

The image of women in the National Education Text Books in Jordan

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Abstract

The study aimed to identify the image of women and how it was dealt with in the National Education books in Jordan, where the content of the National Education books analyzed and for multiple age stages, also it addressed the content analysis of images, concepts and fees, activities and evaluation to identify the image of women in the family, at work, in education and in political participation, and in the distribution of occupations to demonstrate the extent of their representation in comparison with men, and the study results showed that women were represented randomly and unsystematic in the Jordanian curriculum. In light of the results, the study recommended the need for attention to the quality of representing women and remove them from the stereotypes, and the need of careful for those in charge of curriculum to take into account distribution of occupations fairly between men and women.

Keywords: Image of the Woman, National Education Books, Curricula

1. Introduction

Education is the way for the survival of communities and its continuity, and it is a mean to its progress and development, the key factor of social and economic development factors and fundamental way for the formation of an individual's personality and the development of knowledge and skill and trends, and to help them acquire qualities of a good citizen in the community in which they live, according to the social and political philosophical system. (Shaibani, 1984)

In order to achieve the goal of education it is assisted in many ways the most important is the school, and what the curriculum offer for their children, and the school operates on a community service through the drafting of curricula and teaching methods in light of the philosophy of education and philosophy of the community together, it is necessary to reflect the curriculum in terms of form and content and in terms of planning and implementation community trends and objectives of parenting (Samurai and Gaoud, 1995)

The importance of the curriculum has been figured as a means of selecting the values and heritage, and curricula vary in varying degrees between stages and between the classes within a certain stage, as the curriculum is linked to social, political and economic systems, which is natural " Simon" refers to the prevailing social order in the country is reflected in the Curriculum, though the difference in social and political philosophy of a society over time leads to a difference in educational philosophy in its curricula and books. (Simon, 1959) where "Eldemerdash" and "Kamel" affirms the need for the existence of goals for education in every age of the ages and these goals must emerge from the philosophy of community where it has existed, and the needs of the group, which is preparing its members for life. "(Eldemerdash, Kamel, 1964)

The textbook is an important part of the curriculum, what is broadcast on the book for pupils is a value judgment stand and a preference for certain issues, it is very difficult to imagine a modern school is doing its job without a textbook. (Radwan Abu Fotouh, 1965) The textbook very important impact on the students and the educational process, and in the formation of the beliefs of students and their ideas and strengthen their attitudes and values. It is not just the way it had to be in the process of teaching, but it is the main effects which, in addition to being a source of knowledge of trading and easy tool for Culture. (Radwan Abu Fotouh, 1965)

In this context, the Jordanian curriculum will be considered as a way contribute to enhancing the status of women in Jordanian society, depending on the platform to talk sense an "educational experiences that that are offered by educational institutions for students inside and outside of inadvertently helping them to overall growth, which includes mental, cultural and social aspects etc. and in line with the educational philosophy emanating from the country's political system philosophy. " (Wakeel and Mufti,1999

To investigate the extent of commitment to this concept the experiences faced by students and related to specific elements of the status of women and involving concepts and principles, procedures and facts related to the group, especially as the axis of the status of women intersects with the cultural system of a society that is supposed to emerge one of the main axes Platform is expected to be able to adapt to and promote the positive side of the culture according to requirements of the times the transfer will be searched in the folds of textbooks on , as well as give students the habits and traditions and trends enhance the status of women and help them get rid of the trends that perpetuate the stereotype of women and discrimination against them.

1.1 The Problem of the Study

The study problem focused on identifying the image of women, and how they dealt with in the national education books for primary grades from first to ninth in Jordan, and this issue has been dealing with through the study of several topics related to women which is family, And gender equality in education, the right to choose the work in a country where the individual, equality between spouses, distribution of occupations according to gender, and the right of women's political participation.

1.2 The Questions of the Study

This study attempts to answer the following questions:

- 1) What's the image in which women are embodied in the family in the content of the National Education books in Jordan?
- 2) How clear is the woman's right to choose the work in the content of the National Education books in Jordan?
- 3) What is the extent of equality of gender in education in the content of the National Education books in Jordan?
- 4) What is the extent of women's participation in political life in the content of the National Education books in Jordan?
- 5) To what extent the clarity of the image of women in the content of the National Education books in Jordan?

1.3 The Objectives of the study

This study sought to achieve the following objectives:

- 1) Determine the extent to which the curriculum planners achieve the policy of justice for women and change its image in a positive direction.
- 2) Determine the extent of the clarity of women's image in the content of the National Education books in Jordan.
- 3) Determine the degree of representation the women in the content of the National Education books in Jordan.
- 4) Determine the image of women in the family as contained in the content of the National Education books in Jordan.
- 5) To identify the amount of equality between gender in the areas of education as stated in the content of the National Education books in Jordan.
- 6) To identify the amount of freedom available to women in the selection of the work nature that they want in the content of the National Education books in Jordan.
- 7) Identify occupations where women's work is confined, as stated in the content of the National Education books in Jordan.
- 8) Shed light on the amount of equality between spouses within the family, as indicated by the National Education books in Jordan.
- 9) To identify the amount of women's representation and participation in political life in the content of the National Education books in Jordan.
- 10) Provide the authors of textbooks, supervisors, indicator for the image of women in the content of the National Education books in Jordan.

1.4 *The importance of studying*

The importance of this study is confined as follows:

- 1) He highlighted the issue of women, and how they dealt with the current content of the Jordanian National Education books (2015-2016) for primary stage.
- 2) To reach results that stating interested in Jordanian curriculum, and assessment and analysis it.
- 3) To achieve results that helps curriculum planners and implementers in enhancing its strengths, and to develop plans and mechanisms to try to remedy weaknesses wherever they occur in the various elements of the curriculum.

1.5 *Procedural Definition of Terms*

in this study, a set of concepts was used should be identified, namely:

- 1) Jordanian Curriculum: The books are meant the main book of the student in the Jordanian curriculum specifically national education books from the first grade until the ninth primary grade, and this books are including concepts and facts, activities, forms, fees, and pictures, and values, and calendar.
- 2) Women: Women in this study is meant the child , the student, the daughter, wife and working woman in Jordanian society.
- 3) Content: is the facts, observations, data, and perceptions, feelings and sensations, designs and solutions, which are extracted or inferred which the human mind understand and built and re-organized and arranged for the products of life experience undergone by and work to turn them into plans, ideas, solutions, and knowledge, concepts, and generalizations, and principles, and theories (HE, 1997).
- 4) Concepts: A type of knowledge patterns, its a word or an abstract expression refers to a set of facts or convergent ideas and help teach concepts to reduce the re-learning process (HE Ibrahim, 2001).

1.6 *The limits of the study*

This study was confined to national education books for the school year (2015-2016) for the first primary grade until the ninth primary grade for whole-volume, where this study analyzed the content of these books from the concepts and activities and experiences, calendar and also photographs and drawings.

2 **Theoretical framework and previous studies**

Many Arab studies dealt with the women's issue in the education curriculum, including a study done in the framework of cooperation between the Jordanian government and United Nations organizations represented in this study (UNICEF), and the title of the study was "Measuring the gender dimension in the books and the school environment in Jordan," The study showed that the Syrian textbooks content is still full of what has been described by discrimination through the dedication of the man as the center of life and make each sex gather around his sex (son around his father and the daughter around her mother), and the consolidation of the mother situation as housewife working at home and raise their children while the father works outside the home to provides the needs of the living and the consolidation of this system, which was described as "traditional" in the subconscious mind for the children to grow up as a normal life.

The study revealed that the Syrian Ministry of Education is currently working on a modified image of women in the curriculum and textbooks to fit the gender concepts.

And Kiwan mention in her study which she prepared by a year (1998) concerning "The image of women in curricula, textbooks and in Lebanon," the image of women in the new curriculum is not negative nor positive, and she said that "Lebanon has moved from negative text to positive neutrality, which does not change the traditional pattern in education".

And found that "men and women in Lebanon is serious about attempts to change the stereotype about women, the Lebanese family structure - confessional - sectarianism is the reason for this which is a big structural problem that does not dealt with the struggle of the feminist movement."

In an article for the Moroccan writer titled "politics is female .. and women may Stay with him alone", in which she says that the stereotype of Arab women and Morocco in particular, which are promoted in the Arab media, in Arabic serials and in educational curricula, are still hunted to now, where women seem, in most cases,

a being does not understand anything in politics, the prime concern is to find an effective powder for cleaning shopper's delight and pleasure of the husband and children, and other image is promoted of Arab women, is the singer and actress and model image; which is images are used as an ideal for our young people in the Arab community, while the media is obscuring the intellectuals and politicians and women activists and writers.

Several studies and workshops has been addressed subjects of several of the new Palestinian curriculum some of which touched gendered or ad valorem issues or the issue of women in whole or in part, in a study of Jarbawi (2003) under the title "Women in the Palestinian curriculum" aimed to identify the forms of discrimination against women in the Arabic language and civic education, science and math books for the first and the sixth primary grades, which concluded that the textbooks ignored the real capacity of women and molded its functions and activities and addressed the issue of women superficially.

In a study of Nayef (2004) under the title "The image of women in a systematic of Arabic and English language for fourth and the ninth grades," carried through which it scans the image of women in the Arabic language book in the first part for fourth and ninth grades and compared them with the women image in basic Arabic Language book and rules for fourth and ninth grades rapporteurs on students in the Latin Convent School, The researcher found that the Arabic language curriculum as opposed to frequency and sag and contradiction experienced by the official discourse in the position of women, the frequency experienced by Arab societies in its position, which is reportedly in favor of the prevailing traditional model by Rating stereotypical roles, and through the properties that are attributed to both sexes and sets The relationship between them.

In a study of Sabri (2003) sought by which to assess the experience and partial for the development of a Palestinian state curricula of the first phase concerning the first and sixth primary grades curriculum, and the assessment have included several aspects of the process of the new curriculum, and the study reached several conclusions, with regard to civic education curriculum that the teaching civic education has sparked confusion among most of the teachers in the schools, which is expected on the grounds that the subject is working on the development of the spirit of citizenship and linking humanitarian and universal concepts, and this is not easy to apply.

In the study of the Abu Zahira (2004) came under the theme of tolerance and equality in the Palestinian curriculum, it highlighted that the curriculum shows that the duties of the state to provide equality to its citizens and the duties of the state towards its citizens.

Among the most prominent reasons for changing the curriculum that cannot overcome, as contained in the study of Auf (2004), is the need to consolidate the values of Palestinian society, as the current national, economic, social, cultural and political needs need to establish a set of values and concepts that contribute to the building of the Palestinian state and its capital Quds, This needs to a Palestinian curriculum its educational responsibility represented in the dissemination of knowledge that necessary to contribute the construction and development process. As stated in the "First Palestinian Curriculum Plan", that keep up with the high population growth rate is one of the reasons to change the Palestinian curriculum, as the provision of sufficient numbers of forces capable of contributing to the economic and social development, become an urgent necessity and The Ministry of Education in Palestine responsible for preparing for the future to cope with the problems caused by the growing population; also the data indicate that age group (5-14) represents 30% of the population approx. This needs to build a Palestinian integrated curriculum elements to provide such powers. So good curriculum is capable of creating an educational and pedagogic framework to accommodate the high rate of population growth and meet its needs.

Teacher creativity Center was held (2001), a training course for educators supervisors numbered (64) participants, male and female teachers are (44), and pupils number (20) of the sixth grade at a Palestinian National Authority and International Relief Agency schools, in Ramallah and Gaza governorates in the year (2001). and it has been aimed to training mentioned categories on skills and practices of civic education within the intellectual and philosophical framework ,And practice the concepts and principles of civic education inside and outside the school, and not just a theoretical education, so as to spread in the school open atmosphere contributes to the promotion of these concepts and principles, as well as linking civic education issues with Palestinian development plans in various aspects of life.

Also Abu Odeh recommended, in an article titled civic education is the basis of Future School(2004) to the need to practice the concepts and principles of civic education inside and outside the school, and not just education theoretical her, in order to link civic education issues with Palestinian development plans in various life aspects.

Alasali (2003) indicate in her study titled "The Impact of the educational process on the learner personality in the Palestinian society" that the educational process, in spite of the large quantitative expansion that took place in the education sector with the Arab community in recent decades, is still the same, they are imposed on learner and it is not in keeping with their needs and desires, nor with the spirit of the age in which we live, where total reliance on the textbook only. And because our current educational systems is narrow and one-sided systems, so they are systems dominated by the concept of the Middle Ages in teaching and learning, which is a concept of the accumulation of information, and making control of the learning icons not their orientation in the creative.

3. Methodology

To complete this study, the researcher followed the following procedures:

- 1) Inventory parts of some books of the Jordanian curriculum for different age stages of the academic year (2015-2016).
- 2) Designing tables dealing with several issues related to women, which is women and the family, and the choice of work and equality in access to employment between the gender, gender equality in education, and women's right to political participation, and each table contains detailed for duplicates contained on each axis, showing the class, and part , unity, and the title of the lesson, and commentary on each duplicate.
- 3) Designing table shows the distribution of occupations in the national education books between gender, so that it appears in the table occurrences of each profession between gender according to their appearance in the content.
- 4) analysis of selected content parts through the analysis of concepts, forms, fees, activities, experiences, calendar, and through previous exposure to the axes of the male and unloading of these duplicates in the previous tables above.

4. Results of the Study

After analyzing the content of selected books, and in the light of the objectives of the study and its questions, the researcher concluded, as stated in the tables refers to study questions, to the following results:

The first question: In which image the women embodied in the family in the national education books in Jordan?

Table 1: duplication of men and women in the family in the books of Civic Education

	Duplication/men	Duplication/woman	total
First grade	6	9	15
Second grade	6	9	15
Third grade	4	4	8
Fourth grade	14	18	32
Fifth grade	12	16	28
Sixth grade	15	18	33
Seventh grade	11	12	23
Eighth grade	1	19	30
Ninth grade	zero	zero	zero
total	71	103	174
the percentage	40.8%	59.2%	100%

Is evident from Table 1 that the image of women has been presented well in the family in the national education books from the first grade until the ninth primary grade, where the images of women was (59.2%), while the images related to men was (40.8%) from the images of the gender.

Mother appeared in most images as a housewife caring for children, directed their behavior, advise them, take care of the house and prepare food, as well as interferes in most of the dialogues within the family to provides advices, but they never do not decide, but the man always has right to uniqueness of the final decision, as stated

in the lesson "very much agree and sometimes differ" in second grade of the first part a dialogue between family members about how to spend the holiday, and everyone suggests somewhere, but the father ends the dialogue with the words "but we'll go to the zoo." In another lesson in the first part of the sixth grade entitled "How the family lives together," appeared in the drawing mother as she sat on the chair, and the father standing in front of children, raising the hand and index finger in their face.

In contrast, women showed in positive images of women accompany her son to vote, reflecting the independence of opinion and democratic life, which is one of the most important curriculum of National Education axes.

The relationship between the couple inside the family was appeared characterized by cooperation and participation, where the father appeared in more than one image, which helps in the preparation of food or prepare the table, as well as in-house work, and mother appeared in different images one of the images when she taught her son, while the father was feeding his child, and in another images mother was read and the father was grilling.

Women have also appeared in the book of the seventh grade in several images, such as her presence in family members watching TV or reading book, or dialogue with her male and female children.

Mentioned in the Book of National Education for Seventh Grade cause of democracy within the family, where the "nurture democracy within the family" lesson exposure for several axes to support this issue such as pointing to the need to ensure equality among family members without discrimination in rights and duties between husband and wife and son and daughter, The sharing of roles within the family, between husband and wife, and to allow women to express their views with regard to the reality of the family and its future, and to allow women to work outside the home to take a role in helping the family economically and embodiment of economic independence, which will enhance their role in society, and justice in the treatment of children of their types and provide equal opportunities to them, whether in education or to participate in the work.

At the end of the book of National Education for Seventh Grade it was noted in a lesson, "the issue of human rights" to the Declaration of Independence, which has rejected all forms of discrimination, including discrimination between men and women.

National Education book for eighth primary grade, in the "Women's Health", lesson indicate to the health and needs of women throughout all stages of their lives, also indicate to the very important issue, which is early marriage issue indicating its impact negative on women, children and the family in general, and raises these issues for discussion. Also exposed to the axis of childbearing rates in a lesson, "the family and procreation," noting reflection of the high rates of childbearing on women's health is fold participation outside the home. It is positive in the National Education book, for eighth primary grade addressing the issue of violence in a lesson, "No to violence" Exposure to the issue of violence against women, whether in public or private life and the forms of violence through multiple images such as duress to marriage, early marriage, the denial of education, and inheritance and physical violence. Also in the "Told my protest" lesson The book referred to the role of the local and international civil society in reducing the phenomenon of domestic violence against women, and compile as a human right, which is the responsibility of the state, and pointed to the institutions that must be resorted to in cases of various violence.

In the book of National Education, for eighth primary grade the "My family is picture of my community," lesson indicate the traditional patriarchal image of Jordan for the family, which limit the participation of family members in making family decisions, And, in the same lesson it also refer to development in all aspects of life in the Jordanian society and its impact on the Status of Women which entered the job market, with economic support, as well as improved contribution of women and children in family decisions.

In another lesson entitled "The responsibilities of family members" touched on the difference that happened within the family of the traditional form to a democratic and its positively reflected on the role of women within the family, and at the same lesson several issues was introduced for discussion, including the issue of cooperation within the family and in decision-making, and the role of women in the family between traditional and modern societies.

As for the book of National Education for ninth primary grade, its content do not discuss this axis.

The second question: How clear the woman's right to choose work in the books of National Education in Jordan?

Table 2: women and men duplicates in the choice of work and equal access to employment in the national education books

	Duplication/men	Duplication/woman	total
First grade	10	2	12
Second grade	7	5	12
Third grade	10	2	12
Fourth grade	9	3	12
Fifth grade	6	3	9
Sixth grade	14	3	17
Seventh grade	21	4	25
Eighth grade	9	7	16
Ninth grade	5	7	12
total	91	36	127
the percentage	71.6%	28.3%	100%

Table 2 shows the duplicates men and women in the choice of work and equality in access to employment between gender of first grade until the ninth primary grade, where the representation of women in national education books from first grade until the sixth to seventh and even ninth grade is weak and unjust, where women percentage here is (28.3%), while men is (71.6%).

the national education books from the first grade until the sixth primary grade touched on the theme of the individual's right of equal access to jobs, as seen in the table (2) the right of women emulated for occupations and jobs in the first grade two duplicates which is teacher and farmer occupations, while man right in emulated for occupations and many functions which is learning, agriculture, medicine, engineering, police, dentistry, driving, provide programs, and work in a bank, in addition to being head of the family. And in the second grade book the right of women represented in emulated for jobs in the education, agriculture, the secretariat of the library, the school management, and the saleswoman, as for the man duplicates it has represented in more jobs, which are education, agriculture, management of school, employment, rescue, and swimming, as for the third grade book it has represented images of women in medicine, journalism, and men in education, agriculture, medicine, schools management, engineering, mayor, fishing, auto mechanics, cooking, and plumbing, and in the fourth grade book was limited in women's right to education, nursing and the secretariat of the library, but the man it's right was representing in education and the secretariat of the library, medicine, journalism, sales, the Judiciary and the Presidency of the Union and management of camp. As for the fifth-grade book a woman's right has represented in emulated education, agriculture, secretarial occupation, while the man has the right to equal access to education, agriculture, rescue and blacksmithing, medicine, construction occupations, as for the sixth grade book, the women duplicates were represented in the right of equal access to the nursing occupation and secretarial and employment, while the man right was represented through education, agriculture, medicine, sales, employment, the police to work in a bank, fishing, auto mechanics, baking, the judiciary, aviation, electricity, and automotive and leader the ship.

In the eighth grade book the importance of women's participation in the labor market and the need to field its availability and support was mention, through indicate to the evolution of which hit all aspects of life in the community through the "My family picture of a community" lesson and "the responsibilities of family members" lesson and "Family Health " lesson also," I know my rights " lesson pointed out of international conventions such as the Convention on the elimination of All forms of discrimination against women.

And in the ninth grade book, the book reiterated its indicate to the same subject, stressing the importance of supporting women to enter the labor market and the need to contribute to civil society organizations in promoting this role such as demanding equal pay and rights between men and women, through the "respect for human dignity" lesson and "the establishment and support of civil institutions. lesson" .

And from the positive aspect is also worth noting that the ninth grade book touched the subject of women's rights in a "our rights" lesson and "Women's rights, human rights" lesson, and raises several issues for discussion on this subject, allowing the learner to deal with social problems and urging the need to find solutions which develops has the skills of analytical and critical thinking and problem-solving method.

The third question: What is the extent of gender equality in education in the national education books in Jordan?

Table 3: males and females duplicates in the right of education in the National Education books

	Duplication/men	Duplication/woman	total
First grade	25	24	49
Second grade	23	23	46
Third grade	9	9	18
Fourth grade	20	20	40
Fifth grade	18	18	36
Sixth grade	14	14	28
Seventh grade	10	8	18
Eighth grade	16	14	30
Ninth grade	5	4	9
total	140	134	274
the percentage	51.1%	48.9%	100%

Table 3 show the male and females duplicates in the education right in the national education books from the first grade until ninth grade, where the males percentage is (51.1%), while the females percentage is (48.9%) and this is fair representation to some extent.

As Table 3 shows that there are many balanced images of male and female students in the classroom, participate in competitions and in school and classroom activities, and for sons of males and females in the family while they watching television and reading newspapers and other pictures of families discuss with their children, and allow the gender in balance the freedom of opinion and expression, and directed them tips fairly between the gender, also it highlight the justice in showing the gender basic rights in the community and within the family, such as the right to education, food, health, housing, security and stability.

And the book confirmed in a "nurture democracy within the family" lesson of the Seventh Grade the importance of participation of all members of the family in the business, make decisions and assume responsibilities and raises the issue of the comparison between the democratic and non-democratic debate families, as well as in the eighth grade book a "the responsibilities of family members" lesson.

And the value of freedom of expression is shows clearly in "express myself" lesson in the eighth grade, as well as in the book of the same grade the concept of equality shows through raising the issue of thinking in which brother and sister appear in dialogue about their roles, the sister answers with the words "I am like you and I have the same rights and obligations "and other girl says to her mother," I have the right to learn. "

And in the ninth grade book , it touch on the issue of children's rights in various areas adequately, in the " children's rights is human rights." lesson.

The fourth question: What is the extent of women's participation in political life in the National Education book in Jordan?

Table 4: men and women duplicates of participate in political life in the National Education books

	Duplication/men	Duplication/woman	total
First grade	0	0	0
Second grade	0	0	0
Third grade	0	0	0
Fourth grade	2	1	3
Fifth grade	0	0	0
Sixth grade	1	1	2
Seventh grade	0	0	0
Eighth grade	6	4	10
Ninth grade	5	8	13
total	13	15	28
the percentage	46.4%	53.5%	100%

Table (4) "entitled men and women duplicates of participate in political life," referring to women's right to political participation has been repeated in the national education books for the first until the ninth grades by (53.5%), while man representing by (46.4%) , which reflecting fairness in the distribution to some extent with respect to the participation of men and women in political life in the Jordanian society.

As indicated in Table 4, that the National Education books of the first grad until the seventh grade was not indicate this axis clearly, it has represent in an images in the fourth grade book for women when she vote, as well as in the book of sixth grade lesson on "the world against domination and with justice," drawing and comment on the march in which men and women participate together, While in eighth grade book it have been indicated to the provisions of the Constitution in a , "the Constitution is the rule," lesson which canceled the forms of discrimination based on sex, race, religion, and color, and in the "we citizens shape parties" lesson, show women hold up banners during their participation in the march, At the same lesson is indicate to topics such as the right to vote and election for two gender in the Jordanian community mentioning the legal text to open discussion between students, and in the "No to violence." lesson, Also the book indicate to forms of violence, including the denial of women's participation in public life.

As for the ninth grade book, it has explained the importance of the concept of pluralism in the Jordanian society, put it for discussion in a "pluralism in Jordanian society" lesson and returned again and touched in a "to participate in the election and the nomination" lesson to the issue of women's political participation in the nomination and election, it also touched the issue of human rights, focusing on the women right as a human being in several aspects, including the right to participate in the management of public affairs and to vote and to stand in the elections and that in the "types of human rights" lesson, and "the rights of women .. the rights of man." lesson.

The fifth question: What is the extent and clarity of the image of women in the national education books in Jordan?

Table 5: the distribution of the images duplicates in which shown men and women in the national education books

the field	The man	The woman	Total
In the family	71	103	174
at work	91	36	127
Political Participation	13	15	28
Education	140	134	274
Distribution of occupations	105	36	141
Total	420	324	744
the percentage	56.4%	43.5%	100%

Table (5) entitled "The duplicates of men and women in the distribution of occupations," explains the size of the duplicates of the images that appeared in which both men and women in the national education books for the first grade until the ninth grade, where the woman has represented by (43.5%), While the man represented by (56.4%), reflecting non systematic and random representing of women and unequal representation in comparison with men in the books of National Education.

In national education books the women shows in a traditional role within the family by (59.2%) as shows in Table 1, while its images may be diminished in the world of professions, where it shows through the table (3), which the women's duplicates percentage vs. the man on the subject of equality in access to employment between the two gender by (28.3%) only, In Table 5, which has been touched the distribution of occupations in the books on the two gender the duplicates indicate that women have got (25.5%) proportion of the occupations in the books and this is weak representation does not reflect a realistic picture, with respect to the employment of women in our Palestinian reality.

With regard to the right of political participation, it was clear from the table (5) that women and men somewhat got a fair representation with respect to this item in the books of civic education , Finally, we find that equality in education between males and females, which the researcher reached and through the table (3) that females may represented by (48.9%), such while male (51.1%), which is a fair representation to some extent.

4.1 Conclusions

Through a review of the results the researcher reached to accept the hypothesis-neutral and that suggests that women are represented in the content of the national education books in Jordan, but in a non-systematic and random.

4.2 Recommendations

In light of the previous findings the researcher recommends the following:

- 1) Attention to the quality of the representation of images in which women are represent within the family and in the content of the national education books in Jordan, and out as much as possible from the stereotypes.
- 2) Work to increase the pictures that give women the right to work, and in equal access to jobs in the Jordanian society in the content of the national education books.
- 3) fair distribution of occupations between the two types in the content of the national education books in Jordan.
- 4) Increase efforts to assess and analyze the Jordanian curriculum to work to strengthen the power points, and cure weaknesses wherever they exist in the different elements of the curriculum for different stages.
- 5) Monitor the educational policies of the educational process for the compulsory stage, and determine whether they meet those requirements with the curriculum content, specifically on the subject of women in society.

4.3 Suggestions

In light of the study findings the researcher suggests the follows:

- 1) The call to humanize the school and grade, to be achieved that the learner at the center of the educational process, which current practices is away from it.
- 2) Focus on building trends of the curriculum for civic education, and work on ways and methods of teaching the learner develops the ability to analyze and adopt trends and positive life skills, rather than taught as a purely cognitive.
- 3) Work to consolidate and clarify the educational vision which on its basis the curriculum will built.

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