

## The role of social studies teachers in enhancing consumption education in Jordan during COVID – 19 Pandemic

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### Abstract

The researchers used the descriptive survey method. The study instrument consisted of the questionnaire which included (20) items, and the study sample individuals consisted of (72) male and female teachers. Results of the study showed that the role of social studies in developing consumption education in secondary schools during Corona pandemic (COVID – 19) came at high degree. the researchers have detected presence of differences between means of the teachers, answers on all fields of the questionnaire according to sex variable in favor of the females, presence of differences between means of the teachers' answers on all fields of the questionnaire by the academic qualification variable in favor of the graduate studies, and the absence of differences between means of the teachers' answers to all fields of the questionnaire according to years of experience variable. The researcher's conclusions recommended conducting training courses, and including consumption education in the curricula.

Keywords: Consumption Education, COVID – 19, Social Studies;

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## 1. Introduction

With the presence of Corona pandemic (COVID– 19), a number of different challenges have emerged that have touched all life aspects including the economic sides. A number of consumption patterns have emerged among the individuals, especially regarding excessive spending since some individuals have tended to make available.

Basic and necessary needs. Corona crisis (COVID– 19) has imposed changes on many consumption habits of the individual, so there is the need for planning a better balance and more rational consumption of different products far from squandering. Thus, this may be achieved by creating a better balance between purchase and consumption (Al – Sa'di, 2002).

Consumption has a major influence on societies' economic process especially in terms of directing the individuals' behaviour towards the balance or rationalization which has the potential to improve the individuals' life and develop societies. The absence of consumption culture leads to local sources inability to satisfy the individuals' needs which eventually leads to wasting society's wealth the and its resources (Ibraheem, 2019). Also, it is important to help the societies' individuals in making the appropriate purchase decisions and protecting them from commercial fraud. In addition, it is crucial to develop consumption awareness through providing individuals with the information, skills and experiences they need in order to modify their behaviour and ideas to wand consumption process (Abd – Alqawi, 2008).

Al – Ansari and al- Aljwaisary (2019) have highlighted the presence of three types of consumption modes among individuals, including luxury consumption mode which is spreading between the individuals who are exaggerating in consuming the products and the goods regardless of the high prices, low qualities, and large or small quantities. On the other hand, the researchers have highlighted moderate consumption which is spreading among the individuals who are interested in consuming what is necessary; they arrange their consumption priorities according to their essential needs. Finally, the compensative consumption mode which has spread among the individuals who have the desire to imitate others especially those from the upper class. Their consumables behaviour is characterized by absence of rationalization.

Consumption is becoming a major interest of psychological studies which have addressed and investigated the individuals' trends and behaviour regarding consumption. Furthermore, the search for the reasons and motives behind such purchase behaviour might impose on teachers a role to play in directing the consumption process and to give students a good example in consumption behaviour (Al – Dowi, 2019).

Hence, the teachers should direct the students towards the appropriate consumption behaviour through a number of approaches, including consumption education which might control their purchase and consumption behaviour.

Pajari & Harmoinen (2019) add that there is the need for providing opportunities to the teachers to be aware of the consumption issues, because this will contribute to enhancing consumption education at schools, (McGregor, 2018). Consumption Education is identified as developing the knowledge, concepts, trends and values that help the students in organizing their behaviour in consumption (Oreeqat, & Al- Qawood, 2018).

It is also identified as a group of cognitive, values and behavioural practices introduced to the student's behavioural practices with the goal to improve their consumption awareness (Lafta & Al-Soafi, 2017).

Consumption education is a process of training and learning to improve and develop the consumers' knowledge and skills regarding quality of the products and their healthy sides. Also it aims at making the appropriate options while buying different goods (Hassn, 2014).

Consumption education is also identified as a continuous process with the objective to equip the consumer with the skills, knowledge and attitudes that make him able to make appropriate consumption decisions to achieve the individuals and the societies' interests (Isa, 2018).

Lafta & Al- Soafi (2017) state that consumption culture includes consumption knowledge and awareness field. It is more interested in organizing ideas, and providing the individual with the information and experiences regarding the right ways to consume food products, as well as rationalizing consumption value field through which the optimal usage is adopted for the available resources without over spending. A good example is rationalizing consumption of water and electricity. Finally, behavioural practices field through which the students learn how to behave in different situations and deal with others which motivates their participation in the different activities and training.

The Ministry of Education in USA has divided the consumption education in four axis: making consumption decision, economy, financial and personal issue, consumer's rights and duties (Isa, 2018).

Also, there are many studies that have addressed consumption education, including Pajari & Harmoinen's (2019) which reached teachers in Finland. The study shows that teachers feel that they have great influence in teaching consumption to primary schools' students. Furthermore, Lafta & Al-Soafi (2017) argue that role of the teachers in providing consumption culture at primary schools in Baghdad came according to the following sequence:(a) field rationalizing the consumption values is most important in value, (b) cognitive consumption and awareness, (c) least important is consumption practices in actual economic fields.

On the other hand, Al - Ansari (2016) study has ignored the role of consumption education concepts, values and skills in the developed social and national education books especially in primary stage in the Kingdom of Saudi Arabia.

Another study conducted by Peters (2011) showed the absence of most resources to teach consumption education in the secondary schools in Botswana. The results confirmed that teaching consumption education in secondary schools is very important On the contrary, Hammad's (2016) study revealed the presence of the effect of modern information technology on the consumption culture among the university students.

This review of previous studies foreshadows the importance of consumption education. Consequently, this study aims to inquiry the Role of Social Studies Teachers in Enhancing Consumption Education in Jordan during COVID – 19 Pandemic.

## **2. Study Problem and Questions**

During Corona pandemic (COVID– 19) many changes have featured modes of the individuals' life growth the consumption behavior, which have led to changes in some of the purchase and consumption processes of the products and in different human needs. It has been noticed that many individuals buy products over their needs for fear of disappearing from the market. In addition, some individuals double the products' prices that people are in urgent need for in order to achieve higher profit. This in turn imposes more interest in these purchasing and selling processes through what is called consumption

education. Here it is essential to know role of social studies' teachers in promoting a healthy consumption education, so this study attempts to answer the following questions:

1. What is the role of the social studies teachers in developing consumption education in light of Corona pandemic (COVID– 19) among Secondary stage students in Jordan?
2. Are there differences in statistical significance at a significance level ( $\alpha \leq 0.05$ ) between the sample's responses regarding role of the social studies teachers in developing consumption education in light of Corona pandemic (COVID– 19) among the Secondary stage students in Jordan which might be attributed to sex, academic qualification and years of experience variables.

### 3. Methods

The study have used the descriptive survey approach because it is more appropriate to achieve the study's objectives especially in relation to detection the role of Social Studies Teachers in enhancing consumption education in light of Corona Pandemic (COVID– 19).

#### 4. The Study's Population

The study's population consisted of all (119) social studies teachers, both male and female teachers in the Directorate of Education for the University District / Capital Governorate in Jordan.

#### 5. The Study Sample

The researchers have selected the sample randomly. Its consisted of (72) male and female teachers. A link to the questionnaire was sent via emails, Facebook, Telegram, and WhatsApp platforms to participants who had agreed to take part in the study. They were informed about the design and the purpose of the study, and they provided consent. Ethical approval to conduct this research was provided by teachers. Participation was voluntary and participants were allowed to withdraw from the study at any time. The sample was distributed in table 1.

Table 1 .The Study Sample According to its Variables

The Variables	Levels	Frequenci es	Percentage
sex	Male	41	56.94%
	Female	31	43.06%
Academic	Bachelor	50	69.44%
Qualification	High studies	22	30.56%
Experience	Less than 5 Years	19	26.39%
	5 – 10 Years	24	33.33%
	More than 10 Years	29	40.28%
Total	72	%100.00	

## 6. Instrument of the Study

To measure the role of social studies teachers in developing educational consumption in light of the Corona pandemic among secondary students stage in Jordan, the study applied a questionnaire. The questionnaire consisted of (20) items, distributed equally to four domains: Consumption awareness domain, Sustain consumption, Consumption decision making, and Consumer rights and duties.

6.1. *Validity of the Instrument:* The validation of the instrument was conducted by asking a jury of university instructors to give their remarks about the questionnaire. Their suggestions and remarks were taken into consideration.

6.2. *Reliability of the Instrument:* To achieve the reliability of the instrument, the researcher chose a pilot sample consisting of (28) teachers. The researcher administrated the questionnaire on them. Cronbach Alpha method was applied. The reliability of the questionnaire domains ranged between (0.79 – 0.90) and (0.91) for the whole questionnaire.

## 7. Variables of the Study

The study variables are:

### 7.1. *The Intermediate Variables:*

- Sex: (Male, and Female).
- Academic Qualification: (Bachelor, Higher Studies).
- Experience: (Less than 5 years, 5 - 10 years, More than 10 years).

7.2. *The Dependent Variable:* The role of social studies teachers in developing educational consumption.

## 8. Data Analysis

Was test the study questions by using the following statistics:

- [1] The means, standard deviation, frequencies and percentages.
- [2] MANOVA Analysis test.
- [3] Three-way-ANOVA test.
- [4] Scheffe' test.

## 9. Results and Discussion

9.1. *The first question:* "What is the role of social studies teachers in developing educational consumption in light of the Corona pandemic among Secondary school students in Jordan?"

Means and standard deviations) of the sample subjects' responses were computed. The results were presented.

Table 2. Means and Standard Deviations to the questionnaire domains

#	The Domains	Mean	Std. Dev.	The Role Degree	Rank
		*			
1	Consumption awareness	3.94	0.73	High	1
3	Making consumption Decision	3.78	0.69	High	2
4	Consumer rights and duties	3.56	0.88	High	3
2	Sustain consumption	3.12	0.84	Mid	4
	Total	3.60	0.51	High	==

- Out of (5).

Table 2 shows that domain number (1) "Consumption awareness domain" ranked first with a mean (3.94), and standard deviation of (0.73). Domain number (3) "Consumption decision making" ranked secondly with a mean (3.78) and standard deviation of (0.69). While domain number (2) "Sustain consumption" ranked finally with a mean (3.12), and standard deviation of (0.84). The grand mean of the subjects responses' was (3.60) and of a standard deviation of (0.51).

And computed the means and standard deviations of the sample subjects' responses according to the domains, as follows

#### 1) The First Domain: The Consumption Awareness

Table 3. Means and standard deviations to the consumption awareness domains' items

#	The Items	Means*	Standard Deviation	Practice Degree	Rank
4	The teacher works to make the student able to distinguish between needs and desires	4.36	0.79	Mid	1
2	The teacher increases the students' awareness about the commercial fraud and cheating	4.31	0.91	High	2
3	I rise the students awareness about importance of buying the products which protects his/her health	3.87	0.83	High	3
1	Teachers warn the students about over spending and importance of rational consumption	3.72	0.88	High	4
5	Teachers of social sciences direct students about importance of searching for ways to produce what satisfies their needs and their families' needs	3.42	0.98	Mid	5
	The domain as whole	3.94	0.73	High	=

- Out of (5).

Table 3 shows that item (4): "The teacher works to make the student able to distinguish between needs and the desires" ranked firstly with mean (4.36), and standard deviation (0.79). While item (3) says "I rise the students awareness about importance of buying the products which protects his/her health and his/her family health" ranked finally with mean (3.42), and standard deviation (0.98). The grand mean of the subjects responses' on this domain was (3.94) and standard deviation of (0.73).

## 2) The Second Domain: Sustain Consumption Domain

Table 4. Means and standard deviations to the sustain consumption domains' items

#	The Items	Means*	Standard Deviations	Practice Degree	Rank
6	Teachers of Social science are interested in raising the students' awareness about harmful influence of some products on their health and on the local	3.51	0.72	High	1
9	Teachers of social sciences work to develop the students' awareness about importance of protecting the environment from the pollution	3.29	0.92	Mid	2
8	Teachers of social sciences employ the students' capabilities to benefit from natural resources without depleting them	3.22	0.86	Mid	3
7	Teachers of social sciences encourage the students to use recycling to protect the environment	2.88	0.75	Mid	4
10	Teachers of social sciences do not direct the students to buy products in a moderate way to satisfy their basic needs.	2.72	0.82	Mid	5
	The domain as whole	3.12	0.84	Mid	=

- Out of (5).

Table 4 shows that item (6) says: "Teachers of Social science are interested in rising the students' awareness about harmful influence of some products on their health" ranked firstly with mean (3.51), and standard deviation (0.72). While item (10) says: "Teachers of social sciences do not direct the students to buy the products in a moderate way to satisfy their basic needs" ranked finally with mean (2.72), and standard deviation (0.82). The grand mean of the subjects' responses on this domain was (3.12) and standard deviation of (0.84).

## 3) The Third Domain: Making Consumption Decision:

Table 5. Means and standard deviations to Making Consumption Decision domains' items

#	The Items	Means*	Standard Deviations	Practice Degree	Rank
11	Teachers of social studies make students familiar with determining their basic needs and requirements of the products before the purchase process	4.33	0.77	High	1
12	Teachers of social science do not direct the students to search for information about the products they want to buy	3.75	0.93	High	2
13	Teachers of social science encourage the students about importance of searching for	3.71	0.78	High	3
14	Teachers of social sciences do not give the students the directions for rational buying decision regarding managing the money	3.69	0.84	Mid	4
15	Teachers of social sciences direct the students to evaluate consumption products	3.42	0.88	Mid	5
	The domain as whole	3.78	0.69	High	=

- Out of (5).

Table 5 shows that item (11) says: "Teachers of social studies make the students familiar with determining their basic needs and requirements of the products before the purchase" ranked firstly with mean (4.33), and standard deviation (0.77). While item (15) says: "Teachers of social sciences direct the students to evaluate the consumption products" ranked finally with mean (3.42), and standard deviation (0.88). The grand mean of the subjects responses' on this domain was (3.78) and standard deviation of (0.69).

#### 4) The Fourth Domain: Consumer Rights and Duties:

Table 6. Means and standard deviations to Consumer rights and duties domains items

#	The Items	Means*	Standard Deviations	Practice Degree	Rank
17	Teachers of social sciences do not raise the students' awareness about the principles and rules to follow to improve consumption process	3.94	0.93	High	2
20	Teachers of social sciences make the students discover the right information about the products they intend to buy	3.59	0.86	High	4



18	Teachers of social sciences direct the students to the importance of quality of the products before they buy them	3.56	0.90	High	2
16	Teachers of social sciences work to raise the students awareness about the provisions in order to use the products in a way which does not cause harm to their health and to others health	3.41	0.92	High	1
19	Teachers of social studies make the students consider hygienic provisions of the products such as checking the expire date of the products before buying it.	3.28	0.89	High	3
<b>The domain as whole</b>		3.56	0.88	High	=

- Out of (5).

Table 6 shows that item (17) says: "Teachers of social sciences do not raise the students' awareness about the principles and rules to follow" ranked firstly with mean (3.94), and standard deviation (0.93). While item (19) says: "Teachers of social studies make the students consider hygienic provisions of the products such as checking the expire date of the products before buying it" ranked finally with mean (3.28), and standard deviation (0.89). The grand mean of the subjects responses' on this domain was (3.56) and standard deviation of (0.88). The results concerning this study reached (3.60) at high degree.

Also results showed that the consumption awareness field has occupied the first rank with mean (3.94) and standard deviation (0.73) at high degree. While the field sustainable consumption came at the last rank with mean (3.12) and standard deviation (0.84) at medium degree.

The researchers might attribute these results to the importance of consumption awareness field among the teachers of social studies, and that they might have previous knowledge about this field and ways to develop it among their students. Since teacher of social studies prepares the students to become good citizens in society, consumption awareness field and its development is of great importance for the teachers of social sciences because it might lead to improve society and increase its economic power.

Furthermore, results showed that the item "The teacher increases the students' awareness about the commercial fraud and cheating reached the highest degree of importance among the teachers. In addition, teacher of social sciences might be interested in this field and its importance in developing consumption awareness among the students during Corona pandemic which have reflected difference in the individuals' modes in the consumption.

Regarding the sustainable consumption field, it came last; the researchers might attribute that to the teacher's lack of knowledge about this field, and knowledge about how to develop it among the Secondary stage students.

9.2. *The second question is: "Are there any differences role of social studies teachers in developing educational consumption in light of Corona pandemic due variables?"*

To answer, Means and standard deviations to domains according to the variables are considered as follows:

9.1.1. *According to their Sex:*

Table 7. Means and Standard Deviations on the questionnaire domains according to their sex

Domains	Sex	Frequencies	Means	Standard
Consumption awareness	Male	41	3.73	0.76
	Female	31	4.29	0.73
Sustain consumption	Male	41	2.97	0.64
	Female	31	3.31	0.69
Making the consumption Decision	Male	41	3.54	0.73
	Female	31	4.03	0.77
Consumer rights and duties	Male	41	3.39	0.76
	Female	31	3.71	0.70
The Questionnaire	Male	41	3.41	0.55
	Female	31	3.83	0.67

9.1.2. *According to their academic qualification:*

Table 8. Means and Standard Deviations on the questionnaire domains according to their academic qualification

Domains	Academic	Frequencies	Means	Standard
Consumption awareness	Bachelor	50	3.77	0.76
	High Studies	22	4.18	0.73
Sustain consumption	Bachelor	50	3.04	0.64
	High Studies	22	3.35	0.69
Making the consumption decision	Bachelor	50	3.52	0.73
	High Studies	22	4.12	0.77
Consumer rights and duties	Bachelor	50	3.44	0.76
	High Studies	22	3.79	0.70
The Questionnaire	Bachelor	50	3.44	0.55
	High Studies	22	3.86	0.67

9.1.3. According to their experience:

Table 9. Means and Standard Deviations on the questionnaire domains according to their experience

Domains	Experience	Frequencies	Means	Standard Deviations
Consumption awareness	Less than 5 Years	19	4.28	0.79
	5 – 10 Years	24	3.79	0.84
	More than 10 Years	29	3.84	0.73
Sustain consumption	Less than 5 Years	19	3.19	0.64
	5 – 10 Years	24	3.05	0.76
	More than 10 Years	29	3.13	0.74
Making the consumption Decision	Less than 5 Years	19	3.83	0.84
	5 – 10 Years	24	3.77	0.79
	More than 10 Years	29	3.76	0.77
Consumer rights and duties	Less than 5 Years	19	3.59	0.82
	5 – 10 Years	24	3.49	0.80
	More than 10 Years	29	3.60	0.72
The Questionnaire	Less than 5 Years	19	3.67	0.53
	5 – 10 Years	24	3.59	0.61
	More than 10 Years	29	3.56	0.58

Tables 7, 8 and 9 show that there are differences, And MANOVA test was used. In table 10.

Table 10. MANOVA test results on domains according to the study variables

Source	Domains	Sum Squares	DF	Mean Squares	f-Value	Sig.
Sex	Consumption awareness domain	8.629	1	8.629	10.575	*0.001
Hotling Value=0.957 Sig=0.001	Sustain consumption	7.624	1	7.624	9.749	*0.001
	Making the consumption Decision	9.008	1	9.008	10.560	*0.001
	Consumer rights and	7.299	1	7.299	9.101	*0.001

Academic Qualification	Consumption awareness domain	9.328	1	9.328	11.431	*0.001
Hotling Value=0.966 Sig=0.001	Sustain consumption	7.622	1	7.622	9.747	*0.001
	Making the consumption Decision	8.114	1	8.114	9.512	*0.001
	Consumer rights and duties	7.991	1	7.991	9.964	*0.001
Experience	Consumption awareness domain	17.098	2	8.549	10.477	*0.001
Wilcks Value=0.328 Sig=0.219	Sustain consumption	1.254	2	0.627	0.802	0.213
	Making the consumption Decision	1.242	2	0.621	0.728	0.347
	Consumer rights and duties	1.176	2	0.588	0.733	0.338
Error	Consumption awareness domain	54.672	67	0.816		
	Sustain consumption	52.394	67	0.782		
	Making the consumption Decision	57.151	67	0.853		
	Consumer rights and duties	53.734	67	0.802		

- Significant at ( $\alpha \leq 0.05$ ).

Table 10 shows that:

- There are differences between the means according to sex variable in favor of females.
- There are differences according to academic qualification variable in favor of high studies.
- There aren't any differences domains according to the experience variable except for consumption awareness domain. And Scheffe' test was used. The results in table 11.

Table 11. Scheffe' test results on the consumption awareness domain according to the experience variable

Experience	Means	Less than 5 Years	5 – 10 Years	More than 10 Years
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		4.28	3.79	3.84
Less than 5 Years	4.28		0.49*	0.44*
5 – 10 Years	3.79			0.05
More than 10 Years	3.84			

- Significant at ( $\alpha \leq 0.05$ ).

Table 11 shows that there are differences at ( $\alpha \leq 0.05$ ) between the mean of (Less than 5 Years) and mean of (5 – 10 Years and More than 10 Years), in favor of (Less than 5 Years).

Also, the researchers computed the three-way-ANOVA for the differences among the sample subjects' responses on the questionnaires' domains as whole according to the variables. The results in table 12.

Table 12. Three-way-ANOVA test results for the differences among the means of the subjects' responses on the questionnaires' domains as whole according to the study variables

Source	Sum Squares	DF	Mean Squares	f-Value	Sig.
Sex	5.266	1	5.266	8.521	*0.001
Academic Qualification	5.599	1	5.599	9.060	*0.001
Experience	1.43	2	0.715	1.157	0.342
Error	41.406	67	0.618		
Total	92.451	71			

- Significant at ( $\alpha \leq 0.05$ )

Table 12 shows that there are differences between the questionnaires' domains as a whole according to sex variable in favor of females. There are significant differences between the means of the subjects' responses on the questionnaires' domains as a whole according to the academic qualification variable in favor of high studies. While there aren't any differences on the questionnaires' domains as a whole according to the experience variable.

Results showed the differences with statistical significance between means of the teacher's responses to different fields of the questionnaire as a whole according to sex variable in favor of the females. The researchers might attribute that to the importance of consumption and its topics among the females generally since the female is the one who often estimates the family's needs of the products and goods.

Also, females have great role in managing the house affairs, and they have a greater role in directing the sons and the husbands towards rational consumption behavior. She is the one who controls the expenditures in the house, and spreads these guidelines among society's individuals.

It is noted that during corona pandemic women have arranged the family's priorities, and took care of the necessary products, abandoning previous habits before corona pandemic. This crisis has directed women at their houses to economy and saving and not to buy the unnecessary products and goods.

Also, there are differences with statistical significance between means of the teacher's responses to the questionnaire's fields as a whole according to the difference in academic qualification in favor of the graduate studies. The researchers might attribute this result to knowledge of graduate studies teachers about the consumption education to piles, and their underfunding of the topic in a greater way It is worth mentioning in this respect that when the teachers have knowledge about the appropriate

consumption ways, this makes them greatly able to develop consumption education in students' learning environment and implanting saving culture inside them. And necessity developing education according on using consumption education in dealing with daily practical problems and situations (Al-Ziadat & Qatawi, 2014).

While there are no differences with statistical significance between means of the teachers' response to the questionnaires fields as a whole according to the experience variable except the consumption awareness field, the researchers might attribute that to the absence of the sufficient training regarding consumption education topics for all teachers, or the absence of the sufficient knowledge about its topics. And this result is compatible with the results of the studies by (Harmoinen's, 2019 & Soafi, 2017).

## 10. Recommendations

The researchers recommend the follow:

1. Conducting training courses to teachers regarding how to develop the students' consumption education.
2. Necessity for including consumption education topics in the studying curricula of all school stages.
3. Directing the medina towards the enlightenment about how to rationalize consumption and develop students' consumption education specifically.
4. Conducting more studies about the consumption education and the ways to develop it in the students.

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