

The Effectiveness Of Employment Ethical Analysis Approach While Teaching Historical Issues In Developing Decision Making Skill And Students' Attitudes Toward History

Sanaa Mahmoud Al-Dmour¹ and Hani Hatmal Obaidat²

¹University of Yarmouk, smoh9968@gmail.com

²Department of Curricula and Teaching Methods- College of Education -University of Yarmouk, hani.o@yu.edu.jo

ABSTRACT:

This study aimed to identify the effectiveness of employing an ethical analysis approach while teaching controversial ethical historical issues in developing tenth-grade students' decision-making skill and their attitudes towards the subject of history. In this study, the quasi-experimental method was implemented to measure the decision-making skill test on the historical and ethical controversial issues in tenth-grade students (sixty-eight students). In addition, students' attitudes towards the history subject were measured. The measurements' reliability and validity were confirmed. When the decision-making of skill test was applied to the historical and ethical controversial issues, a significant difference was observed favoring the ethical analysis approach, which can be attributed to the teaching method. The results also showed significant differences on the scale of students' attitudes towards history due to the teaching method and in favor of the ethical analysis approach. It can be concluded that steps of the ethical analysis approach used in teaching controversial issues in history improve the decision-making skill and students' attitudes toward the subject of history.

Keywords: Ethical analysis, historical issues, decision-making skills, and Attitudes toward History.

I. Introduction:

The difference in ethical standards viewpoints resulted from the historically controversial issues that led to conflicts and disputes between individuals, groups, and institutions and need to be addressed, as indicated by many researchers, including [Löfström, Ammert, Sharp & Edling \(2020\)](#). And need a practice that represents the diverse nature of points of view and consideration of values that criterion for judging individuals' behavior based on controversy and deliberation within pre-prepared methodological steps through which causal arguments are presented. In addition, individual participation in

activities based on presenting ethical problems and disputed issues is needed.

The practice of rational debate and dialogue to identify and coordinate the different points of view and conceptualize fair decisions that respond to the rights and needs of the other parties in ethical issues has been encouraged in the past, [Bermudez \(2015\)](#). These decisions are strongly related to the predicting an explanation of how to distinguish the positions of individuals in the past and the difference in the value perspective of their concepts of right and wrong, together with considering the difficulty in teaching these subjects due to ethical relativism, which varies according to cultural differences ([Graham, 2011](#); [Tosh,](#)

2015). In addition, historical facts are impossible to perceive, as described by the [American Historical Association \(AHA\) \(2008\)](#) in describing the dialectical history.

The AHA also emphasized presenting historical facts within the context of the teaching lesson as part of the inquiry approach usually comes unplanned by the teacher for reasons related to the orientation with focusing on the basic concepts related to the content and the acquisition of knowledge and historical understanding of facts. [Hess \(2005\)](#) added that presenting these facts in history classes is limited in practice by teachers due to their different attitudes towards them from denial, avoidance, or focus on showing them. For example, the teacher may choose to deny the existence of ethical historical controversy in the classroom to avoid dealing with it or avoid raising it, fearing the conflict that may occur or focusing on the issues if he believes in addressing them. Some teachers may move toward balancing students' views when raising the controversial issue of history in a balanced analysis of the problem and without prejudice to the opinion.

The Issues need to motivate them to search for an explanation of reality as a contributing factor to developing skills like thinking and understanding. And this study emphasizes enhancing students' skills in interpretation and prediction by looking at the views of individuals in the past and explaining their behavior, and critiquing historical events, through the exchange of ideas between students, in addition to giving them the ability to distinguish between the right and wrong and possessing ethical principles. In addition, his study explores the effectiveness of using an ethical analysis approach when teaching historical issues, which are recognized by their moral dialectical character.

2. Study background:

2.1 The nature of history and the nature of ethical historical controversial issues:

Developing thinking skills is one of the most prominent educational goals that educational institutions seek to develop in an individual. The raising of a student's capability to make sound decisions when facing problems can be achieved by

nourishing educational opportunities and exposing them to experiences that develop decision-making skills. For example, providing an appropriate educational environment that adopts adaptable teaching strategies that are appropriate to the educational content presented in the school curriculum.

History topics help develop the thinking skill due to their nature, which is full of information and facts. It's understanding allows practicing the skill of thinking, such as analysis, linkage, and interpretation ([seixas&Morton,2013](#)). History, by its nature, deals with historical events that enable understanding and performance of the past and prove the relationship between causes and consequences that led to historical events in a sequential manner by establishing links between causes and events. Once these links are understandable, a realistic and accurate interpretation of events can clarify the trends and patterns of change in societies' lives, which help human societies understand the present and formulate the future ([Evans, 2002](#)).

According to Seixas and Morton, history helps to understand the views of individuals in the past and the reasons for decision-making and decision alternatives. Accordingly, students will be able to make a fair evaluation of their decisions to reach a reasonable judgment on their behavior and make the student understand ethical decisions related to political and economic conditions in the past, and able to negotiate ethical dilemmas, historical and ethical dialectical issues are among the topics in history. Students can be trained in the skill of thinking and analysis with thoughtful attention to the existence of ethical dilemmas that need to be resolved ([seixas&Morton,2013](#)).

According to ([Tanner & Christen, 2014](#)). This method of ethical analysis can be used where controversial ethical issues exist and need to differentiate between right and wrong, such as contemporary social, political, and legal controversial issues, in addition to the current events that have an ethical dimension, such as terrorism, violence, displacement, and political corruption with their consequences of controversial historical issues that continue

to have an impact on societies such as racial discrimination, slavery and its abolition, (Winkler, 2012) added that ethical analysis used to analyses issues such as execution, discrimination, hunger, poverty, and environmental issues, and contemporary controversial issues that have resulted from technological and medical progress Such as euthanasia, abortion, genetic research and cloning, and legal issues to measure the extent and compatibility of legal and political provision for ethical principles.

Ethical controversial issues are characterized by the presence of emotional aspects and reals, or perceived injustice in the past by an individual or a group of individuals, often associated with issues of discrimination based on race, gender and social class, politics, ethics, culture, and language (Marry, 2020). Salevouris and Furay's emergence of these controversial issues is the diversity of historians' opinions on how to judge them (Salevouris & Furay, 2015). Where possible, the historian's commitment to objectivity is related to the time and place of the event and understanding of the motives, intentions, and habits of individuals. This objectivity can be attained through the practice of ethical analysis, where ethical dilemmas are identified within a theoretical framework and subjected to a procedural analytical approach through thinking about their root causes; followed by searching for logical, ethical alternatives; and issuing a reasonable judgment about actions and choices to solve them (Cotton & Tarvydas, 2016).

2.2. Ethical Analysis Approach as a Teaching Tool:

There are two uses for the ethical analyses approach, the first is to use it as a tool for analyzing the ethical behavior of individual's dealings with it daily, and the second is a tool to teach ethical subjects and adopts an organized, sequential teaching process of ethical issues through which students are trained to differentiate right and wrong behavior within rules of analysis and logical discourse (Ibrahim, 2021). It can be executed through three main steps: clarification, analysis, and argument (Liesel et al.; 2004). The basic steps represented in

the ethical commentary are logical argument and justification according to standards, evaluation, and judgment. Therefore, the role of the teacher and the learner is participatory and interactive in ethical analysis. Where the role of the learner is to frame ethical issues; identify them; ask questions about the reasons for ethical issues; write down the reasons extracted from the class discussion, and research aspects of the issue through students' previous information about it. Then the students are asked to discuss the controversy about the benefits and harms, analyze the issue where needed, collect additional information, and make decisions about it (Ambu Saidi, 2018).

The use of ethical analysis in teaching aims to help students develop arguments, express their views, understand the importance of ethical analysis and its practical results in reality and take responsibility for the consequences of their decisions, and push students to listen to other points view and distinguish between opinions. Conflicting about right and wrong by presenting ethical issues and conducting a logical ethical debate about them and practicing ethical questioning to be able to solve ethical dilemmas Ethics and getting to know others' points of view by forcing the student to think about assumptions and consequences of ethical beliefs and defend points of view based on evidence. Trace also helps ethical decision-making process in the classroom to be used in practical life as in Harris & Johansen (2008), and According to (Ambu Saidi, 2018) using ethical analysis approach in teaching develops decision-making skill, and accepting the opinions of others, developing accuracy of observation, relying on evidence (K) also enhancing students' ability to make decisions in a more appropriate manner and on scientific grounds, and recognizing the ideas and beliefs that students hold and the capabilities to debate scientifically, write, speak in front of the public, find correct arguments, develop citizenship through dialogue, present their views, learn how to evaluate alternatives, and weigh evidence to reach a value and ethical decision, and enhance the ability to understand Issues and matters.

2.3. Decision making skill:

Rational decision-making is based on choosing the optimal alternative by presenting rational arguments in line with the existing logical principles. Selecting the optimal choice is performed through analyzing the situation, evaluating the results and consequences, and using criteria to infer the best alternative by establishing the minimum standard followed by excluding options that do not fulfill it as well [Čerešník, \(2012\)](#). It should be pointed out that the principle that individuals rely on when interpreting and processing information related to decision-making about the best choice depends on the cognitive schemes that they possess of values, habits, and beliefs that represent a weight mechanism between choice and value, which makes the first alternative that they receive is the best alternative ([Oliveira, 2007](#)).

[Uzonwanne \(2016\)](#) reported that complete rationality when choosing among a set of alternatives is done through a logical evaluation to reconcile the available options with the expected value in light of several points, including the choice consequences and the assumptions of the decision-making rationale of the most valuable opportunity. This is usually achieved through knowledge, research, and gathering facts and information. The steps also involve determining the problem, gathering facts, options, and alternatives, choosing the best choice in analyzing and evaluating the results for the best options, as for other irrational forms of decision-making, represented by the intuitive, approved, and avoidance method, they are not based on thinking or logic, where instinct is the primary motive for decision-making, and dilemmas need to be identified.

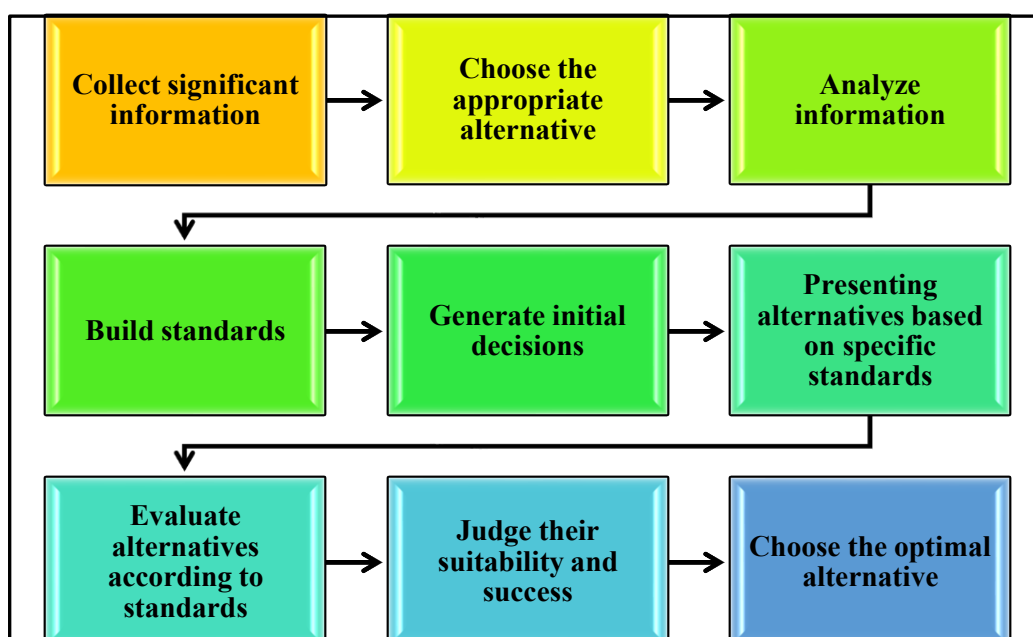
The ethical approach involves setting a framework with two components, one with a procedural practice and another for thinking practice to determine the causes and consequences of the dilemma, develop alternatives, choose the best option to solve it within a negotiating style and use a criterion to judge the best choice ([Cotton &](#)

[Tarvydas, 2016](#)). According to the ethical analysis approach, the framework is related to providing logical arguments and judging by accepting ethical arguments or rejecting ethical arguments and providing ethically appropriate alternatives to solve ethical dilemmas within ethical deliberation ([Copp, 2009](#)). Linking the practices of the ethical analysis approach with decision-making skill indicated that decision-making represents a study and selection process. The selection of alternatives is performed according to the closest to the target. It depends on the existence of information analysis, building standards, and determining the extent to which the alternative conforms to the standards ([Qatami, 2009](#)).

According to [Shehata & Al-Najjar \(2003\)](#), the thinking process that includes higher thinking skills, such as analysis and evaluation, aims to reach the best alternatives and solutions in a decision-making situation. However, it may be arbitrary based on an objective assessment of the situation, including taking steps to reach the decision, which is based on the criteria that are used to judge the alternatives.

The procedural steps of the decision-making process were reported previously, and include practicing skills in several steps depicted in scheme 1 and are listed below ([Abdul Aziz, 2007](#); [Jarwan, 2007](#); [Qawasma & Abu Ghazla, 2013](#)).

- Seeking to collect the most significant amount of information related to possible alternatives to the solution.
 - Choosing the appropriate alternative within a proper strategy to reach the proper solution based on the foundations of thinking,
 - Analyzing information,
 - Building standards, - Generating alternatives or initial decisions,
 - presenting alternatives based on specific standards,
 - Evaluate alternatives according to standards,
 - Evaluating them to judge their suitability and success and,
- Choosing the optimal alternative within a set of thinking skills.



Scheme 1: The procedural steps of the decision-making process ([Abdul Aziz, 2007](#); [Jarwan, 2007](#); [Qawasma & Abu Ghazla, 2013](#)).

In addition, choosing the best alternatives involves many thinking skills that are listed in Table 1.

Table 1: List of thinking skills needed in decision making ([Sa'ada, 2006](#)).

- The skill of solving problems.
- The skill of determining relationships between causes and results.
- The skill of reaching solutions by working on the provided information.
- The skill of classifying into categories based on common characteristics.
- The skill of arranging events.
- The skill of comparison to examine ideas and situations.
- The skill of identifying priorities.
- The skill of Identification of problems.
- The skill of forecasting based on employing is the knowledge provided to reach solutions.
- The skill of making judgments.

Several studies have attempted to examine the effectiveness of the ethical analysis approach in teaching and related topics, including teaching history, such as the study performed by [El-Desouki \(2017\)](#). In her study, the effectiveness of an ethical analysis-based program was implemented in teaching history topics to test the development of skills related to values-judgment, tolerance, and accepting others among the preparatory stage students. The study that involved (44) students applied the quasi-experimental approach with one group of pre and post-measurements. The results

showed statistically significant differences between the students' performance averages in the pre-and post-application of the observation card for the skill of value judgment in favor of the post-application and the values of tolerance and acceptance of the other in favor of the post-application. In addition, there was a statistically significant correlation between the mean performance scores of students in the pre-and post-application of the dimensions of the value judgment skills, tolerance, and acceptance of others.

Another study by [Ibrahim \(2021\)](#) aimed to identify the effectiveness of using the ethical analysis approach in developing some values of responsibility. The study investigated the social responsibility values and the skill of coexisting with the others in the history subject among (60) students in the second-year secondary students. The study design involved two equal groups: the experimental group (30) students who studied according to the ethical analysis approach and the control group (30) students who studied in the traditional means. The results showed that there statistically were significant differences between the mean scores of the students of the experimental and control groups in favor of the post-application to test the values of social responsibility and coexistence skills with the other.

Other studies also dealt with the effectiveness of using an ethical analysis approach on other topics. For example, [Al-Zunaidi \(2020\)](#) studied the effectiveness of a program for teaching social-scientific issues in a chemistry course based on the approach of ethical analysis through developing the skill of reflective thinking among secondary school students in Riyadh. She adopted an Experimental one-group approach with pre-and post-measurement, involving (28) third-grade secondary students selected through a multi-stage cluster random sampling and random selection using a scale for the reflective thinking skill. A statistically significant difference between the mean scores of the pre-and post-applications at the significance level for all the reflective thinking skills in favor of the average degrees of the post-application of the reflective thinking skills scale was observed. In [Ahmed's \(2020\)](#) study, the effect of the teaching of a proposed study unit in an Islamic course for first-year secondary integration school students (eight girls and four boys) in Buraydah (Saudi Arabia). The study was designed using an ethical analysis approach by developing appropriate work and production values. The results showed statistically significant differences between the pre-test and post-test mean in developing students' work and production values.

The current study investigates the effectiveness of using the ethical analysis

approach during historical teaching issues in the history courses and its impact on developing the decision-making skill on historical topics. These skills are categorized to fit the steps of the ethical analysis approach to recognize the impact of using the ethical analysis approach on students' attitudes towards the history topic.

3. Methods and procedures

3.1 Study Design

The design of two equal groups (experimental – control) was followed, with pre-and post-measurements for each of the experimental and control groups for the tenth grade.

3.2 Context and participants

The study population consisted of all tenth-grade female students who study history in public schools affiliated with the Directorate of Education in Kasbah Zarqa, with a total number of 4618 female students in the academic year 2021/2022, distributed over (31) schools and (120) divisions as described by the published statistics of the Directorate of Education of Kasbah First Zarqa on Feb 14th, 2022.

The study sample was randomly selected and consisted of (68) female students in the tenth grade at the Princess Rahma Comprehensive Secondary School for Girls in the second semester of the academic year 2021/2022, divided into two divisions: the control group and the experimental group as described below

Control group. This group consisted of (32) students from Division “C” of Princess Rahma Comprehensive Secondary School for Girls, and the original number of members of the division was (34) who studied the history textbook assigned for the tenth grade traditionally.

Experimental group. This group consisted of (31) students from class “B” from Princess Rahma Comprehensive Secondary School for Girls. The number of members of the original class was 32. One of the students studied a home study. The experimental group studied the fourth unit (the era of revolutions and the Great Arab Renaissance) described in the history book for the tenth

grade. According to the specific outcomes of the unit lessons, the historical and ethical controversial issues were studied during the presentation of the lesson according to the ethical analysis approach as planned in the teacher's guide prepared for these specific issues.

3.3. Procedure /data collection

The descriptive-analytical approach was used in describing and analyzing the literature related to theoretical literature and ethical historical dialectical issues. At the same time, the quasi-experimental process adopts the design of an experimental group and a control group to identify the impact of employing an ethical analysis approach while teaching historical issues in the historical studies. This design was used to investigate the development of decision-making skill and attitudes toward the history of the tenth-grade students to test the study questions.

Study material: According to the ethical analysis approach, the study material consisted of the teacher's guide, including historical controversial issues related to the unit lessons (the era of revolutions and the Great Arab renaissance). It consists of (5) lessons, with two historical and ethical dialectical issues for each lesson, each directly related to the lessons' outcomes. The following is the description of the procedure for its preparation:

1- Examining the educational literature and previous studies related to the subject of ethical analysis trends, such ([Cotton & Tarvydas, 2016](#)), ([Gensler, 2011](#)), ([Lisel, et al., 2004](#)),([El-Desouki 2017](#)),([Ambu Saidi, 2018](#)),

2- Revisiting the general framework, and general besides private outcomes of the history study for the primary and secondary education stages issued by the Curriculum

and Textbook Department of the Ministry of Education and approved by Education Council Resolution, and the history book for the tenth grade (part two) to select the unit. which is scheduled to be taught in the schools of the Hashemite Kingdom of Jordan based on Education Council Decision No. (48/2016) dated 6/3/2016, where the general outcomes, concepts, skills, and content of the unit's study material were determined.

3- Revisiting the historical literature to determine ethical and historical controversial issues appropriate to unity, such as ([Al-Nayrab,1997](#)), ([Kalaji, 1994](#)), (Al-Qibla) [\[1\]^a](#) newspaper, the first year, 1334 AH / 1916 AD), ([Carnier,1983](#)), ([Stearns, 2013](#)) ([Gilbert, 2014](#))

4. Determining the historical cases. Ten cases were selected, with an average of two cases for each lesson. The following paragraphs describe them:

- Lesson One: The American Revolution and the issue of British colonialism in North America and the issue of labor in the cotton and tobacco plantations in the colonies were identified for it.

- The second lesson: The French Revolution and the issue of class in France, the financial crisis during the reign of King Louis XVI, and the issue of the meeting of the public representatives at the tennis court.

- Lesson Three: The Industrial Revolution and the issue of child and women labor in factories at the beginnings of the Industrial Revolution and the issue of working conditions in factories at the beginnings of the Industrial Revolution

- The fourth lesson: The Great Arab Revolt, and the issue of the distortion of the Federalists, the translation of the Noble Qur'an into the Turkish language without adopting any of the books of interpretation, and the issue of the position of Sharif Hussein bin Ali and Wahib Pasha, the

[\[1\] cont.](#) The first Hashemite Arab newspaper issued in the Hijaz. It was published twice a week (Monday and Thursday). It documented the news of the Great Arab Revolt in Hijaz, and the military operations of the Eastern and Northern Arab Renaissance armies, as well as dealing with the most prominent Arab, Islamic and even global issues in that period. Some of her articles were written and edited by Sharif

Al-Hussein bin Ali, and her first editor-in-chief was Muhib Al-Din Al-Khatib. The newspaper gained its importance from being the main source that chronicled the Great Arab Renaissance from various aspects.

<https://www.rhdc.jo/documentary-platforms/Qibla-Journal>

Ottoman governor, from the entry of the Ottoman Empire into World War I on the side of Germany.

- The fifth lesson: Significant major wars of the twentieth century, with the issue of ethical stances from World War I and the case of the United States dropping nuclear bombs on the cities of Hiroshima and Nagasaki.

5 -Determining the location of ethical historical controversial issues in proportion to the presentation of the outcomes of the lesson, which are the basis for presenting ethical issues.

6 -Preparing the teacher's guide to the historical, ethical issues according to ethical analysis trends within the following procedures:

7. Determining the general objectives of the unit and the specific outcomes for each lesson.

8. Determining the remarkable outcomes of the issues raised in the lesson according to the approach of ethical analysis

9. Designing teaching steps for issues according to an ethical analysis approach

10. Designing worksheets that include questions to be asked to group that are consistent with the outcomes of the ethical analysis approach and include the following questions:

- Defining the ethical issue according to the participants in the event and describing their ethical stances and what the ethical problem in the text is.

- Determining the dimensions of the ethical issue: extract from the text the reasons that helped create the ethical dilemma; what are the consequences of the events; link the causes and results with a relationship that takes into account ethical standards,

- Analysis of ethical principles: This includes classifying the positions of the participating parties according to ethical standards. In addition to providing evidence from the text that demonstrates the validity of the link with ethical standards

- Setting ethical alternatives: What are the possible options to solve the ethical problem, suggest ethical criteria for arranging the alternatives, and arrange the alternatives according to ethical standards and their importance to the participants in the ethical dilemma.

- Critical analysis of alternatives and decision-making: Do the other options proposed by your group fit the value criteria? Fit means the least conflict between values. Rank the other options in order of priority. What is the appropriate choice? Depending on the alternative you choose, what do you expect to happen?

11- Designing an ethical judgment scale regarding the literature related to ethical philosophy and ethical analysis, such as ([Copp, 2006](#)) ([Cotton & Tarvydas, 2016](#)),

and preparing the teacher's guide consists of two parts: the introduction to the ethical analysis approach and the planning of each unit lesson. The introduction included clarification of the importance of the guide and the definition of the ethical analysis approach, the objectives it seeks to achieve, the teaching steps according to the ethical analysis approach, the role of the teacher, and the student's role according to ethical analysis trend.

In addition, the definition of ethical thinking, the standards of ethical judgment used by the student and the teacher, and the models of the worksheets used. The second part contains planning lessons in the era of revolutions and the Great Arab Renaissance. Each of them included determining the case's location and determining the time needed for implementation and planning lessons according to the ethical analysis and materials.

The learning resources used, assessment strategies and tools, the outcomes for each lesson, presentation of historical and ethical controversial issues, and implementation steps, and ensuring the validity of the guide's content as it was presented to (5) educators specialized in the educational field, including the field of social studies curricula and methods of teaching and the field of history.

4. Study tools:

4.1. The study tools consisted of two tools: the decision-making skill test, and the attitude scale towards the history section.

The decision-making skill test was prepared according to the following steps:

- Ethical analysis and planning of each lesson in the unit
- Determining the objectives and purposes of the test, which are represented in test the decision-making skill in historical and ethical controversial issues, and referring to the educational literature related to decision-making skill, such as ([Sa'ada, 2006](#)), ([Al-Titi, 2001](#)), ([Qawasmeh & Abu Ghazla, 2013](#)), ([Qatami, 2009](#)). Furthermore, reference to previous studies related to the skill of decision-making, such as a study ([El-Desouki, 2017](#)), and reaching the most critical decision-making skill, namely: defining the ethical issue, organizing information and its sub-skill (comparison, classification, and arrangement), analyzing information and its sub-skills (determining the causes, determining the results, and determining the relationships between causes and results). Define the goal and its sub-skills (Formulation of the plan, order of priorities, judging the possibility of achieving goals), the search for alternatives and its sub-skills (inventory of alternatives, selection of the best option, prediction), and the formulation of scale indicators related to the decision-making skill test, and it reached in its initial form (27) items.
- The validity of the test was evaluated by a group of experienced and specialized arbitrators to express their opinions on the validity of the test and its suitability for the age group covered by the study.
- Test stability has been verified by the test-retest method by applying it after two weeks on an exploratory sample consisting of (31) students from outside the study sample. Then the Pearson correlation coefficient was calculated between their estimates at both times, as it reached (0.90) for the test.

4.2. A scale of students' attitudes towards history was prepared according to the following steps:

A review of educational literature related to attitudes towards history ([El-Jamal, 2005](#)), ([Amasha, 2010](#)), and a review of previous

studies on attitudes towards history, such as a ([Fayed, 2015](#)), ([Allam, 2019](#)).

, and determining the objective of the scale, which is to reveal the students' attitudes towards the subject of history, Determined the scale type where the Likert method was chosen, which is few, medium, to a large extent, and to ensure the validity of the scale was presented to a group of arbitrators with experience and competence, and their observations were taken and the scale became in its final form consisting of (22) items and to ensure the stability of the scale of trends towards the history study, Verified by test method and re-testing by applying the scale and re-applying it after two weeks on a group outside. The study sample consisted of (31) female students, and then the Pearson correlation coefficient was calculated between their estimates at both times, reaching (.581) at the significance level ($0.01 \geq \alpha$). According to Cronbach's alpha equation, the stability coefficient was also calculated using the internal consistency method, as it reached (.8769).

5. Statistical assessment:

Arithmetic averages, standard deviation, and t-test were used to extract the significance of the differences between the mean scores of the experimental group in the pre-application to test decision-making skills.

The significant differences between the mean scores of the experimental group and the control group in the post-application of the decision-making skills test, the arithmetic averages, and standard deviations were calculated, and the associated analysis of variance (ANCOVA) was used to adjust the effect of the differences between the two groups on the pre-test,

The Arithmetic averages and standard deviations were used to extract the significance of the differences between the mean scores of the experimental group in the tribal application of the Attitudes toward History scale, and to extract the value of the differences between the mean scores of the experimental group and the control group in the post-application of skills test Decision-making. The arithmetic averages and standard deviations were calculated and the

accompanying analysis of variance (ANCOVA) was used to adjust the effect of the differences between the experimental and control groups on the trends scale towards the post-history study.

6. Results and discussion

The first question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the arithmetic averages of the experimental and control group on the decision-making skill test due to the teaching method (normal, ethical analysis trend)?

To answer this question, the arithmetic averages and standard deviations of the total score, before and after, were calculated for

the two experimental and control groups. Table (1) shows that there were statistically significant differences at the significance level ($\alpha 0.05$) in the arithmetic averages due to the effect of teaching historical, ethical controversies according to the students' ethical analysis approach on test decision-making skills (defining the problem, organizing information, analyzing information, determining the goal, Search for alternatives) and it was in favor of the experimental group, where the arithmetic mean of the experimental group on the post-test of decision-making skill reached (16.80) with a standard deviation (3.62), and the arithmetic mean of the control group on the post-test of decision-making skill reached (9.95) and a standard deviation of (3.16).

Table (1): Arithmetic averages and standard deviations of the total score of the experimental and control groups, before and after, the decision-making skill test

The group	before		after		average	
	Mean	Standard Deviation	Mean	Standard Deviation		Error
Experimental	9.17	2.60	16.8	3.62	16.75	0.63
Control	8.37	2.57	9.50	3.16	9.95	0.63

The results showed that there were statistically significant differences at the significant differences at ($\alpha 0.05$) in the arithmetic averages due to the effect of teaching historical controversies issues according to the ethical analysis approach on test decision-making skills (defining the problem, organizing information, analyzing information, determining the goal, Search for alternatives) and it was in favor of the experimental group, where the arithmetic mean of the experimental group on the post-test of decision-making skill reached (16.80) with a standard deviation (3.62), and the arithmetic mean of the control group on the post-test of decision-making skill reached (9.95) and a standard deviation of (3.16).

The superiority of the experimental group in the decision-making test can be explained by the fact that putting forward historical issues according to ethical analysis is grounded on logical analysis, and depends on the vacuity of a judgment criterion, which helped the scholars to exercise the skill of decision-making grounded on discussion, opinion and collaborative commerce among

scholars, which gave the scholars the occasion To freely express their opinion in an active classroom terrain, as well as linking the scholars 'comprehensions of ethical issues and their knowledge of contemporary and particular issues and using their information in the assignment and motivating them to present their opinions freely while esteeming the diversity of others ' opinions views, and using worksheets that contain questions that combine the procedural way of the trend of ethical analysis and compatible with the main decision-making skill helped develop the sub-skills of decision-making, in the first step, which is to identify the ethical issue when the schoolteacher asks questions to the scholars Through the worksheets and also agitating them with the scholars.

The second question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the arithmetic averages of the experimental and control groups on the scale of attitudes towards the

history of history due to the teaching method (normal, ethical analysis trend)?

To answer this question, the arithmetic means and standard deviations of the total

score, before and after, were calculated for the experimental and control groups. Table (2) shows this:

Table (2): Arithmetic averages and standard deviations of the total score for the experimental and control groups, before and after, on the scale of trends toward the study of history

The group	after		before		Error
	Mean	Standard Deviation	Mean	Standard Deviation	
Experimental	1.77	0.38	2.39	0.42	2.37
Control	1.86	0.33	1.98	0.36	2.00

The results showed that there were statistically significant differences between the experimental and control groups in the scale of attitude toward the study of post-history, which came in favor of the experimental group that learned using ethical analysis, where the computation means on the scale of the attitude of the experimental group was (1.77) with a standard deviation of (0.38), While the computation means of the post-test was (2.39) with a standard deviation of (0.42), while the computation mean of the control group on the post-test was (1.98) and with a standard deviation (0.36).

The results show that using ethical analysis created an interactive atmosphere among the scholars and the content of history subject, which focuses on presenting historical information with the practice of debate and opinion-exchange conditioning about ethics, making the scholars more interactive, which enhanced decision-

making skill, and encourage scholars and make them more apprehensive in decision-making through the exchange of ideas, and the sufficient literal knowledge allows for the allocation of ethical judgments, distinguishing the unethical aspects of data and their source, conducting ethical conversations through them and coming up with an explanation for them, and the interactive discussion within the workgroups came as a catalyst for adding scholars' allowing about ethical generalities, also, raising ethical issues related to values raises the scholars' provocation towards literacy.

The data according to the difference of the group variable (the usual method, ethical analysis trend), after adjusting the tribal performance (the common variable) the ANCOVA One Way test was used to perform the study sample on a planned scale for research in history, as shown in the table (3).

Table (3): The results of the one-way covariance analysis (ANCOVA) for the total score on the scale of attitudes towards the study of history between the experimental and control groups.

Contrast source	Sum of squares	Degrees of freedom	Mean squares	F	Indication level	Effect size
Tribal	1.24	1	1.24	9.30	0.00	0.14
The Group	2.04	1	2.04	15.23	0.00	0.211
The Error	7.62	57	0.13			
Total	11.32	59				

It is noted from Table (3) that there are statistically significant differences between the experimental and control groups in the measure of attitudes towards the post-history study, and in light of the adjusted averages of the experimental group and the control group, we find that the differences between the two groups came in favor of the experimental group that learned using the method of ethical analysis curve this can be explained by the fact that teaching the experimental group according to the approach of ethical analysis has contributed to making learning history more interesting and motivated, which is consistent with previous studies, and made it easier for students to understand historical controversial issues aim, and awareness of the causes and results to reach an explanation that led to the ethical dilemma

7. Recommendations

The researchers recommend that history preceptors use the ethical analysis approach in teaching historical issues because it is

important in developing students' decision-making skills and forming positive attitudes toward the study of history and that history preceptors use this approach in tutoring literal issues based on the study's findings, and conducts studies to probe the differences in the effectiveness of employing ethical analysis according to the difference between males and females, and includes history class educational conditioning dealing with the analysis of controversial issues according to the approach of ethical research, and trains history preceptors according to the ethical analysis approach to its significance in tutoring history.

7.1. Thanks and appreciation:

The two researchers appreciated the students and the class teacher who participated in the study, and the school administration. The current study was supported by the Deanship of Scientific Research of the College of Graduate Studies and Scientific Research at Yarmouk University.

Appendix A

Table (4): The results of the multiple joint analyses of variance (MANCOVA) for decision-making skills between the experimental and control groups

Contrast source	Skill	Sum of squares	Degrees of freedom	Average sum of squares	F	Demantic level	ETA
Defining the problem	Defining the problem	0.03	1	0.03	0.03	0.87	
	information organization	0.94	1	0.94	0.80	0.38	
	information analysis	0.39	1	0.39	0.34	0.56	
	determining the goal	0.24	1	0.24	0.22	0.64	
	Searching for alternatives	2.64	1	2.64	1.93	0.17	
information organization	Defining the problem	0.03	1	0.03	0.02	0.88	
	information organization	0.28	1	0.28	0.24	0.63	
	information analysis	0.25	1	0.25	0.22	0.64	
	determining the goal	3.14	1	3.14	2.95	0.09	

	Searching for alternatives	5.34	1	5.34	3.90	0.05	
information analysis	Defining the problem	2.37	1	2.37	1.80	0.19	
	information organization	2.48	1	2.48	2.10	0.15	
	information analysis	0.54	1	0.54	0.48	0.49	
	determining the goal	0.01	1	0.01	0.01	0.94	
	Searching for alternatives	0.69	1	0.69	0.51	0.48	
determining the goal	Defining the problem	0.43	1	0.43	0.32	0.57	
	information organization	1.50	1	1.50	1.28	0.26	
	information analysis	6.14	1	6.14	5.50	0.02	
	determining the goal	2.49	1	2.49	2.34	0.13	
	Searching for alternatives	0.74	1	0.74	0.54	0.47	
Searching for alternatives	Defining the problem	0.81	1	0.81	0.61	0.44	
	information organization	0.22	1	0.22	0.18	0.67	
	information analysis	0.04	1	0.04	0.03	0.86	
	determining the goal	2.40	1	2.40	2.25	0.14	
	Searching for alternatives	0.09	1	0.09	0.07	0.80	
group	Defining the problem	53.40	1	53.40	40.54	0.00	0.43
	information organization	32.89	1	32.89	27.92	0.00	0.35
	information analysis	22.08	1	22.08	19.78	0.00	0.27
	determining the goal	22.78	1	22.78	21.41	0.00	0.29
	Searching for alternatives	14.33	1	14.33	10.49	0.00	0.17
error	Defining the problem	69.82	53	1.32			
	information organization	62.42	53	1.18			

	information analysis	59.18	53	1.12			
	determining the goal	56.41	53	1.06			
	Searching for alternatives	72.42	53	1.37			
total	Defining the problem	138.00	59				
	information organization	108.98	59				
	information analysis	89.93	59				
	determining the goal	93.60	59				
	Searching for alternatives	92.93	59				

The results of Table No. (4) indicate that there are statistically significant differences at ($\alpha \leq 0.05$) in the computation pars of all decision- making skill (defining the problem, organizing information, assaying information, setting the thing, searching for druthers) according to the group, grounded on the values of (F) reckoned as (40.45,27.92,19.78,21.41,10.49).

References

1. Abdel Aziz, S. (2007). Teaching thinking and its skills - practical exercises and applications. (1st ED), Amman: House of Culture for Publishing and Distribution
2. Abu Shaheen, A. (2012). The effectiveness of the approach of ethical analysis in social studies in developing the values of citizenship among students of the second year of middle school, Journal of Reading and Knowledge, 123,19-32.
3. Ahmed, M, S. (2020). A proposed unit in Islamic education using the approach of ethical analysis to develop the values of work and production among secondary school students "boys-girls" in the integration schools "intellectual disability", Journal of the Faculty of Education, Benha University, 31(122), 237-280.
4. Allam, H. (2019). A program based on the philosophy of history to develop the skills of historical interpretation and the attitude towards the subject among students of the History Division, Faculty of Education - Alexandria University, Journal of the Faculty of Education, 74(2), 1043-1139.
5. Al-Nayrab, M. (1997). The entrance to the history of the United States of America until 1877. Part 1, Cairo: New Culture House.
6. Al-Titi, M, H. (2001). Developing creative thinking capabilities. (2nd ED), Amman: Dar Al-Masirah for publishing, distribution and printing.
7. Al-Zunaidi, T,bin Zaid. (2020). The effectiveness of a program for teaching social scientific issues based on the ethical analysis approach in developing the reflective thinking skills of secondary school students in Riyadh, Journal of Educational Sciences, 24(3), 71-122.
8. Amasha, S, H. (2010). Psychological and social trends, types and approaches to measure them. Cairo: Arab Nile Group
9. Ambu saidi, A. (2018). Teaching interventions - models - strategies with practical examples. Amman: Dar Al-Masira for publishing, distribution and printing

10. American Historical Association, The Voice for History. (2008). A Report from The -American Historical Association on The Challenges and Opportunities for Teaching Emotive and Controversial History 3-19, An overview (report No.06.2020). Historical Association, The Voice for History.
<https://www.history.org.uk/secondary/resource/780/the-teach-report>
11. Bermudez, A. (2015). Four Tools for Critical Inquiry in History, Social Studies, and Civic Education, *Revista de Estudios Sociales*, 52, 102-115.
<http://dx.doi.org/10.7440/res52.2015.07>
12. Carnier, R. (1983). World War II (1942-1945). (P1), Beirut: Nawfal Foundation
13. Čerešník, M. (2012). Decision-making and Cognitive Structuring of Students at University. *Procedia - Social and Behavioral Sciences*, 55, 196–205.
https://www.researchgate.net/publication/257717081_Decision-making_and_Cognitive_Structuring_of_Students_at_University
14. Copp, D. (2009). Introduction: Metaethics And Normative Ethics, In D, Copp (Ed), *The Oxford Hand Book of Ethical Theory*. Oxford University Press.
<https://oxford.universitypressscholarship.com/view/10.1093/0195147790.001.001/acprof-9780195147797>
15. Cotton, R., & Tarvydas, V. (2016). *Ethics and Decision Making and Psychotherapy* (4th Ed). NY: springer publishing company.
16. El-Desouky, H, I. (2017). The effectiveness of the approach to ethical analysis in teaching history on developing the skill of value judgment and the values of tolerance and acceptance of the other among middle school students. *The International Conference of the Educational Society for Social Studies: Tolerance and Acceptance of the Other*, the Educational Society for Social Studies, 2, 839-936
17. El-Gamal, A, A. (2005). Teaching history in the twenty-first century - an educational vision that reflects the role of history curricula in facing the challenges of the new century. First edition, Cairo: The World of Books.
18. Evans, R. (2002). *Prologue: What Is History? Now In: What Is History Now?* David Canadine, Plagrave Macmillan Ltd.
19. Fayed, S. (2015). A suggested teaching strategy based on the use of the Swam model in teaching history to develop some dimensions of historical enlightenment and the attitude toward subject matter among middle school students, *Journal of the College of Education*, 57, 145-193.
20. Galal, H. (1973). *The French Revolution*. Cairo: The Egyptian House of Books Press.
21. Gensler, H, J. (2011). *Ethics: A Contemporary Introduction* (2nd Ed). New York, Routledge.
22. Gilbert, M. (2014). *The First World War A Complete History*. Rosetta Books LLC.
23. Gómez, V., & Royo, P. (2012). Ética Cívica: Integrando La Experiencia Vivida, *Calidad En La Educación*, 37: 205-221.
24. Graham, G. (2011). *Theories of Ethics: An Introduction to Ethical Philosophy with a Selection of Classic Reading*. UK; Routledge.
25. Gutierrez, S. (2015). Integrating Socio-Scientific Issues to Enhance the Bioethical Decision-Making Skills of High School Students, *International Education Studies*; Vol. 8, No. 1; 142-151.
26. Hand, M., & Levinson, R. (2012). Discussing Controversial Issues in the Classroom, *Educational Philosophy and Theory*, 44(6), 614-629.
<https://www.tandfonline.com/doi/abs/10.1111/j.1469-5812.2010.00732.x>
27. Harris, D & Johansen, C. (2008). Teaching the Ethics of Biology. *The American Biology Teacher*, 26, (5), 294-297.
28. Hess, D. (2005). How Do Teachers' Political Views Influence Teaching About Controversial Issues? *Social Education*, 69(1), 47-48.
https://www.socialstudies.org/system/files/publications/articles/se_6901047.pdf

29. Hyman, N. (2012). *The First World War (the series of daily life throughout history)*. (1st ED), translated by Hassan Owaidah Abu Dhabi: Abu Dhabi Authority for Culture and Publishing
30. Ibrahim, A, I. (2021). The effectiveness of using the ethical analysis approach in developing some social values and the skill of coexisting with the other in history among secondary school students, *Research Journal, Ain Shams University*, 4(2),5-57.
31. Jarwan, F. (2007). *Teaching Thinking, Concepts and Applications* (3rd Edition). Amman: Dar Al-Fikr Publishers and Distributors.
32. Kalaji, Qadri. (1994). *The Great Arab Revolt (1916-1925)*. I (2), Beirut: Publications Company for Distribution and Publishing.
33. Lisel, O., Turbridge, R., Bibi, C., & Powell, C. (2004). *Teaching science in secondary schools, strategies for developing scientific culture*. Translated by Muhammad Jamal Abdul Hamid and others, Al-Ain: University Book House.
34. Löfström, J, Ammert, N, Sharp, H., &Edling, S. (2020). Can, and should history give ethical guidance? Swedish and Finnish Grade 9 students on ethical judgment-making in history, *Nordidactica – Journal of Humanities and Social Science Education*, (2020;4),88-114.
<https://journals.lub.lu.se/nordidactica/article/view/22345>
35. Marry, J. (2020). *Transforming History: A Guide to Effective, Inclusive, And Evidence-Based Teaching*. The University of Wisconsin Press.
36. Oliveira, A. (2007). *Decision-Making Theories and Models: A Discussion of Rational and Psychological Decision-Making Theories and Models: The Search for a Cultural-Ethical Decision-Making, Model EJBO Electronic, Journal of Business Ethics and Organization Studies*, 12(2),12-17.
<http://Ejbo.Jyu.Fi/>
37. Qatami, N. (2009). *Child's thinking and intelligence*. (1st ED), Amman: Dar Al Masirah for Publishing and Distribution.
38. Qawasmeh., A.H., & Abu Ghazla, M. A. (2013). *Developing the skill of learning, thinking and research*. (1st ED), Amman: Dar Safaa for Publishing and Distribution.
39. Sa'adeh, J, A. (2006). *Teaching thinking skill (with hundreds of applied examples)* (1st ED), Amman: Dar Al-Shorouk for Publishing and Distribution.
40. Salevouris, J., & Furay, C. (2015). *The methods and skills of history: A practical guide*. (4th Ed), willy Blackwell.
41. Sexias, P., & Morton. (2013). *The Big Six: Historical Thinking Concepts Student Book*. Toronto: Nelson Canada.
42. Shehata, H., Al-Najjar,Z.(2003).*The Dictionary of Psychological Terms*. Cairo:The Egyptian Lebanon House.
43. Stearns, P. (2013). *The Industrial Revolution in World History*. (4th Ed). Westview Press, Colorado, USA
44. Tanner, C., Christen, M. (2014). *Ethical Intelligence – A Framework for Understanding Ethical Competences*. In;Schaik,C., Fischer,J., Huppenbauer, M.,& Tanner,C (Eds) *Empirically Informed Ethics: Ethicality between Facts and Norms*. Library of Ethics and Applied Philosophy, 32,119–136. Springer, Cham.
https://doi.org/10.1007/978-3-319-01369-5_7
45. Tosh, J. (2015). *The Pursuit of History Aims, Methods and New Directions in The Study of History* (6th Ed). Routledge Taylor & Frances Group.
46. Uzonwanne, C. (2016). *Rational Model of Decision Making, Global Encyclopedia of Public Administration, In Franzmand,A (Ed) Public Policy, and Governance*, 1–6. https://doi.org/10.1007/978-3-319-31816-5_2474-1
47. Winkler, E. (2012). *Challenges to Applied Ethics*, In Chadwick, R(Ed), *Encyclopedia of Applied Ethics* (2nd Ed). Elsevier Inc.