

# **Degree of National and Civic Education Textbook Focus on Reinforcement of the Citizenship Concept of Citizenship in Seventh Grade Students of the North Eastern Badiya Directorate in Mafraq Governorate from Social Studies Teachers' Viewpoint**

Basil H. Menazel  
Al Albayt University, Mafraq ,Jordan

## **Abstract**

The study aimed to identify the degree of focus on the National and Civic Education Textbook on reinforcing the concept of citizenship in 7th grade students in the North Eastern Badiya Directorate in Mafraq Governorate from the viewpoint of social studies teachers. The study instrument was a questionnaire consisting of five dimensions and 25 items. It was distributed to a sample of 135 male and female social studies teachers in the North Eastern Badiya Directorate in Mafraq Governorate. Analysis of the results revealed the following: the degree of focus of the National and Civic Education Textbook on reinforcing the concept of citizenship in 7th grade students in the North Eastern Badiya Directorate in Mafraq Governorate from the viewpoint of social studies teachers regarding political and behavioral characteristics showed a high degree of practice whereas focus on legal, social and economic characteristics was of a moderate degree of practice. The study recommended that the National and Civic Education Textbook focus on social, legal and economic characteristics to obtain a high degree of practice.

**Key word:** Citizenship, Social Studies Teachers, National, and Civic Education Textbook.

## **Introduction**

As social institutions, it is the schools' role to achieve the educational philosophy set by the Ministry of Education alongside their role in both instilling values and community beliefs in students and an upbringing that would serve the general welfare (Saeed, 2005, p.1). In view of schools' educational and nurturing roles, where education is considered the basis for progress and an orienteer of human behavior and upbringing is considered one of the most important determinants of the value system where values aid in healthy psychological adaptation and the formation of a rounded personality, ultimately achieving the most prominent social studies textbook goals of the Ministry of Education. (Srour, &Azzam, 2012, p.487)

Recently, discussion surrounding citizenship and democracy and constitutional assuredness of these values has increased, in the sense of guaranteeing a decent living for the individual, making the transition from being a follower of the state of citizenship where the homeland is the refuge and home of all and not the property of one person who considers only himself. However in view of the absence of concepts, upbringing and oriented extensions, citizens' relationship and how they demand their rights has been affected, therefore, citizenship in its correct form is the only safeguard that will form a healthy life and ultimately a healthy state. To arrive at this, an upbringing is required that contributes to building awareness of a responsible citizenship, citizen rights, citizen responsibilities and citizen partnership in the state and its values ( Al Ma'mary, 2014, p.40) while also considering initially the concept of citizenship and what it means to society within the context of developments in the global environment and globalism, and how they may affect those citizenship values that strive to create a person who is useful and an integral part of the global system (Myers, 2006, p.10).

Citizenship in its correct sense and its execution within its relation to a balanced and oriented upbringing, serves as an important framework in orienting individual and group behavior and monitoring individual actions and behavior, while also guaranteeing the highest levels of freedom, justice, equality and inclusion, and reducing disparities between individuals in society. This would lead to a flourishing human development ensuring prosperity of the overall society (Al Maliki, 2009, P. 19-20).

Educational systems represent effective mechanisms for student education preparing them to become able individuals who perform their community roles. This is implemented in schools, as the units effective in executing educational goals for the society through cementing the concept of citizenship as a basic concept in students, in order that they can cooperate and become able to live within the state entity (Al Shboul & Khawaldeh, 2014, p. 60). Citizenship is regarded central to social studies (Tupper, 2002, p. 1) and thus the current study is entitled: The degree of National and Civic Education textbooks of focus on reinforcement of the citizenship concept in seventh grade students in the North Eastern Badiya Directorate in Mafraq governorate from social studies teachers' viewpoint.

## **Statement of the problem:**

The study problem arises from current events that the Arab world is experiencing whereby many expressions of weak citizenship alongside an outbreak of immoral habits in the workplace, not exclusive of any particular government job, have resulted in poor services for citizens and a negative perception of the state and those

working in government. Citizens live in a state of internal alienation where they are disinterested in the role of government, are apathetic toward state concerns and are discontented with government and state services. This is rooted in the absence or weakness of a national and community based student upbringing which has reflected on their future personalities as employees, workers and leaders. In view of the above, this study aims to discover the degree to which National and Civic education textbooks focus on reinforcing the citizenship concept at the primary education level.

Events currently witnessed in the Arab world make it imperative that its peoples are fully aware of their interests and refuse foreign interference toying with its affairs and capabilities. What is happening in Syria, Iraq and Libya is evidence of a lack of citizenship in its true meaning. The plain workman is not accountable in his workplace and neither is the employee nor the manager, resulting in a state of chaos. Jordan therefore greatly needs to develop and encourage the concept of citizenship amongst its citizens more than ever before due to the instability in the area, so as to remain the strong fortress it has been until now. This study proposes to shed light on an early stage of young student education evaluated by social studies teachers who have direct contact with students. Consequently, this study attempts to provide answers to **the following major question:**

**To what degree does the National and Civil education textbook reinforce the citizenship concept in seventh grade students in the North Eastern Badiya Directorate in Mafraq governorate in political, social, economic, legal and behavioral aspects from the view point of social studies students?**

#### **Objectives of the study:**

- The study aimed to research the subject of citizenship as an evaluative study of 7th grade National and Civil Education textbook content taught to students in the North Eastern Badiya Directorate of Mafraq governorate from the viewpoint of social studies teachers, who are those closest to and deal with students from different backgrounds and areas. These teachers therefore are given the greatest role in evaluating the National and Civil education textbook in regard to both its role in achieving the citizenship element and identifying weaknesses that need remedy, to become more beneficial to students and ultimately to the Jordanian society as a whole.
- The study also aimed to identify the main indicators by which citizenship in the National and Civil education textbook may be measured, this only after review of previous studies that had addressed the same subject and had agreed on its main indicators.
- Finally, the study aimed to provide results and recommendations useful to researchers and decision makers in this subject, to arrive at a degree of education in the National and Civil education textbook that is characterized by high quality in the citizenship component.

#### **Significance of the Study:**

This study gains its significance from the importance of the topic it addresses, namely the citizenship subject, in a school textbook that is specialized in reinforcing a founded belonging in the country we live in. Its importance is magnified in view of the current circumstances faced by Arab countries, manifested in the floundering of public interest alongside administrative problems.

The raising of a country's standing begins with the ascent of its citizens to levels of sensing responsibility and achieving national accomplishments that help the Hashemite Kingdom of Jordan, particularly in view of its scarce resources and complete reliance on the Jordanian citizen, however, this is not accomplished overnight but rather it requires a nationalistic upbringing that is the role of the National and Civic Education textbook in Jordanian schools.

Citizenship is an issue related to nationalistic concepts dependent on levels of execution, commitment and practice as opposed to merely singing its praises, therefore, shedding light on the subject is greatly beneficial in attempting to create an aware and productive generation that cares about elevating the country, for the children of today are the leaders of tomorrow.

#### **Definition of terms:**

**National and Civic Education Textbook:** the school textbook taught in Jordanian schools, that addresses national upbringing and guarantees that primary education students receive orientation in noble values and ethics that strengthen their love for their country and become dedicated to its service and maintenance.

**Citizenship:** an eclectic group of nationalistic, Islamic, humanitarian, community engagement, rights and duties dimensions (Saeed, 2005, p10) procedurally defined as the political, social, economic, behavioral, and legal characteristics existing in the seventh grade textbook from the point of view of social studies teachers.

**North Eastern Badiya Directorate:** is the Ministry of Education directorate in Mafraq Governorate.

**Social studies teachers:** Those primarily responsible for teaching social studies at the Jordanian Ministry of Education schools.

### **Limitations of the study:**

The study was limited to the following:

**Human Limitations:** the study instrument was limited to seventh grade social studies teachers to discover the degree to which the National and Civic Education textbook focused on reinforcing the citizenship concept in seventh grade students from the viewpoint of the North Eastern Badiya Directorate of the Mafrag governorate social studies teachers.

**Time Limitations:** The study instrument was applied to the social studies teachers throughout the academic year of 2015/2016.

**Place Limitations:** the study instrument was applied throughout the North Eastern Badiya Directorate.

**Subject Limitations:** The study was limited to the instrument used by the researcher, namely, a survey consisting of (25) items distributed over five fields.

### **Review of literature:**

The (Andrews & Lewis,2000) study aimed to research into society , culture and both the proposed (Cymreig) and existing curriculum in Wales, the United Kingdom, in comparison with the existing curriculum. Three data gathering methods were used: face-to-face interviews, student group discussions and the analysis of school documents in Wales. The study results showed that students and teachers were greatly committed to education and culture in Wales assisting therefore in the reinforcement of the citizenship concept.

(Al Ma'mari, 2002) conducted a study that aimed to evaluate primary National Education textbooks in the Sultanate of Oman in light of nationalism characteristics. The study was based on two instruments: a questionnaire and content analysis of primary National Education textbooks. The study concluded that nationalism characteristics were equally distributed throughout the three textbooks whereby the 1st grade textbook included (42) characteristics, the 2nd grade textbook included (43) characteristics and the 3rd grade (15). Differences of statistical significance were evident in the repetition of nationalism characteristics in the three textbooks in favor of the 2nd grade textbook.

(Tupper, 2002) conducted a study that aimed to research the concept of nationalism in social studies curricula in Alberta, Canada. The study was based on the social studies book that emphasized the masculinity concept that permeated social studies content that still existed within state borders. The study concluded that gender and difference should be used in analysis groups relied upon for social studies analysis to better understand the concept of citizenship.

In a study by (Wei & Chin, 2004) it aimed to evaluate the Moral and Civil Education Programme in Singapore through use of content analysis of school curriculum for primary and secondary education in Singapore. It found that it was necessary to give the civic aspect in the National and Civil Education greater focus in relation to the moral aspect because civil education is based on achieving social achievement and cohesion as well as economic success whereas focusing on the moral aspect leads to a commitment to and practice of values and customs existing in Singapore.

(Ma'aytah, 2005) conducted a study that aimed to identify the degree to which high school headmasters in Jordan practiced organizational justice from the teachers' viewpoint of and the relation to citizenship behavior of teachers from the viewpoint of headmasters. The study population consisted of all high school headmasters and teachers through a random sample where the headmaster sample numbered (72) and the teacher sample numbered (1,010).

The study found that the degree to which Jordanian high school headmasters practiced organizational justice in general and from the teachers' viewpoint was medium. The degree to which high school teachers practiced organizational citizenship behavior in general and from the viewpoint of their headmasters was medium.

(Saeed, Abdul Hamid, and others,2005) carried out a study to identify both citizenship values primary schools strives to develop within students and headmaster, teacher and guidance supervisor estimates of a primary school's role in developing citizenship values in students. The study sample was a purposive sampling at the level of three Yemeni governorates prevalently urban: The capitol city Aden,AL Hudaidah and another three governorates of a prevalently rural character: Abeen, Ibb and Lahj. The study sample included headmasters and educational guidance supervisors for the 7th, 8th and 9thgrades for the subjects of Arabic language and social studies in addition to social studies and 7th , 8th and 9th grade Arabic teachers. The study found that the nature of the human relationships existing between the elements of the educational process whether headmasters, teachers or students helped develop student citizenship values due to the cooperation, mutual respect and democracy. It also found a weakness in the schools' role in school activities such as sports, cultural activities or the establishment of scientific societies thus weakening the school's role in shaping an effective, cooperative and nationalist student character.

A study by (Myers P, 2006) sought to discover the effect globalism has on school curricula and to analyse the subsequent effect on student comprehension. The United States of America remains unmistakably resistant to globalization and encourages citizenship, loyalty and love for the country more than any other education system

in the world. The study was a descriptive one that was based on previous studies and not on an instrument. It found that the education system in the classroom is capable of analysing the effect of international issues and their impact on students lives. This is the result of the need to understand the nature of globalization although analysis of globalization's nature and its aspects is ignored in textbooks and the classroom.

(Collado & Atxurra, 2006) performed a study that researched how school textbooks addressed democratic citizenship in the European framework as well as Spanish educational examples. The study population consisted of (24) individual texts in social sciences, natural sciences and technology for students aged 6-12 years. The study was based on six subjects, namely: response, participation, resolving conflict, diversity and rights. It found that addressing citizenship in school material throughout European countries varied between them.

(Agnello & White & Fryer, 2006) suggested in their study, an International Rehabilitation Teacher pattern through literary knowledge, technology and international citizenship. They referred to benefits they expected to achieve from the adoption of their suggested model, benefits that they collected from and arrived at based on previous studies. The model affirmed the expansion both in the use of technological frameworks and teacher information alongside the reinforcement of teachers' sense of citizenship. The study concluded with listing its many benefits in comparison with previous studies.

A study by (Bryan, 2008) on education and social policy was in response to an increase in ethnic diversity and related racial practices that have appeared recently in the Republic of Ireland. The study was based on political speeches and school textbooks to discover existing racial phenomena that may be overcome by basic school subjects that may curtail or prevent racial phenomena.

The study conducted by (Callahan & Muller & Schiller, 2008) aimed to discover both the impact of school curricula on participation in and registering for elections, and, differences that arise between immigrant students. Information was obtained through an adult health clinic and a centre for academic achievements. Twenty thousand students from 20 high schools participated. The study concluded that an anticipation of participation in elections existed and that immigrant student participation was the lowest whether in registration or election compared with rooted American students. Results differed according to different schools and their social composition.

In a study by (Biesta, 2008) researching development of the Scottish curricula over the last decade through analysis of the Scottish education curricula, it found that the Scottish curricula focused on students and their abilities alongside their addressing the citizenship field. The researcher found that the greater emphasis on community activity in comparison with that on political dimensions was dangerous to the concept of citizenship.

(Al Maliki, 2009) conducted a study that aimed to identify National Education's role in the development of citizenship values in elementary school students. A descriptive method was used and a questionnaire was designed and distributed to 85 elementary level National Education teachers in the Al Leith district in the kingdom of Saudi Arabia. The study concluded that through teaching of National Education at the elementary level, the subject's goals were at an average level of practice, whereas national values in the elementary level National Education curricula were abundant.

A study by (Saman 2010), aimed to identify to what extent high school students in the Ajloun governorate had good citizenship characteristics and to what level they practiced them from the view point of both teachers and students while it also suggested guidance programme for development. The study sample consisted of 361 male and female students and 296 male and female teachers, randomly selected. The study showed that the level of possession of high school students in the Ajloun governorate of good citizenship characteristics was average and that the level of practice of these values from the viewpoint of both teachers and students was average.

The study by (Abu Hasheesh, 2010) aimed to identify the reality of education colleges' role throughout the governorate of Gaza in the development of citizenship values in student teachers while also investigating differences between student teachers' responses according to the university membership variable. The study used the descriptive analytical method alongside a questionnaire the researcher prepared and distributed to 500 3rd and 4th year students teachers registered at education colleges at the Islamic University and Al Aqsa University. The study found that differences of statistical significance between average levels of Al Aqsa students and Al Isalmiya students existed in favour of Al Aqsa students.

The research conducted by (Journell, 2010) studied cognitive content taught to eighth grade students in the state of Virginia in the United States of America and its classification within national education into: the civil state, educational personalities, consultative, social justice, participation and globalism. The study findings agreed with others addressing the same field that students were in need of preparation for civilian life although criteria differed from one county to another which complicated the execution of the study. No full set of criteria were executable in study semesters that would ensure students received the concept of citizenship in a balanced way.

(Yaqoub, others, 2012) carried out a study that aimed to point attention to an important issue that lacks attention throughout the Arab world, namely, the analysis of both prevalent cultural content and change frameworks that aim to create a citizenship culture as a basic condition for the success of any democratic transformation. A

content analysis tool was built to include all categories of citizenship values from the human rights perspective as stated in international Human Rights accords. The study concluded that the numbers of citizenship values included in curricula were minimal and poor relative to the role curricula could play in students gaining these values. Some values were missing altogether while others were nearly all but absent despite their relative importance to citizenship, whether at the level of integration of citizenship values, their necessity to solving community problems or the consideration of future developments in the community.

(Srouf, Azzam, 2012) aimed in their study to discover the role of modified Islamic Education curricula in developing good citizenship values in upper primary level grades students from the point of view of the Irbid Third Directorate. The study showed differences of statistical value attributable to academic qualifications and number of years of experience.

The study by (Al Ma'mari, 2014), aimed to identify the reality of education towards citizenship in the Gulf Cooperation Council through the comparison between citizenship, responsible citizenship concepts and the reality of their application throughout Gulf countries' educational establishment and student and teacher comprehension of these concepts on the other hand. The study adopted the descriptive approach through a review of educational literature in the GCC countries in the field of citizenship. The study arrived at a number of important indicators, namely that the concept of citizenship in school curricula remains short of the modern concept that strives to build citizens with skills that enable them to make life decisions and informs them on state laws and regulations and their role in shaping these. The concepts currently existing in current curricula focus only on geographic and historical aspects students are prompted for, thus helping in forming a true sense of citizenship that prompts participation and deepens the sense of belonging while giving the opportunity to have one of these skills and practice them in school life. The aim is to form a loyal citizen, however an unaware one, rather than an aware responsible citizen.

The study by (Al Shboul, Khawalde, 2014) aimed to identify the role of primary education female teachers and headmistresses in reinforcing citizenship concepts in primary school female students in the Northern region. The study applied the descriptive method alongside the development of a questionnaire which was validated for consistency and veracity and subsequently distributed to a random sample of 380 persons: 80 headmistresses and 300 female teachers. The study concluded that no differences of statistical significance were found according to independent and dependent variables with the exception of the specialization variable in the specialization field items and in favour of scientific specializations.

#### **Comments on current study:**

Upon review of a number of Arab and foreign studies, the reader observes that the current study is characterized by the nature of indicators addressed when studying the study terminology so that they are comprehensive and cover the citizenship subject in the National and Civic education textbook. These indicators were given credence only after review of related previous literature. The study population is also amongst the definitive characteristics of the current study whereby the study was applied to 7th grade students in the North Eastern Badiya Directorate in Mafraq governorate in the Hashemite kingdom of Jordan. Additionally, whereas previous studies varied in their instruments using content analysis, interviews or both in some cases and also the descriptive method that relied on results gained by previous studies to arrive at results that aid their study goals, this study limited its instrument and sample to arrive at more specific results to remedy any imbalance in academic work for the study subject.

#### **Methodology:**

##### **Population and study sample:**

This part of the study displays the methodology for analysis of data collected through the study instrument namely, a questionnaire to answer the study statement of the problem. A descriptive method was adopted to determine the degree of focus in The National and Civic Education textbook in reinforcing the concept of citizenship in 7th grade students in the North Eastern Badiya Directorate of Mafraq governorate from the viewpoint of social studies teachers. The statistical analysis method was also employed in that the researcher collected study data gleaned from the study instrument which was a questionnaire distributed to teachers in the North Eastern Badiya Directorate of Mafraq governorate. The study population consisted of 173 7th grade social studies teachers in the North Eastern Badiya Directorate of Mafraq governorate. The study sample consisted of 153 social studies teachers randomly selected from the population of study.

##### **Instrumentation:**

A questionnaire was the instrument used in this study and was distributed to the study sample. The questionnaire was developed specifically for this study subject and the researcher's needs after reviewing related research and questionnaires. The questionnaire consisted of five dimensions and 25 items in its final form.

##### **Validity and Reliability of the Study**

The initial questionnaire of 30 items was reviewed by a panel of professors for evaluation and validation to ensure validity and reliability of design and content, and was adjusted according to the panel's comments. To measure the instrument's consistency, Cronbach's alpha was used, resulting in a range of 0.85 to 0.96. The study instrument consisted of five dimensions: Political characteristics, Social characteristics, Economic characteristics, Behavioral characteristics, and Legal Characteristics.

Internal consistency coefficient according to Cronbach's alpha is shown in table (1) alongside the consistency of dimensions and the overall instrument. Values were regarded appropriate for the aims of this study.

**Table (1)**  
**Internal consistency Cronbach's Alpha for fields and the overall tool**

Field	Internal consistency
Political characteristics dimension	0.86
Social characteristics dimension	0.89
Economic characteristics dimension	0.89
Behavioral characteristics dimension	0.86
Legal Characteristics dimension	0.85
Overall study instrument	0.96

**Statistical analysis:**

In order to answer the study questions, the following statistical analysis methods were used:-Data collected from the questionnaire was analysed using the SPSS statistical package generally used in social studies. Frequencies, means, standard deviations (Std. Dev) and percentages were used to calculate results. Cronbach's alpha was used to validate questionnaire consistency for each dimension of the five dimensions and for the overall questionnaire.

**Results for the major study question:**

**To what degree do National and Civic Education Textbook focus on the reinforcement of the citizenship concept, from political, social, economic, legal and behavioral characteristics in 7th grade students of the North Eastern Badia Directorate in Mafraq Governorate from the Social Studies teachers' viewpoint?**

To answer this question, means and standard deviations were calculated for the degree to which National and Civic Education Textbook focus on the reinforcement of the citizenship concept in 7th grade students of the North Eastern Badia Directorate in Mafraq Governorate from the Social Studies teachers' viewpoint in the dimensions of:

- **Political characteristics dimension:**

Table (2)

**Means and standard deviation concerning the political characteristics dimension**

Rank	Item No.	Dimension	Means	Standard Deviation	Degree
1	3	National and Civic Education Textbook introduces historical examples of Jordanian solidarity.	3.86	1.047	High
2	1	National and Civic Education Textbook includes student acquisition of national unity.	3.84	1.071	High
3	5	National and Civic Education Textbook develops the spirit of loyalty to the Hashemite Kingdom of Jordan	3.77	1.126	High
4	2	National and Civic Education Textbook reinforces the understanding of the map of the Hashemite Kingdom of Jordan.	3.61	1.043	Moderate
5	4	National and Civic Education Textbook. studies national figures who had a prominent role in the history of the Hashemite Kingdom of Jordan.	3.34	1.133	Moderate
		Political characteristics	3.68	0.922	High

Table (2) showed that means ranged between 3.86 and 3.34, with item 3 "National and Civic Education Textbook introduces historical examples of Jordanian solidarity" was in first place with a mean of 3.86 whereas item 4 "National and Civic Education Textbook studies national figures who had a prominent role in the history of the Hashemite Kingdom of Jordan" ranked last with a mean of 3.34. The overall mean was 3.68. Where as standard deviation was ranged between 1.126-1.126., and the overall standard deviation for political characteristics was 0.922.

- **Social characteristics dimension:**

**Table (3)**  
**Means and standard deviation concerning the social characteristics dimension**

Rank	Item No.	Dimension	Means	Standard Deviation	Degree
1	5	National and Civic Education Textbook strives to portray examples of Jordanian social solidarity	3.73	1.018	High
2	1	National and Civic Education Textbook explains characteristics of the Jordanian society	3.68	1.044	High
3	4	National and Civic Education Textbook reinforces love and interaction based on respect of others.	3.66	1.008	High
4	3	National and Civic Education Textbook highlights Jordanian intellectual heritage	3.46	1.138	Moderate
5	2	National and Civic Education Textbook deepens student relationship to local community	3.43	1.117	Moderate
		Social characteristics	3.61	0.925	Moderate

Table 3 shows that means ranged between 3.73 and 3.43 where item 5 “National and Civic Education Textbook strives to portray examples of Jordanian social solidarity “ displayed the highest mean of 3.73 and item 2 “National and Civic Education Textbook deepens the students relationship to local community” had the lowest mean of 3.43 while the overall mean was 3.61. The overall mean was 3.68. Where as standard deviation was ranged between (1.008-1.126), and the overall standard deviation for Social characteristics was 0.925.

- **Economic characteristics dimension:**

**Table (4)**  
**Means and standard deviation concerning the economic characteristics dimension**

Rank	Item No.	Dimension	Means	Standard Deviation	Degree
1	1	National and Civic Education Textbook identifies wealth resources of the Hashemite Kingdom of Jordan.	3.51	0.97	Moderate
2	4	National and Civic Education Textbook identifies national economic institutions	3.43	0.88	Moderate
3	2	National and Civic Education Textbook focuses on diversifying sources of local income.	3.42	0.93	Moderate
4	5	National and Civic Education Textbook explains the importance of the Jordanian citizen in the economic process.	3.42	1.13	Moderate
5	3	National and Civic Education Textbook explains the different occupations of citizens according to geographic location.	3.17	1.04	Moderate
		Economic characteristics	3.39	0.65	Moderate

Table 4 shows that means ranged between 3.51 and 3.17 where item 1 “National and Civic Education Textbook identifies wealth resources of the Hashemite Kingdom of Jordan “displayed the highest mean of 3.51 and item 3 “National and Civic Education Textbook explains the different occupations of citizens according to geographic location” had the lowest mean of 3.17 while the overall mean was 3.39. Where as standard deviation was ranged between 1.13 -0.88, and the overall standard deviation for economic characteristics was 0.65.

- **Behavioral characteristics dimension:**

**Table (5)**  
**Means and standard deviation concerning the behavioral characteristics dimension**

Rank	Item No.	Dimension	Means	Standard Deviation	Degree
1	2	National and Civic Education Textbook develops love of cooperation and national unity	4.51	0.50	High
2	1	National and Civic Education Textbook instills love of the homeland and belonging	3.98	0.92	High
3	4	National and Civic Education Textbook reinforces respect of the armed forces and security forces for their defense of the country	3.63	0.93	Moderate
4	3	National and Civic Education Textbook reinforces the respect for all religions and their rituals	3.65	0.80	Moderate
5	5	National and Civic Education Textbook encourages national industries and the preference of these to others	3.50	0.88	Moderate
		Behavioral characteristics	3.86	0.42	High

Table 5 shows that means ranged between 4.51 and 3.50 where item 2 “National and Civic Education Textbook develops love of cooperation and national unity “displayed the highest mean of 4.51 and item 5 “National and

Civic Education Textbook encourages national industries and the preference of these to others” had the lowest mean of 3.50 while the overall mean was 3.86. Where as standard deviation was ranged between(0.93-0.50) and the overall standard deviation for behavioral characteristics was 0.42.

- **Legal characteristics dimension:**

**Table (6)**  
**Means and standard deviation concerning the legal characteristics dimension**

Rank	Item No.	Dimension	Means	Standard Deviation	Degree
1	2	National and Civic Education Textbook defines the responsibilities of Jordanian regions and governorates.	3.73	0.90	High
2	4	National and Civic Education Textbook explains the importance of the constitution.	3.68	0.78	High
3	5	National and Civic Education Textbook defines the Jordanian government's responsibilities.	3.64	0.97	Moderate
4	3	National and Civic Education Textbook shows the importance of law in daily life.	3.51	1.04	Moderate
5	1	National and Civic Education Textbook encourages national industries and the preference of these to others.	3.22	0.83	Moderate
		legal Characteristic	3.56	0.66	High

Table 6 shows that means ranged between 3.73 and 3.22 where item 2 “National and Civic Education Textbook defines the responsibilities of Jordanian regions and governorates” displayed the highest mean of 3.73 and item 1 “National and Civic Education Textbook encourages national industries and the preference of these to others” had the lowest mean of 3.22 while the overall mean was 3.56. Where as standard deviation was ranged between (1.04-0.78) and the overall standard deviation for legal characteristic was 0.66.

**Discussion of Results of Major Question One:**

“To what degree does the National and Civil education textbook reinforce the citizenship concept in seventh grade students in the North Eastern Badiya Directorate in Mafraq governorate in political, social, economic, legal and behavioral aspects from the view point of social studies students?”

Upon the display of results and the discussion of the questions, the researcher noted that the answer to the first question concerning **political characteristics** of the National and Civic Education textbook addressed the solidarity of the Jordanian people within the scope of national unity. This was attributable to a high percentage of the Jordanian population being from Palestinian origin whereby if this wasn't taken into consideration within the scope of the education, then it would have ramifications on the Kingdom's internal affairs. This results from the development of a spirit of loyalty to Jordanian land meaning that analysis results showed high degrees. It was different picture when addressing the National and Civic Education textbook lack of reinforcement of the map of the Hashemite Kingdom of Jordan. The researcher attributed this to the cohesion of the Hashemite Kingdom of Jordan to date in the reinforcement of the Arab unity concept through not being restricted to advocating nationalism. Additionally the historical heritage of Jordan contains wars that broke out between Jordan and Israel and the subsequent political borders are natural borders namely, the river Jordan and the Dead Sea with many citizens living near the border and cultivating land they own there. Their loyalty is to the land that provides them with a living.

The National and Civic Education textbook did not reinforce historic figures who played a prominent role in the history of the Hashemite Kingdom of Jordan whereby the issue is not of figures throughout the Kingdom, rather, it is of a Kingdom based on institutions. However it is a duty to focus on those who carried the burden in past times of trouble and difficulty by defending the country, as opposed to concentrating on institutions which would not exist if not for the men and prominent figures who defended the country.

**Social characteristics** displayed a moderate degree, differing from the political characteristics. The 7th grade National and Civic Education textbook focused on social solidarity through explaining the Jordanian community's characteristics, reinforcing amity and dealing with others on the basis of respect. This is attributable to Jordanian community customs that are based on loving thy neighbor and dealing in a simple fashion with others. Jordanian historical heritage is a true Arab heritage that helps interaction with the other and welcomes him, moreover, Jordanian customs are renowned on an Arab scale for their hospitality and generosity and the omission of this by textbook authors especially given the transformation in the Jordanian society that has moved to cities where interest in that which is traditional and customary has lessened compared to the past. However, if such aspects do not receive proper attention, the Jordanian heritage will become alien to its people.

As for **economic characteristics** results of item questions related to economic characteristics were of a moderate degree. The identification of resources and Jordanian institutions and the focus on national product diversification was evident while the textbook overlooked definitive characteristics of each geographical area. Results were different with respect to the actual situation whereby lack of focus on the Jordanian individual who

is regarded as the country's greatest capital due to his high education level ,civil service in institutions and his ability to work in diverse conditions. The Kingdom is also famous for its economic diversity where the Southern areas are renowned for phosphate and Potash while the Jordan Valley areas are famous for agriculture, all of which were omitted from the textbook. This affects the newer generations in the long term where it reinforces the perception that the Kingdom has no resource because they are not well informed, while also not denying here the scarcity of these resources.

**Behavioral characteristics** in the National and Civic Education textbook reflected a high degree of developing cooperation and instilling love of the homeland, whereas, respect for the armed forces and security forces, respect for religious rituals of all religions and the encouragement of local industries and the preference towards them were all of a moderate degree. This is attributable to the high number of Jordanians who work in the armed and security forces as well as the limited number of other religions in Jordan mainly there is Christianity and Christians tend to live in particular areas. However, this will have its impact in the near future especially in view of current events unfolding on the ground throughout the Arab world, for example in Iraq where Christians have been treated in a way that does not be fit the Islamic religion or the Prophet Mohammad's (PBUH) teachings. Additionally the lack of encouragement of local industries has so many negative ramifications; the researcher cannot discuss them here.

Finally, **legal characteristics** were of a moderate degree of practice where the National and Civic Education textbook defined the responsibilities of governorates and regions and showed the importance of the constitution. On the other hand, the lack of importance placed on the Jordanian government and the definition of its responsibilities while also highlighting the regulatory basis the Jordanian system is based on and importance of law in daily life leave the Jordanian citizen bewildered as to what rights the government has and its predominance over individuals and institutions, which only cements the role of favouritism that is already widespread.

#### **Comparisons of previous studies with the final result of this study**

Based on the current study results which partially concurred with a study by (Wei & Chin, 2004) whereby both studies agreed that the Nationalism and Civic Education textbook serves to achieve community cohesion while they disagreed in the focus on economic success. This study also agreed with (Saeed, Abdul Hameed and others, 2004) in their study on the existence of weakness in schools' role in the form of school activities whether sports, cultural or the establishment of societies to create a participative, effective and citizenship conscious character.

In comparison with (Al Maliki, 2009) the current study agreed with Al Maliki's study in the high degree of practice of political and behavioral characteristics while differing with it where the mentioned study concluded that the degree of practice of goal of the National and Civic Education textbook were moderate although nationalism values were present in national education in the elementary stage to a great degree. This study was similar to (Saman, 2012) study to a great degree in that it concluded that high school students in Ajloun governorate owned a high degree of good citizenship characteristics from the viewpoint of the students. It differed however with (Srouf, Azzam, 2012) who in their study concluded that the degree of development of good citizenship values in upper grades of primary education in Irbid Third Directorate was moderate from the viewpoint of teachers.

#### **Recommendations:**

- It is necessary that the National and Civic Education textbook reinforce the map of the Hashemite Kingdom of Jordan.
- The National and Civic Education textbook should mention those national figures who played a prominent role in the history of the Hashemite Kingdom of Jordan.
- The National and Civic Education textbook should concentrate on social characteristics through:
  - Highlighting Jordanian intellectual heritage.
  - Deepening of student relationship with the local community.
- The National and Civic Education textbook should respect armed and security forces for their defense of the country.
- The National and Civic Education textbook should respect religious rituals of all religions.
- The National and Civic Education textbook should encourage national industries and a preference of these to others.
- The National and Civic Education textbook should focus on legal characteristics through:
  - Explaining the importance of the Jordanian constitution and the responsibilities of the Jordanian government.
  - Highlight the legal basis of the Jordanian system and the importance of laws and regulations in daily life.

- It is possible to apply this study to other education directorates to show areas of agreement and disagreement and benefit from existent strengths, through conducting comparative studies.

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