dealing With Students	0.112	0.629
Evaluation	0.091	0.695
Code of Ethics	0.174	0.450
Personal Characteristics	0.163	0.480
Total	0.142	0.539

The results in table (18) show that the values of correlation coefficients of the pedagogical beliefs among teachers of social studies and their practices of such beliefs ranges between (0.032) and (0.174) which are not statistically significant. The researcher attributes this result to the barriers that face teachers of social studies in the basic cycle in Jordan which prevent the translation of their pedagogical beliefs into actual practices in the classroom. The possession of optimal beliefs by teachers requires at the same time the existence of optimal conditions to translate them into practical practice in the classroom. Yet, through the researcher's expertise in the field of education in the domain of teaching social studies, felt many barriers which prevent the translation of those beliefs into reality.

The overcrowding of some classrooms, in addition to the busy schedule of the teacher's and giving the teacher's other assignments such as taking alternation and class tutoring may compel him to disregard other responsibilities in the school. So care must be given to solve such problems which the teacher of social studies in Jordan suffers from, and which may have the greatest impact on motivating him to be interested in the teaching process and in translating his pedagogical beliefs into an actual practice on the ground of the classroom. This result may also indicate that teachers of social studies in the basic cycle in Jordan may lack the appropriate training for actually applying the pedagogical beliefs and theories in their classrooms and are overworked.

This result agrees with the result of Bisland, O'Conner & Malow-Iroff (2009) study which concluded that there is no relation between the teachers' beliefs and constructive classroom practice in social studies. It also agrees with the result of Hedrick, Harmon & Linerode (2004) study which indicated to the existence of contradiction between the beliefs and practices of teachers of social studies. While this result varies from the outcome of the study conducted by Phillips (2010) and showed that there is a relationship between the beliefs and practices of a beginner female teacher in social studies during her first and second year of teaching. It also differs from the result of Harcarik (2009) study which showed the existence of a relationship between the beliefs of teachers of social studies for the fifth grade and their classroom practices.

Consequently, there is a need to conduct more studies to verify the relationship between the beliefs of teachers of social studies and their classroom practices.

Recommendations

1. Removing all barriers which prevent the teacher of social studies in the basic cycle from translating his/her pedagogical beliefs into practices in the classroom.
2. Holding training courses for teachers related to how to translate the pedagogical beliefs into practices in the classroom.
3. Conducting a study similar to the current study coupled with introducing the method of observation and interviews as a tool for collecting data.
4. Conducting a study which addresses the pedagogical beliefs of teachers and attempt to study the impact of some variables in their beliefs such as the years of experience and gender variables.

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