Covid-19 and Its Relationship to the Application of Distance Education in Teaching Social Studies Curriculum for the Upper Basic Stage from the Teachers' Point of View

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Abstract: This study aimed to identify Covid-19 and its relationship to the application of distance education in teaching social studies curriculum for the upper basic stage from the teachers' point of view. The study has used the descriptive-analytical approach, where a questionnaire was employed as the study instrument. The population of the study consisted of a random sample from (311) Social studies teachers. The tool was distributed electronically through the use of social media and email to Social studies teachers of upper basic stage in public schools in three governorates, Amman, Salt and Irbid. The results showed that the impact of COVID-19 on teaching social studies curriculum for the upper basic stage was moderate. Furthermore, the level of applying distance education when teaching the social studies curriculum to the upper basic stage from the Teachers' Point of view was moderate as well. The results also showed that there is a significant relation between COVID-19 and the level of distance education application when teaching the social studies curriculum for the upper basic stage. The current study recommends going beyond the schools' scope and researches higher education from across the entire Hashemite Kingdom of Jordan as a follow-up to this research's findings. Further qualitative research would be needed in the future to accurately assert the level of applying distance education

Keywords: COVID-19, Social studies, Distance Education, Upper Basic Stage.

كوفيد-19 وعلاقته بتطبيق التعليم عن بعد في تدريس منهج الدراسات الاجتماعية للمرحلة الأساسية العليا من وجهة نظر المعلمين

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الملخص: هدفت هذه الدراسة التعرف إلى كوفيد-19 وعلاقته بتطبيق التعليم عن بعد في تدريس منهج التربية الاجتماعية والوطنية للمرحلة الأساسية العليا من وجهة نظر المعلمين. استخدمت الدراسة المنهج الوصفي التحليلي، حيث تم استخدام الاستبيان كأداة للدراسة. اشتمل مجتمع الدراسة على عينة عشوائية من (311) معلماً للتربية الاجتماعية والوطنية، تم توزيع الأداة إلكترونيا من خلال استخدام وسائل التواصل الاجتماعي والبريد الإلكتروني لمعلمي مبحث التربية الاجتماعية والوطنية للمرحلة الأساسية العليا في المدارس الحكومية في ثلاث محافظات وهي عمان والسلط وإربد. وأظهرت النتائج أن أثر فيروس كورونا في تدريس مبحث التربية الاجتماعية والوطنية للمرحلة الأساسية العليا من وجهة نظر المعلمين جاء بدرجة معتدلة، وأن مستوى تطبيق التعليم عن بعد عند تدريس مبحث التربية الاجتماعية والوطنية للمرحلة الأساسية العليا من وجهة نظر المعلمين كان متوسطاً أيضًا. وأوضحت النتائج وجود علاقة ذات

دلالة إحصائية بين فيروس كورونا ومستوى تطبيق التعليم عن بعد عند تدريس مبحث التربية الاجتماعية والوطنية للمرحلة الأساسية العليا. وأوصت الدراسة بضرورة إجراء دراسات على نطاق التعليم العالي في جميع أنحاء المملكة الأردنية الهاشمية بأكملها. وستكون هناك حاجة إلى مزيد من البحث النوعي في المستقبل لتأكيد مستوى تطبيق التعليم عن بعد بدقة أكبر.

الكلمات المفتاحية: فيروس كورونا، التربية الاجتماعية والوطنية، التعليم عن بعد، المرحلة الأساسية العليا.

1- Introduction

In late 2019 until now, the world has witnessed a great event whose effects have been reflected in all aspects of life in the world (Montacute, 2020). One of this aspect is the education domain, but it was one of the sectors most affected by this crisis. In light of the speed and magnitude of the educational disorder resulting from the closure of schools and universities to avoid the spread of the virus among its students, governments seek to provide a new educational technique to reduce the numbers of students affected by the closure of schools and universities (Burgess & Sievertsen, 2020).

School closures in response to COVID-19 have raised on numerous social and economic issues, such as student debt, digital learning, as well as internet access, and disability services (Reimers & Schleicher, 2020). In April 2020, approximately (1.723) billion pupils have been influenced for school closures in response to the crisis. The impact was more extreme for disadvantaged students, causing interrupted learning, denying them their right to complete their education (Coibion, Gorodnichenko, & Weber, 2020). In response to school closures, The Ministry of Education in many countries recommended the use of distance learning programs and open educational and platforms that schools and teachers can use to reach students remotely and limit the disruption of education (Helmich, & Bloem, 2020).

Distance education is an educational strategy that helps students receive their education without being physically present at school. In other words, the student can learn and qualify in educational materials online without having to attend the examination centre, college building, or university campus (Tavukcu, Arapa & Özcan, 2011). According to Petsuwan, Pimdee & Pupat (2019), the idea of distance education today is based on the use of the Internet and is now readily available to the vast majority of students either in their homes or in facilities such as local libraries. These electronic means are used to distribute learning materials, to keep students in contact with teachers, and to provide access to communication between students. Of course, distance learning can use other technological formats, including television, DVDs, teleconferencing and printable materials, but the speed and functionality of online learning have made it the first choice for many distance learners. Online programs often take advantage of several emerging technologies to make effective communication and communication of ideas easier and more efficient than ever before allowing students to share their opinions and express them more easily (Gossenheimer, Bem, Carneiro & de Castro, 2017).

Research has identified that distance learning of Social Education courses was initially designed to support educational opportunities for students who were limited by geographical location or lifestyle to

attend the face-to-face educational preparation (Zhang, Burgos & Dawson, 2019). Online learning tools provide the flexibility and opportunity to complete course requirements from almost anywhere. According to Rundle, Park, Herbstman, Kinsey & Wang (2020), the increased ease of communication between participants, more equal participation in a discussion, the anonymity of participants, reduced bias, and the ability to tackle more controversial topics are some of the advantages of distance education.

Problem Statement

In light of the circumstances that affect the spread of the COVID-19, which has swept the whole world, the distance education process has been activated in Jordan, stopping students from attending schools within and achieving precautionary measures to achieve social divergence to prevent the spread of the virus. The Jordanian government was able to activate an alternative that simulates the current crisis through TV channels and electronic platforms, the most famous of which is your educational lesson platform that broadcasts TV lessons via Jordan Sports Channel and is repeated regularly. However, many students did not have the opportunity to participate in this process because of the weak internet speed, and there are no adequate devices to complete this process, which contributed to weakening their ability to acquire new skills and experiences. Hence, the problem of the study came in answering the following questions:

- What is the impact of COVID-19 on teaching social studies curriculum for the upper basic stage from the teachers' point of view?
- What is the level of applying distance education when teaching the social studies curriculum to the upper basic stage from the Teachers' Point of view?
- Is there a correlation between COVID-19 and the level of distance education application when teaching the social studies curriculum for the upper basic stage?

Procedural definitions of the terms

COVID-19: a large group of viruses that can cause a range of diseases, ranging from a common cold to severe acute respiratory syndrome (SARS). The resulting disease is called Coronavirus 2019 (COVID-19). (Keeling, Hollingsworth & Read, 2020).

Social studies: The Integrated Study of Social Sciences and Humanities to enhance civic competence. Social studies mainly seek to provide citizens with knowledge about the world, the nation, and the society around them by helping other disciplines such as political science, history, economics, religion, geography, anthropology, as well as psychology (Topçu, 2017).

Distance Education: An educational system based on the idea of communicating new concepts and knowledge in the learning materials of the learner through modern technological means of communication, where the student is far and separate from the teacher. This type of learning occurs when

the natural distance between the learner and the teacher is separated during the learning process (Petsuwan, Pimdee & Pupat, 2019).

Study Limits

- **Time Limitation:** the study is limited to the second semester of the academic year (2019/2020)
- **Place Limitation:** the study is limited to public schools in three governorates, Amman, Salt and Irbid.
- **Individual Limitation:** the study is limited to Teachers of social studies for the upper basic stage.

2. Literature review

2.1. COVID-19es (COVID-19)

COVID-19es are a wide range of viruses that may cause disease in animals and humans. It is known that several COVID-19es cause human respiratory diseases in severity ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). The newly discovered COVID-19 causes Covid-19 disease (Di Domenico, Pullano, Sabbatini, Boëlle, & Colizza. 2020).

The Covid-19 disease is an infectious disease caused by the last detected virus of the COVID-19. There was no knowledge of this new virus and its disease before it began spreading in Wuhan, China, in December (2019). Covid-19 has now turned into a pandemic affecting many countries of the world (Coibion, Gorodnichenko & Weber, 2020). The most known symptoms of Covid-19 disease are fever, fatigue, and dry cough. Some people become infected without feeling very mild symptoms (Lee, I., Kovarik, Tejasvi, Pizarro & Lipoff, 2020).

The COVID-19 pandemic has influenced educational policies worldwide as well, leading many countries to close the schools, universities and colleges, Education institution leaders have proposed alternative approaches for students and teachers to continue their lessons and provide a safe learning environment (Montacute, 2020).

According to data released by UNESCO, the crisis is now affecting nearly (363) million learners worldwide, from pre-primary to higher education, including (57.8) million students in higher education. One out of every five students worldwide fails to study due to the COVID-19 crisis, and one out of every four students remains outside of higher education institutions (UNESCO, 2020).

To ensure that educational systems respond appropriately, the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommends that countries "work to find solutions based on advanced or simple technology or without using technology to ensure the consistency and continuity of the learning process (UNESCO, 2020). In many countries, teachers originally use online learning platforms to give homework to supplement their regular classroom hours of communication and to give class exercises and research. Many students can use technology devices at home (Setiawan, 2020).

2.2. Distance Teaching of Social Studies

Distance education has a long tradition and has been separated from school-based education. Distance education focuses on providing curricula that allow access to education and training, freeing students and teachers from the constraints of time and space, and providing them with flexible learning opportunities (Erickson & Larwin, 2016).

Zhang, Burgos & Dawson (2019) have defined distance learning as an educational system based on the idea of delivering the educational material to the learner through the various technical communication means, as the student is away and separate from the teacher. This type of learning takes place when the normal distance between the learner and the teacher separates during the learning process (Gossenheimer, Bem, Carneiro & de Castro, 2017).

Many of the teachers of social studies have sought to achieve distance education through Instructional Design, to prepare an educational material that achieves the goals with high efficiency. This design is generally based on studying the educational needs of students, setting goals and appropriate means to achieve them, and tools for measuring learning and feedback (Zhang, Burgos & Dawson, 2019).

Distance social studies education provides opportunities for students to develop attitudes, skills, and knowledge that enable them to become active and responsible citizens of their community while they are in their places of residence. Recognition and respect of individual and collective identity are essential in a pluralistic and democratic society (Gossenheimer, Bem, Carneiro & de Castro, 2017). Social studies help students develop their sense of self and society, which encourages them to assert their place as citizens of an inclusive democratic society (Erickson & Larwin, 2016).

There is a set of requirements that must be met when Social studies Curriculum is taught remotely. (Zhang, Burgos & Dawson, 2019) Indicated that one of the most important (1) is the preparation of materials; (2) To manage the dissemination and exchange of information by technological means; And (3) the continuous development of course work and the professional development of teachers in the use of technology in education (Madge et al., 2019).

Setiawan (2020) states that coronavirus (COVID-19) contributed to promoting distance education of social studies during the last period. Teachers work tirelessly to find solutions for distance learning, especially with each school needing to provide educational solutions appropriate for the ages of its pupils, to provide appropriate content for distance learning and to maintain communication with its students (Bozkurt, Zawacki-Richter, & Aydin, 2019).

There are difficulties facing distance education social studies such as the weak capabilities of students and students, whether the Internet is weak or the absence of modern technological means or residency in areas with poor coverage. The lack of student attendance at classes is another challenge that the distance learning system faces (Chugh, Ledger, & Shields, 2017).

Setiawan (2020) added that teachers must know the conditions of all their students to choose the most appropriate methods for the group. It may also be better to reduce the use of video in face-to-face meetings or use it for a short time so that all challenges facing the teacher and the student alike are overcome.

2.3 Previous Studies

Chen, Ran, Liu, Hu, Du & Tan (2020) conducted a study aimed to identify the status of hand hygiene and mask-wearing among primary school students in Wuhan, China during the COVID-19 pandemic. A descriptive-analytical approach was used. The study sample consisted of (576) students from 15 primary schools in Wuhan, China. The results showed that (42.05%) of the primary school students showed good behaviour of hand-washing, while (51.60%) had a good behaviour of mask-wearing. Gender, grade, out-going history, father's occupation, mother's educational background, and the time filling out the survey were significantly associated with hand hygiene, whereas grade, mother's educational background, and residence were associated with mask-wearing.

Gao (2020) conducted a study aimed to explore the impact new mode of distance learning in primary schools in the environment of multimedia computer-assisted instruction. An analytical approach was used. The results revealed that the application of multimedia technology and distance education in Chinese education in primary schools greatly enhance Chinese teaching and respond to the requirements of national education reform. Distance education and the introduction of new techniques in education contribute to improving the effectiveness of teaching and the quality of teaching.

Burdina, Krapotkina, & Nasyrova (2019) conducted a study aimed at investigating the effect of distance learning in elementary school classrooms as an emerging framework for contemporary practice. The sample consisted of (430) students aged 8-9 years from across the Republic of Tatarstan. The results showed that the distance learning curriculum in primary schools requires an amendment, as students need a teacher who directs them to obtain better degrees. Student-teacher communication can help students increase their academic performance and motivate them.

McKay (2019) conducted a study aimed to identify the impact of using a distance education approach to support underperforming schools in South Africa. A descriptive-analytical approach was used. The study sample consisted of (969) teachers, (455) learners, (337) heads of department and (269) school governing body representatives and parent focus groups. The results showed that distance education was an attractive idea, and students were excited to use it. Furthermore, the use of distance education contributed to improving students' performance and their acquisition of new concepts more easily and quickly.

3. RESEARCH METHODOLOGY

3.1. The Research Instrument

The instrument contains (25) items. The questionnaire was distributed by emails and social media means.

The questionnaire contains (3) demographic variables and (25) questions represent study variables like the following:

3.2. Variables:

First Axis: COVID-19 with a total of (10) questions:

Second Axis: Distance Education Application formulated into benchmarks or objectives to reach, into (3) fields with a total of (15) questions

- The level of distance education application related to Teachers: contains (5) questions.
- The level of distance education application related to Students: contains (5) questions.
- The level of distance education application related to organizational and technical matters: contains (5) questions.

3.3. Data Analysis and Interpretation

To examine the Impact of COVID-19 on Teaching Social studies curriculum in Distance Education for the Upper Basic Stage from the Teachers' Point of view. Statistical Package for Social Sciences (SPSS) will be used in processing the following statistical techniques and tests in data analysis:

1. **Reliability Test** for the Instruments of Measurement. The reliability of a measure highlights the stability of consistency with which the instrument is measuring the concept and helps to assess the 'goodness' of a measure.

2. **Frequencies and percentages** to describe demographical variables.

3. **Descriptive Statistical Techniques**: these included means and standard deviations. These techniques will be used to illustrate respondents to study fields.

4. **Pearson Correlations Coefficients** to test the correlations between COVID-19 and the level of distance education application when teaching the social studies curriculum for the upper basic stage explore the direct effects of variables on dependent variables

   Respondents were asked to read each item, and select one of the choices as follow:

   - Score 5: For the (Strongly Agree Answer)
   - Score 4: For the (Agree Answer)
   - Score 3: For the (Nuetral Answer)
   - Score 2: For the (Disagree Answer)

- Score 1: For the (Strongly Disagree Answer)

So it divided into three stages as (1.33 is the length of each stage:

- High: For means (1-2.33)

- Moderate: For means (2.34-3.67)

- Low: For means (3.68-5)

3.4. Study Sample:

The population of the study consisted of a random sample from (311) Social studies teachers. The tool was distributed electronically through the use of social media and email to Social studies teachers of upper basic stage in public schools in three governorates, Amman, Salt and Irbid, as it is classified into its demographic characteristics in the tables below:

Table (1) Demographic characteristics for the study sample (Gender)

Gender	Sample	
	Frequency	Percentage
Male	105	33.8
Female	206	66.2
Total	311	100%

From the table (1) it shows that the percentage of males from the Sample was (33.8%) meanwhile it was for females (66.2%).

Table (2) Demographic Characteristics of the Sample (Academic level)

Academic level	Sample	
	Frequency	Percentage %
Bachelor's Degree	249	80.1
Master's Degree	52	16.7
Doctorate Degree	10	3.2
Total	311	100.0%

For the variable (Academic level) it seems that the (Bachelor's Degree) rank achieved (80.1 %) and (Master's Degree) rank achieved (16.7 %) and (Doctorate Degree) rank achieved (3.2 %).

Table (3) Demographic Characteristics of the Sample (Years of experience)

Years of experience	Sample	
	Frequency	Percentage %
Less than 1 year	68	21.9
1-3 years	139	44.6
3-5 years	64	20.6
More than 5 years	40	12.9
Total	311	100.0%

For the Companies Years of experience, it seems that for (Less than 1 year) percent was (21.9%) and for (1-3 years) the percent was (44.6 %) and for (3-5 years) the percent was (20.6 %) and for (More than 5 years) the percent was (12.9%).

3.5. The validity of the instruments

The test gave to experts to judge the extent to which the test is valid and reliable. For this reason, the test would be designed to meet such requirements of the validity of the test. The experts will be chosen according to their broad experiences in the field of teaching translation

3.6. Tool reliability:

To reach a degree of reliability of the test, the researcher used to test and retest to a different group of students. The test and retest had the same characteristics, to compare if the students achieve stability.

Table (4) Cronbach's alpha for the study fields'

number	Field	Value of (α)
1	Impact of COVID-19 on Teaching Social studies curriculum for the upper basic stage	0.849
2	The level of distance education application related to Teachers	0.816
3	The level of distance education application related to Students	0.752
4	The level of distance education application related to organizational and technical matters	0.846

As shown from the table above that the total Cronbach's alpha For the study fields was above than (0.60) which will lead to the stability of the results for this study

4. Study Results

To analyze the data and answer questions, to explore Impact of COVID-19 on Teaching Social studies curriculum in Distance Education for the Upper Basic Stage from the Teachers' Point of view, Simple, Regression was used as it is shown as follow:

"What is The Impact of COVID-19 on Teaching Social studies curriculum for the upper basic stage from the Teachers' Point of view?"

Means and standard deviation were calculated for each item in the impact of COVID-19 on Teaching Social studies curriculum for the upper basic stage and Table (5) shows the results:

Table (5) Descriptive Statistics for Impact of COVID-19 on Teaching Social studies curriculum for the upper basic stage

Question number	Question	Mean	Std. Deviation	Rank	Level
9	I think that the spread of the COVID-19 has added to my tasks when explaining social studies topics.	3.99	0.91	1	High
6	I believe that the spread of the COVID-19 has contributed to a high dropout rate for students from schools.	3.94	0.95	2	High
4	I believe that the spread of COVID-19 has increased the interest of my students in Arab and international issues and events.	3.88	1.03	3	High
1	I think that closing schools due to COVID-19 have weakened my ability to deliver students' social and national concepts.	3.4	0.71	4	Moderate
5	I think that the closure of schools due to the COVID-19 pandemic has prevented some students from obtaining their education in social studies subjects.	3.69	0.87	5	Moderate
8	I believe that the spread of the COVID-19 highlights some social issues such as (unemployment, family income, and the level of parental education).	3.65	0.95	6	Moderate
3	I see that the spread of COVID-19 has increased student participation during the lesson explanation	3.62	0.81	7	Moderate
7	I think the school's closure due to the spread of the COVID-19 has negatively affected the results of student learning in the subject of social studies.	3.52	0.74	8	Moderate
2	The spread of COVID-19 contributed to the use of novel methods to explain social studies lessons.	3.5	0.74	9	Moderate
10	I think that the spread of the COVID-19 has reduced my ability to assess students as required.	3.4	0.71	10	Moderate
	Impact of COVID-19 on Teaching Social studies curriculum for the upper basic stage	3.66	0.59		Moderate

As it has seen from the above table the total mean for this field was (3.65) and with a standard deviation (0.59), we also note that the question (9) which is "I think that the spread of the COVID-19 has added to my tasks when explaining social studies topics." Ranked first with a mean reached to (3.99) and standard deviation reached to (0.91) and the question (10) which is I think that the spread of the COVID-19 has reduced my ability to assess students as required." with mean reached (3.40) and standard deviation reached (0.71) came in the final rank. This may be attributed to the fact that the spread of the Corona Virus (Covid-19) pandemic prompted most schools to choose other ways to complete the

educational process, but many schools have not previously tested the techniques provided by e-learning, and the experiences of social studies teachers are still very modest and fragile.

What is the level of applying distance education when teaching the social studies curriculum to the upper basic stage from the Teachers' Point of view?

Means and standard deviation were calculated for each field in the study instrument and Table (6) shows the results:

Table (6) Descriptive Statistics for the level of applying distance education when teaching the social studies curriculum to the upper basic stage

field number	Field	Mean	Std. Deviation	Level
F1	The level of distance education application related to Teachers	3.73	0.61	High
F2	The level of distance education application related to Students	3.72	0.74	High
F3	The level of distance education application related to organizational and technical matters	3.63	0.65	Moderate
	level of applying distance education	3.69	0.58	Moderate

As it is seen from the above table that The level of distance education application related to Teachers field achieved mean which reached (3.73) and a standard deviation (0.61), and The level of distance education application related to Students field achieved mean which reached (3.72) and a standard deviation (0.74), and The level of distance education application related to organizational and technical matters field achieved mean which reached (3.63), and a standard deviation (0.65).

The level of distance education application related to Teachers

Means and standard deviation were calculated for each item in the level of distance education application related to Teachers and Table (7) shows the results:

Table (7) Descriptive Statistics for the level of distance education application related to Teachers

Question number	Question	Mean	Std. Deviation	Rank	Level
11	I use electronic programs in preparing the study plan	3.94	0.94	1	High
13	I use e-mail to communicate with students and follow their educational duties.	3.89	1.02	2	High
14	I used electronic maps to explain natural geography because it shows the facts of nature	3.69	0.87	3	High

Question number	Question	Mean	Std. Deviation	Rank	Level
	more accurately				
12	I use multimedia software (PowerPoint) to present social studies topics	3.62	0.81	4	Moderate
15	I try to diversify into using multimedia (audio, photo, video) when explaining issues of difference between other cultures	3.5	0.74	5	Moderate
	The level of distance education application related to Teacher	3.73	0.61		High

As it has seen from the above table the total mean for this field was (3.73) and with a standard deviation (0.61), we also note that the question (11) which is "I use electronic programs in preparing the study plan" Ranked first with a mean reached to (3.94) and standard deviation reached to (0.94) and the question (15) which is I try to diversify into using multimedia (audio, photo, video) when explaining issues of difference between other cultures." with mean reached (3.50) and standard deviation reached (0.74) came in the final rank. This may be attributed to the fact that the Ministry of Education supported teachers by implementing new interventions to facilitate the transition to distance learning. In addition, the Ministry has launched a newly trained teacher platform to provide training courses on distance learning tools, mixed learning, and educational technology.

The level of distance education application related to Students

Means and standard deviation were calculated for each item in the level of distance education application related to students and Table (8) shows the results:

Table (8) Descriptive Statistics for the level of distance education application related to Students

Question number	Question	Mean	Std. Deviation	Rank	Level
17	Using globes and electronic graphs helps students to understand natural and human phenomena better.	3.81	0.95	1	High
18	The display of electronic content coupled with photos and videos attracts students to learn better.	3.73	0.75	2	High
20	Distance education enables students to learn difficult geographical concepts without getting bored.	3.71	0.81	3	High

Question number	Question	Mean	Std. Deviation	Rank	Level
16	Distance learning helps flexibility in getting students to access the educational material from anywhere	3.70	0.79	4	High
19	Distance education helps students organize their time better.	3.62	0.81	5	Moderate
	level of distance education application related to students	3.72	0.74		High

As it has seen from the above table the total mean for this field was (3.72) and with a standard deviation (0.74), we also note that the question (17) which is Using globes and electronic graphs helps students to understand natural and human phenomena better." Ranked first with a mean reached to (3.81) and standard deviation reached to (0.95) and the question (19) which is Distance education helps students organize their time better." with mean reached (3.62) and standard deviation reached (0.81) came in the final rank. This may be due to the fact that teachers have played a critical role in monitoring and enhancing student engagement with digital learning materials.

The level of distance education application related to organizational and technical matters

Means and standard deviation were calculated for each item in the level of distance education application related to organizational and technical matters and Table (9) shows the results:

Table (9) Descriptive Statistics for the level of distance education application related to organizational and technical matters

Question number	Question	Mean	Std. Deviation	Rank	Level
21	The school's educational platform provides support and assistance for distance education	4.01	0.92	1	High
23	All students have the ability to own a computer at home for use in a distance education	3.69	0.87	2	High
25	Students can take exams without any technical problems	3.52	0.74	3	Moderate
24	Distance education increases the study burden for students	3.5	0.74	4	Moderate
22	All students have easy access to the Internet	3.42	0.85	5	Moderate
	level of distance education application related to organizational and technical matters	3.63	0.65		Moderate

As it has seen from the above table the total mean for this field was (3.63) and with a standard deviation (0.65), we also note that the question (21) which is "The school's educational platform provides support and assistance for distance education" Ranked first with a mean reached to (4.01) and standard deviation reached to (0.92) and the question (22) which is "All students have easy access to the Internet." with mean reached (3.42) and standard deviation reached (0.85) came in the final rank. This may be attributed to the fact that there are many technical problems in watching lessons at a distance, especially with weak internet speed in some areas, and sometimes even gaps in the digital tools used, and the lack of computers in the home for every student.

Is there a correlation between COVID-19 and the level of distance education application when teaching the social studies curriculum for the upper basic stage?

To determine if there is any relation between COVID-19 and the level of distance education application when teaching the social studies curriculum for the upper basic stage?, Pearson Correlation Test used, which aims to reveal the strength or the degree of relationship between two variables. The degree of relationship between any two variables come between (+1 and -1), the more the degree of correlation close to 1, it means a positive correlation, and the more the degree of correlation close to -1, it means a negative correlation. To determine the relation is shown in the table (10):

Table (10) Pearson Correlations Coefficients for COVID-19 and the level of distance education application when teaching the social studies curriculum for the upper basic stage (N=311)

level of distance education application	Coefficients	COVID-19
The level of distance education application related to Teachers	Pearson Correlation	.894[**]
	Sig. (2-tailed)	.000
The level of distance education application related to Students	Pearson Correlation	.585[**]
	Sig. (2-tailed)	.000
The level of distance education application related to organizational and technical matters	Pearson Correlation	.903[**]
	Sig. (2-tailed)	.000

As it has shown from the table (10), there is a significant relation between COVID-19 and the level of distance education application when teaching the social studies curriculum for the upper basic stage, the value of Pearson Correlation is shown in the table and the sig-value was less than the significance level (α =0.05).

For the correlation between COVID-19 and the level of distance education application when teaching the social studies curriculum for the upper basic stage, it's strong with the significance level less than (α =0.05), which means significance relation between and the level of distance education application when teaching the social studies curriculum for the upper basic stage other words COVID-19 have a role in the level of distance education application when teaching the social studies curriculum for the upper

basic stage". This may be attributed to the fact that the spread of Corona virus prompted the Ministry of Education to use distance learning tools, as officials were quick to take advantage of materials available in the private sector to develop an educational portal called "Darsak" as well as two television channels dedicated to providing lectures on the Internet.

Conclusion and Suggestions

COVID-19 pandemic imposed a new reality on education. Large numbers of children have stopped attending school or kindergarten, as a result of the preventive measures taken to confront them. This led schools to adopt distance learning led by the teacher.

The present study was made as an attempt to explore the impact of COVID-19 on teaching social studies curriculum in distance education for the upper basic stage from the teachers' Point of view. In light of the results shown in this study, it has been concluded that the Impact of COVID-19 on Teaching Social studies curriculum for the upper basic stage was moderate. Teachers of Social studies curriculum sought to provide students with all the information that they need. Many teachers have attempted to complete their educational mission in communicating information to students using many methods, tools and sites to provide students with the skills and information in the book of national and social education.

The results also showed that the level of applying distance education when teaching the curriculum of social studies to the upper basic stage was also moderate. Distance education is a method of education in communicating information to the students, with the shortest time, less effort, and the greatest benefit. Rundle, Park, Herbstman, Kinsey & Wang (2020) emphasized that distance education enables the effective management and control of the educational process and effective measurement and evaluation of student performance. The teachers of national and social education resorted to the use of distance education during the crisis of the COVID-19 pandemic to enable students to understand the national and social concepts.

According to the survey results, since the COVID-19 pandemic began to spread widely around the world, it has forced all countries to resort to using the method of distance education to achieve social divergence, with technical and information capabilities varying from one country to another. Hence, the results showed that there is a strong correlation between the spread of the Coruna virus and the use of distance education. The results of the Helmich & Bloem (2020) showed that distance education contributed to finding logical solutions to the problem of interruption of education in schools, and enabled teachers to reach students easily.

In this study, according to the results obtained, the Ministry of Education should resort to strategic curricula to enable students to receive their education remotely. Besides, some television channels must be used as a ready platform for distance education, and allow teachers to be creative in teaching their

students. Furthermore, planning for distance learning in a manner that respects the needs of all students and staff.

The results showed that there is a correlation between the COVID-19 and distance education, and this may be due to the spread of the Covid-19 pandemic that prompted the Ministry of Education to rely on technology in the conduct of the educational process and to provide students with new concepts and knowledge. As technology plays a fundamental role in communicating information to students quickly and accurately and contributes to involve all students in the educational process more.

5.1 Research Limitations and Direction for Further Research

The human limitation presented a major limitation within this study, as the study population was limited to include Social studies teachers in Jordan, which distributed to them by emails and social media means only. Therefore, this contributed to the decrease of the sample's numbers.

While choosing Social studies teachers were effective and appropriate for the current study, it would have been more effective to incorporate a bigger sample to acquire better outcomes.

Further research into the broader and more extensive of COVID-19 on Teaching Social studies curriculum in Distance Education, regardless of whether they are positive or negative, would be highly valued and appreciated by the researcher.

The current study recommends going beyond the schools' scope and researches higher education from across the entire Hashemite Kingdom of Jordan as a follow-up to this research's findings. Further qualitative research would be needed in the future to accurately assert the level of applying distance education.

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