A 16ᵗʰ Suggestions for Educational Curriculum Improvement in Jordan, from the experts point of view

Omar.Mahasneh*

AL-Shobak College, AL-Balqa Applied University, PO box (71911) Shobak (5) Maan, Jordan

Abstract

The present research was conducted to identify the most important suggestions for educational curriculum improvement in Jordan, from the experts point of view. Descriptive survey through data and information collection tool (questionnaire) was used as an approach, The study sample consisted of (620) educational experts in the field of Curriculum and Instruction. SPSS was used to analyze replication and percent data. The results showed that 16th suggestions to improvement the curriculum in Jordan and most notably, the involvement of specialists in a democratic from the binging and authoring of the curriculum by (99%), the continuous renewal of human resources on the building and the formation of the curriculum by (98%), the derivation of teaching and special outcomes for textbooks from educational outcomes involved in the Ministry of Education law by (97%), follow the participatory and decentralized administration approach in curriculum management strategies by (96%), and the authorship of textbooks based on the educational outcomes involved in the Ministry of Education Law by (95%). The finally, its recommended to consider 16th suggestions of this study when authoring new curriculum in Jordan.

Keywords: Educational Curriculum Improvement, Experts, School.

Introduction

The curriculum is one of the main elements in education in order to achieve its goals (Mari&Alhielah,2010;Younis & Camel,2009;Alwakel,2005). Education is the basis of the progress or regress of societies, and there is a remarkable development in the concept of educational curricula due to the educational theories (Omar,2010; Farah, 2007; Kitami,2004). the concept of the curriculum has developed to include all experiences and activities that the learner exposed to inside and outside the school rather than courses only (Mahasneh,2011; Afaneh&Aldzndar,2007; Olimat & Saleh,2004). The curriculum has many elements like teachers, students, textbooks, Educational Environment, friends, markets, clubs, educational methods and strategies and evaluation methods and strategies (Otoum, 2008; Obidat, 2005). Any country has its own educational philosophy from where it derives its curriculum, in Jordan educational philosophy is derived from community philosophy which in other hand derived from Koran, Sunnah, Jordanian constitution, scientific, technological developments, the principles of the great Arab revolt and the customs and traditions of the community (AlShafei, 2010; Rubai, 2007; Aeal & Menoufi, 2002). Education system in Jordan is divided into three stages: kinder garden stage (4-5 years), the basic stage (6-16 years) and the secondary stage (17-18 years). Each stage has its own goals which must be achieved by curriculum authorized by ministry of education (Mahasneh,2013; Mahasneh, 2011; Alsobha&banjar,2010; Olimat & Saleh, 2004; Ani & Jumaili, 2000).

Theory

Educational system in Jordan has its own general educational outcomes, learning outcomes and a specific outcomes in each learning level which supposed to be represented in the curriculum (Rubaie,2006;Zautoun,2004;Zautoun,2003), that should be derived from the community educational philosophy. There are many educational goals for the secondary stage of educational system that ministry of educational law set like (Khawaldeh 2009; Khawaldeh,2004; Darwaza,2000): Using the Arabic language to enhance the ability to communicate and develop scientific and literary culture, taking into account the elements of true linguistic constructs of language, adapts with its own homeland and natural population with its, social and cultural dimensions and works on a good investment and maintenance, and improve its capabilities and develop a cultural Mata derived from the civilization of the nation in the past, present and aware of the need for openness conscious on global civilization, interacts with its own cultural environment of his society and works to develop, accommodate the principles of the Islamic faith and its values and assitnulate in his behavior and respect religions values and beliefs, to be proficient in one foreign language at least, to accommodate the mathematical concepts and logical relations and using it to solve problems, explore the sources of information and know how to collect, store, processes and Utilize these information accommodate renewable science and applications and be able to test the validity of the experimental approach and its role in making human progress (Ministry of Education, 2012; Mahasneh,2012; Caliph,2009; Khatib,2009; Alhailah,2009). Many studies showed that the Jordanian curriculum doesn't achieve its objectives as its supposed to be The Ministry of Education in Jordan study (2015) on the student proficiently in reading and writing Arabic and English showed that (100) thousand students equivalent to (22%) in school cannot read English or Arabic characters, Mahasneh study (2014) aimed to predict the degree of achievement of the Jordanian curriculum of the most important objectives contained in

the Ministry of Education. The study sample consisted of who have completed high school and accepted in the AL-Balqa Applied University branches in the Kingdome and who take the level evaluation exam in English and Arabic language and computer skills for the academic year 2013-2014 students, the sample consist of (3201) students. Where he was relying on the averages of the results of the exams for students, and results showed that the Jordanian curriculum achieved the objective (using Arabic language in enhancing its ability to communicate and develop scientific and literary culture, taking into account the elements of true linguistic constructs of language) too weak with a percentage of (49%), and achieved the Jordanian curriculum objective (conscious knowledge of technology and its skills develop it to serve the community) made too weak with a percentage of (47%), and achieved the Jordanian curriculum objective (fluent in a foreign language at least one) too weak with a percentage of (46%). The study recommended that the Jordanian curriculum must be develop to take a participatory management style by adopting the standards-based curriculum and emerging curriculum model. The results of the study (Mahasneh, 2012), which aimed to make a comparison between the two models for the construction of educational curricula: emerging and a place based curriculum like the American curriculum and curriculum based on the outcomes of the curriculum as a model of Jordan. The study used the analytical method based on the data collection (analysis of documents and interview a group of experts). The results showed that the educational system in Jordan is based on the curriculum and outcomes that are constructed according to the pattern of the central administration and take the principles and ideas of behavioral philosophy in account. In addition, the educational authority has the main role in the construction of the curriculum for all students and all school environments, regardless of the students desires and the availability of the capabilities required to implement of the curriculum. One of the most important recommendations is to rebuild the curriculum in the Hashemite Kingdom of Jordan, based on the ideas and principles of the emerging curriculum and place curriculum based because of its usefulness to students and community especially in the current technological revolutions.

Study problem and questions

Ministry of Education in any country usually achieves its goals by curriculum (Hamdan ,2009; Alhesary &Anzi, 2004), and as a result of the experience of the researcher in the field of academic teaching he observes that his students cannot use Arabic and English languages in their communication perfectly and this what was showed in Mahasnah study (2014), which pointed to the weakness of the curriculum in achieving its objectives, in addition to the results of a study of the Ministry of Education in Jordan in (2015), which showed that (100) thousand students (equivalent to 22% of the total number of students) in school cannot read Arabic or English letters. Researcher has tried to come up with suggestions for curriculum improvement in Jordan, so this study tried to answer the following question: What are your suggestions for curriculum Improvement in Jordan?

Methodology

This study used a descriptive analytical method to achieve their goals, where the researcher used questionnaire tool as a primary source of data, with a review of literature theory and previous studies for the construction of the tool. the validity and reliability of the tool was approved from a number of arbitrators with PHD and application of (re-application coefficient) after a period with stability coefficient reached (0.90).

population and sample

The study population was about (1500) educational specialist in the field of Curriculum and Instruction, where the available sample consisted of (620) educational specialist.
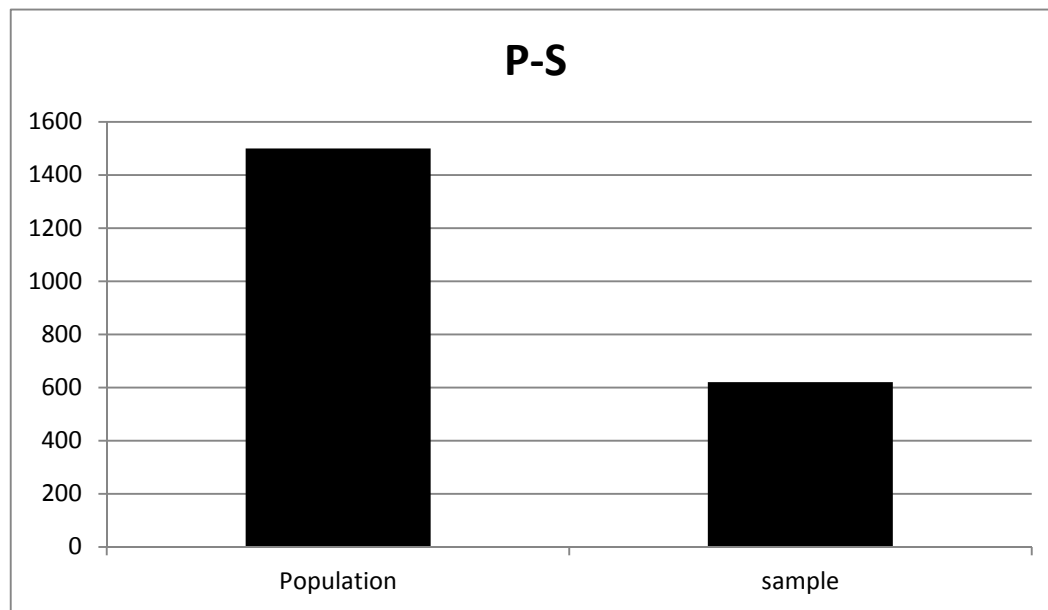
Data Analysis

To answer questions the frequencies and percentages were found, the researcher has adopted the center premise in the   acceptance of curriculum suggestions, as if the percentage of the Suggestion is 80% or higher, accept the Suggestion, and if the percentage of the Suggestion is 79% or less reject the Suggestion.

Results

study results:

   The first question: What are your suggestions for curriculum Improvement in Jordan? To answer this question questionnaire were distributed to study sample consisting of 620 experts. Table (1) shows the suggestions and its frequencies and percentages.

Table (1) Experts suggestions for curriculum Improvement in Jordan, frequencies and percentages

N	suggestions	frequencies	Percentages
1.	Involvement of specialists in authoring of the curriculum in a democratic way from the bigining.	617	99%
2.	continuous renewal of human resources on the building and the formation of the curriculum.	610	98%
3.	derivation of teaching and special outcomes for textbooks from educational outcomes involved in the Ministry of Education law.	602	97%
4.	follow the participatory and decentralized administration approach in curriculum management strategies.	599	96%
5.	Authorship of textbooks based on the educational outcomes involved in the Ministry of Education Law	591	95%
6.	Choosing the educational content and preparing it in a simple method to achieve the educational outcomes.	585	94%
7.	Authoring the educational content by the outcome achieving activity using style that Develop intelligence for the student.	580	93%
8.	Send an educational outcomes for textbooks to universities, to achieve harmony between the Ministry of Education and Ministry of Higher Education.	578	92%
9.	selection of trained teachers by modern scientific methods and according to its competence.	572	92%
10.	Availability of suitable educational buildings and preparing it with all required instruments and tools.	569	91%
11.	Selection of high efficient school educational management.	566	91%
12.	Availability of educational equipment and instruments according to the educational content in each school.	563	91%
13.	Preparing of efficient teaching methods considering the student desires and intelligence enhancing.	560	90%
14.	Concentration on the professional education for each student an all educational stages.	545	88%
15.	Concentration on the vocational desires development for each student and enhance this intelligence.	540	87%
16.	Follow the curriculum based to place and emerging curricula as a model for authoring courseware.	520	83%

Table (1) shows that the suggestions accepted, according to central premise developed by the researcher, were (16) Suggestion with a percentage of (99% -83%), as the Suggestion Involvement of specialists in authoring of the curriculum in a democratic way from the beginning (99%), followed by a Suggestion continuous renewal of human researches on the building and the formation of the curriculum by (98%), and finally got the Suggestion Follow the curriculum based to place and emerging curricula as a model for authoring courseware, on the lowest percentage (83%).

Discussion

The results of the study showed (16) Suggestions for curriculum improvement in Jordan, Figures (1), (2), (3) show these Suggestions followed by discussion:

SUGGESTIONS 1-6

1.Involvement of specialists in a democratic from the bigning and authoring of the curriculum.

2.continuous renewal of human resaerces on the building and the formation of the curriculum.

3.derivation of teaching and special outcomes for textbooks from educational outcomes involved in the…

4.follow the participatory and decentralized administration approach in curriculum management…

5.Authorship of textbooks based on the educational outcomes involved in the Ministry of Education Law

6.Choosing the educational content and prepareing it in a simple method to achieve the educational outcomes.
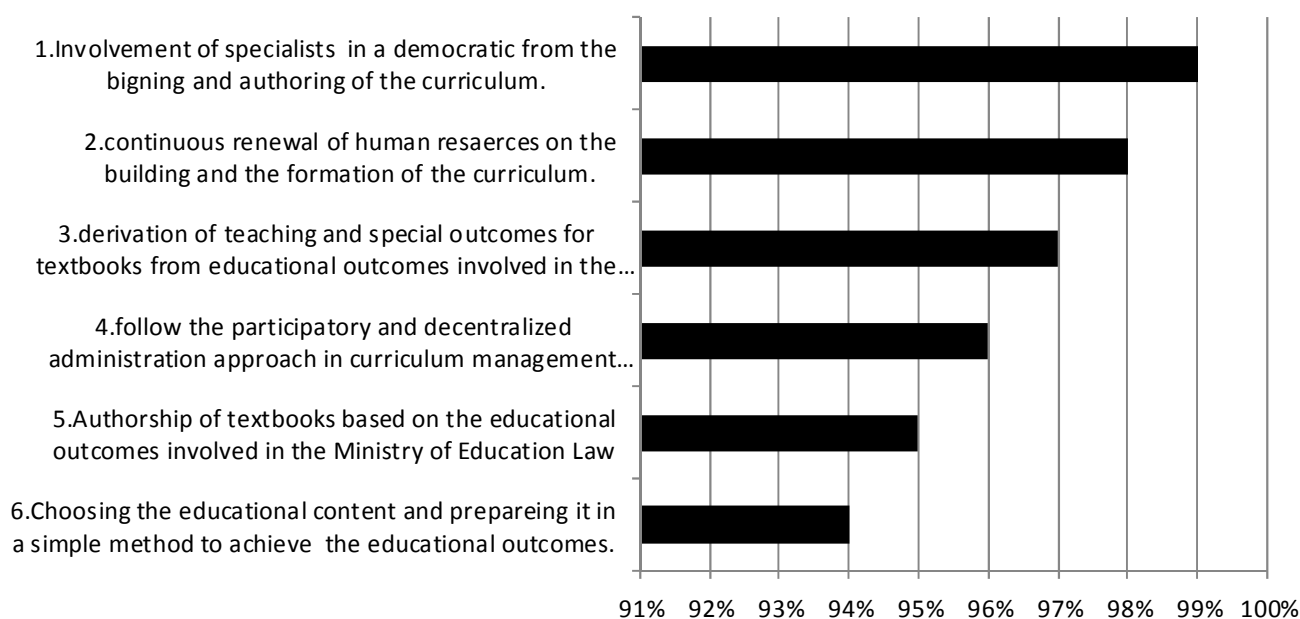
Figure (1) show these Suggestions (1-6) followed by discussion

Figure (1) shows the Suggestions which take the order of (1-6), where the Suggestion Involvement of specialists in a democratic from the binging and authoring of the curriculum by (99%), and the researcher believes that there are non-specialists are involved in authoring curriculum, and this is one of the most important reasons for the weakness of the curriculum to achieve its objectives and this has been confirmed by a study (Ministry of Education,2015;Mahasneh, 2012; Jean,2007). The Suggestion continuous renewal of human resources on the building and the formation of the curriculum reach (98%), and the researcher believes that the Ministry of Education relies on certain people in curriculum for more than 15 years and this is unacceptable educationally because the person who carries an idea will keep on it and they are not possible to accept the change, and this is one of the reasons for the weakness of the curriculum to achieve their targets so experts suggested the need to change people who authoring curriculum continuously and to allow people who have ideas and theories of education and they have a desire to work in the field of authoring curriculum to present their ideas. This has been confirmed by a study (Mahasneh,2013). In the third degree the Suggestion to derivation of teaching and special outcomes for textbooks from educational outcomes involved in the Ministry of Education law (97%), and this shows that the educational curricula are not in line with the educational outcomes contained in The Ministry of Education, and this has been confirmed by a study (Mahasneh,2014), and the researcher believes that the curriculum should be derived from educational outcomes contained in the Ministry of Education, otherwise curricula will not achieve the intended purpose, causing weakness to achieve their goals, and this was confirmed by the researchers (Alhailah ,2009; Rubaie,2009; Jean,2007; Alhesary&Joseph 2004). The Suggestion follow the participatory and decentralized administration approach in curriculum management strategies received (96%), and the Suggestion Authorship of textbooks based on the educational outcomes involved in the Ministry of Education Law by (95%), and Choosing the educational content and preparing it in a simple method to achieve the educational outcomes by (94%). Where the researcher believes that the prevailing style of management in the Ministry of Education in Jordan is the central management pattern as this pattern is used since the beginning of the development of education in Jordan in (1950), and this indicates a lack of development in the field of pattern in building and developing educational curricula, and this They were confirmed by researchers (Otoum,2008; Khawaldeh, 2004).

Figure (2) shows the Suggestions which take the order of (7-11), where the Suggestion Authoring the educational content by the outcome achieving activity using style that Develop intelligence for the student received (93%), Send an educational outcomes for textbooks to universities, to achieve harmony between the Ministry of Education and Ministry of Higher Education received (92%). Selection of teachers in a scientific way is correct, selection of trained teachers by modern scientific methods and according to its competence (92%), Availability of suitable educational buildings and preparing it with all required instruments and tools received (91%), Selection of high efficient school educational management received (91%). The researcher believes that the lack of involvement of specialists in the field of authoring curricula and limiting this task to a

certain group of people, and the formation of the curriculum away from the educational outcomes contained in the law, and curriculum content are complex and not taken into account the mental, physical and emotional growth of student lead to weakness in the curriculum and this They were confirmed by researchers (Mahasneh,2013, Faraj,2007).
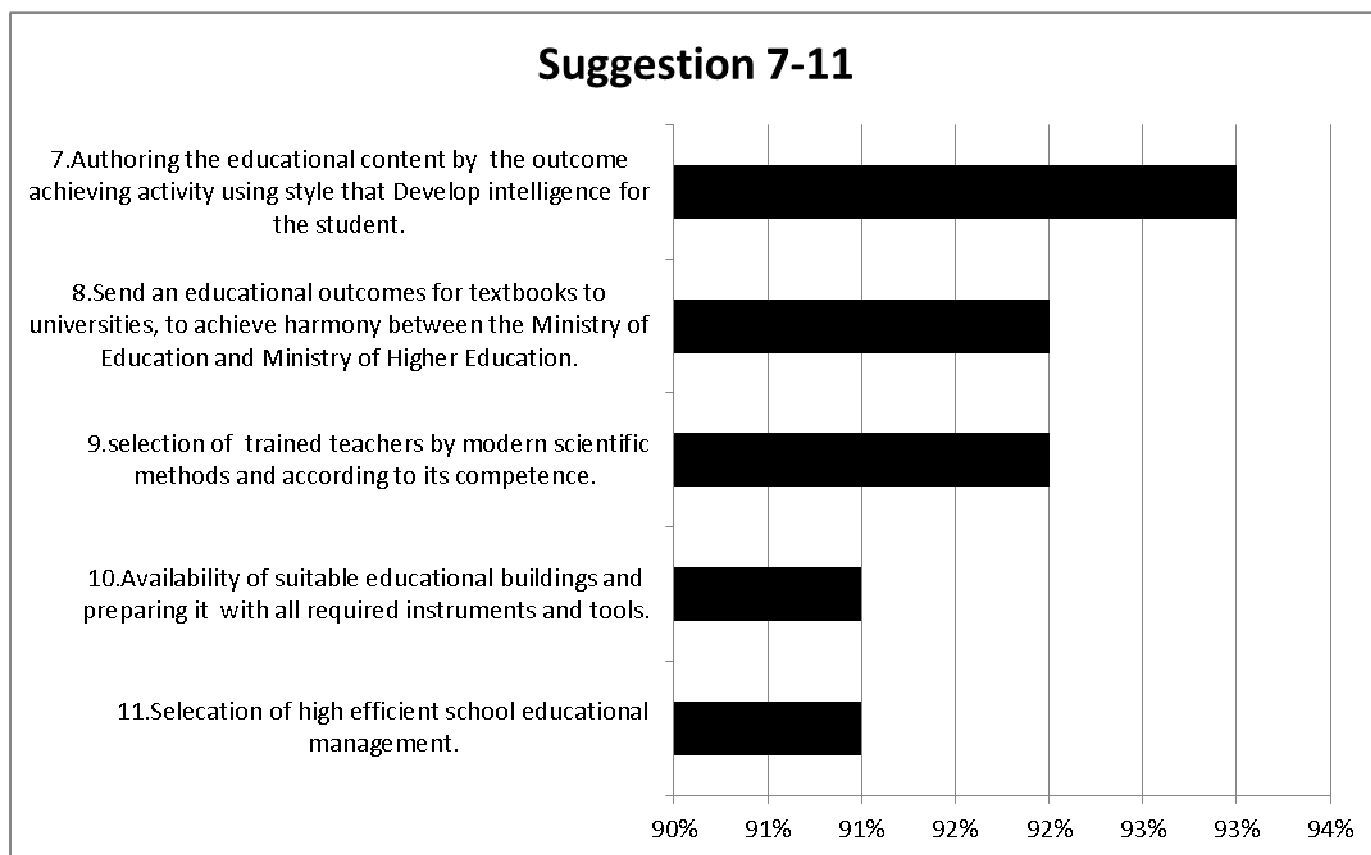

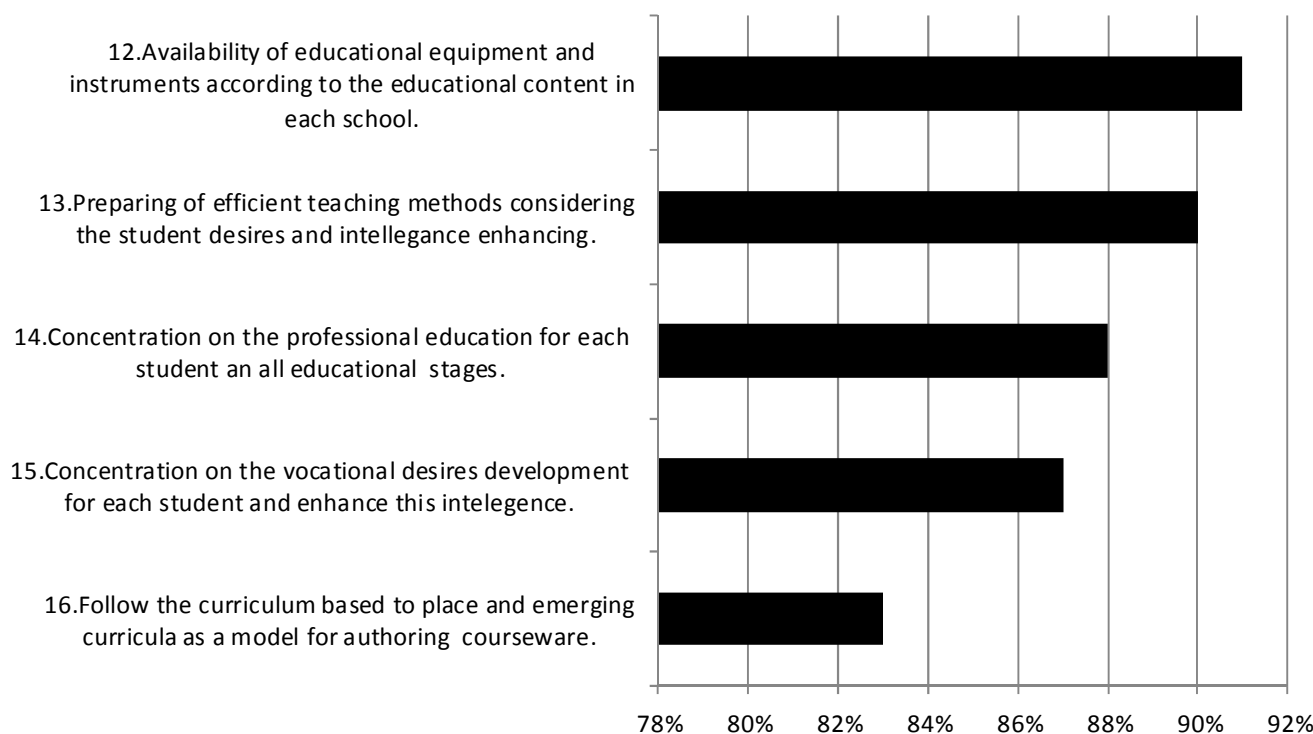Figure (2) show these Suggestions (7-11) followed by discussion

Figure (3) show these Suggestions (12-16) followed by discussion

Figure (3) shows the Suggestions which take the order of (12-16), where the Suggestion, Availability of educational equipment and instruments according to the educational content in each school received (91%), Preparing of efficient teaching methods considering the student desires and intelligence enhancing received (90%), Concentration on the professional education for each student an all educational stages received (88%), Concentration on the vocational desires development for each student and enhance this intelligence received (87%), and finally a Suggestion to Follow the curriculum based to place and emerging curricula as a model for authoring courseware received (83%). The researcher believes that the lack of equipment and materials in schools lead to weakness in the achievement of the curriculum objectives, with the need to choose teachers to strategies and methods of teaching take into account the tendencies and interests of students and this was confirmed by the researchers (Shafei,2010; Alsbahi & Beet,2010;Al-Ahmad &Yousef,2005; Jean,2007).

Conclusions
- The research found A 16th of suggestions to improve the curriculum, Included (Teacher, Student, Learning Environment, Strategies and Teaching Methods and Evaluation, Textbooks).
- Search results confirmed the participation of specialists in the authoring curriculum
- Research has shown that he must determine curriculum model that fits with the latest modern educational theories before you start authoring a curriculum.

Recommendations
The researcher recommends educational administration in Jordan to:
- Take suggestions exhibited by the results of the study into account in the improvement of the curriculum.
- Involve specialists in educational curricula when authoring the curriculum because of its impact in improving the educational process in Jordan.

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Appendices

Questionnaire

Educational expert in the field of Curriculum and Instruction.

Greetings ,,,

The researcher Being study entitled:

"Suggestions for curriculum Improvement in Jordan, from the experts point of view"

As your experience in this area, please answer the question. The information will be used only for the purposes of scientific research.

Thank you for your cooperation

Question: What are your suggestions for curriculum Improvement in Jordan?

1.

2.

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