

Evaluation of Sixth Grade Textbook for National and Civic Education from the Viewpoint of Primary Social Studies Teachers within the Irbid First Education District

Basel Al-Shdifat *

Faculty of Educational Sciences, Department of Curriculum and Instruction, Al Albayt University,
Mafraq ,Jordan

*E- mail of the corresponding author: baselmosa88@hotmail.com

Abstract

The study aimed to evaluate the sixth grade National and Civic Education textbook from the viewpoint of primary social studies teachers within the Irbid First Education District. Preliminary data was obtained through a questionnaire, the study instrument, distributed to (288) male and female primary social studies teachers from (64) female and (44) male primary schools within the Irbid First Education District. The comprehensive field analytical data method was used and upon analysis a set of results was found, primary of which was that:

The evaluation of the sixth grade National and Civic Education textbook from the viewpoint of primary social studies teachers within the Irbid First Education District was medium and that the textbook was not of the required level. This was normal in view of the problems that characterized the textbook which should subsequently be addressed. The study recommended the necessity of reviewing the sixth grade National and Civic Education textbook with the presence of a social studies teacher, because he is closest to both the students and the teaching of the textbook and is the most knowledgeable person on the goals the textbook strives to achieve.

Keywords: evaluation, national and civic education, sixth grade primary education textbook book, social studies teachers.

1.0. Introduction

People generally strive to take an interest in explicit teaching goals related to innovative and constructive thinking and innovative problem solving. This is particularly true in the twenty first century which has imposed many challenges on countries whereby the interest has become in the development of educational and teaching methods in addition to the educational curricula aiming to develop skills in a century that is characterized by a high level of competitiveness (Gallagher & Hipkins & Zohar, 2012, P134).

There is no doubt that education is the corner stone of people's development and the most tool able to create change, due to its influence on behavioral aspects regarded in turn as the basis for its positive influence on society. Education goes hand in hand with the school text book (Al E'nizi, 2011, P1) which is regarded as one of the basic pillars of the educational process and the tool available to teachers in their job to achieve desired goals and to arrive at the sought after knowledge contained in the book, through the teacher. Since the school textbook is the first book the student has in hand at the outset of his studies, the relationship between the student and the book is governed by its content, appearance, goals, the way it addresses these goals and the way the thoughts are organized thus creating a positive or a negative bond (Marashdeh, 2007, P 235). In recent years interest/ concerns have shown that education needs to explore: what goes on within the teaching process, the inspection of school curriculum and the curriculum evaluation process to arrive at positive results in education through high quality outputs represented by the students (Wood, 2004, P362).

The school textbook is not a teaching aid that helps the teacher rather it is an instrument that aims to exact positive change in the desired behavior of future generations. It also contributes to improving student potential and abilities. The textbook is not merely educational matter rather it is a tool that creates a complete awareness for students, identifies strengths and weaknesses and finds solutions for the weaknesses (Jbbari, 2007, P 27).

A successful curriculum must be able to:

- Discover diversified strategies that are concerned with effective learning and reflect on the students.
- A responsible participation in life at different environmental levels: internal, surrounding and global.
- Related to the social environment that the curriculum lives in.

Should be based on finding job opportunities that offer a decent livelihood (Swanepoel, 2010, p26-27). Despite developments that have touched all walks of life, the textbook remains the primary teaching tool making it important that specifications and standards are taken into consideration that will aim to improve the education process (Al E'nizi, 2011, p3). The curriculum should be contemporary and able to answer to social and cultural student needs to help the future positive relationship between the student and the book. Many studies are researching National and Civic Education textbooks to address the current and momentary needs that

arise in the Jordanian society to simulate the Jordanian environment (Marashdeh, 2007,p236).

The teacher is the person designated to teach the textbook and on his shoulders falls the responsibility of knowing textbook content, layout and how to engage the students thinking while teaching these students, who are regarded as the target of the educational process. It is clear therefore that the teacher has to correctly identify content, recognizing weaknesses and strengths that should be taken into consideration by those not only in charge of teaching in general but also by authors of textbooks, in order to arrive at satisfactory levels that achieve the overall objective of the school textbook (Al E'nizi, 2011, P4).

The curriculum is, as a rule, regardless of its type or specialty, required to do the following:

- Identify the problem and use innovative thinking to contribute to solving it and make decisions.
- Work efficiently in groups, as part of a team.
- Collection, organization, analysis and evaluation of information.
- Effective utilization of science and technology to show responsibility towards the environment students live in (Swanepoel, 2010, p26).

It is important to point out here that there is an overlap between the concepts of nationalism and citizenship and that these words are used interchangeably to indicate the same meaning. Nationalism indicates an individual's love for his homeland and society, his pride in belonging to them, his preparedness to sacrifice himself for their sake and his desire to voluntarily participate in activities and procedures that benefit the general public. It is an emotional feeling towards the country and its capabilities. Citizenship is the behavioral expression of nationalism through actions that demonstrate the person's love for the community he lives in (Al Nassar and others, 2010, Page 23).

The National and Civic Education textbook is a field of knowledge based on creating citizenship and comprehensive knowledge growth enabling the student to become more aware, useful and knowledgeable in society. It aims also to form a national and social sense that serves society. Students are the future and are the core of future society so current education and nurture will reflect on their future behavior towards their country and its assets in such as to serve the common good and develop the country.

National and civic education is important due to educational decisions which will be based on achieving the educational purpose including how to teach the curriculum, evaluate and assess the curriculum by those specialized to do so whether it's by the teacher or the Ministry of Education.

National and civic education differs from one country to another due to cultural and social differences between nations and the goals each country hopes to achieve. Al Hindi has defined national education as: preparation of students to take their part in society as responsible persons, decision makers and citizens looking out for the country's well-being, while also being part of the general education (Al Hindi, 2009, p17). Goals of national education varied in researchers' views; while some expanded them others dealt with only the most limited of goals, however, none deviated from the main axis stating that the goal was to prepare a good citizen who did his duty towards society (Al Hindi, 2009, p18).

Evaluation of the National and Civic Education textbook is part of the philosophy of evaluating school textbooks which is an important and ongoing process which will ultimately benefit curricula development and an improvement of textbooks in general. It includes addition, adjustment or rectifying error through directing basics and elements towards the curriculum whereby it is able to achieve the desired goals and invoke the desired behavioral changes through which the effectiveness, success of goal achievement and the weaknesses and strengths of the school textbook may be judged (Al E'nizi, 2011, p22).

The ability to evaluate the book's strategy, writing action projects in the approved curriculum, oral activity is given an opportunity, report writing and the practical application of it in its measurement through different standards that differ according to the education subject and the culture the textbook is taught in (Swanepoel, 2010, p46). Evaluation of the school textbooks varies among evaluators; some concentrate on content analysis whereas others concentrate on the way the curriculum is taught whereby the teacher takes on the main role in teaching the educational process alongside the importance of the school textbook (Porter, 2004, P4). Others still, measure against some standards, as will be shown later on in this research although no complete evaluative system exists, despite the standards that the evaluation is based on. However the question remains: is the evaluation system a comprehensive one? The answer is that such a system doesn't exist (Wiliam, 2003, p8).

The evaluation of the sixth grade of Civic Education textbook is part of an overall evaluation process of all school textbooks for many reasons including: changes in the content and subjects due to scientific advances, increased interest in education and the effectiveness of existing school programmes, the strive to reach a feeling of satisfaction regarding educational outputs and finally the effort to improve the educational system to introduce the necessary changes in the educational curricula and system that are appropriate to student needs, abilities and problems (Sunqur, 2003, p25). The evaluation process must be through the educational goals that the school curriculum strives to achieve because goals differ from one country to another (Krajcik, McNeil, Reiser, 2007, p25). Criteria Evaluation Standards must be a clear, specific evaluation process and aim to increase student achievement and understanding ultimately raising student quality (Sizmu&Sainsbur, 1997, p134-135). It

was the teachers' view that the evaluation process by the teacher is a necessary process to overcome complicated concepts of evaluation and the weaknesses present in students (Sizmu Sainsbur, 1997, p 137).

The Hashemite Kingdom of Jordan is similar to other countries in that includes National and Civic Education in its school curricula as a textbook taught by the teacher and it is just such a textbook that will be researched in this study.

2.0. Statement of the problem

The researcher saw the need to research into National and Civic Education textbooks in general. The need for this has arisen from previous studies the researcher has read as well as through personal experience when engaging MA students in discussions where most of them are practicing social studies teachers. These discussions prompted the researcher to recognize that a problem existed particularly in light of recent and current developments that have touched all aspects of life and have taken front stage as events. Many researchers have been prompted to review National and Civic Education school textbooks due to their important role in developing citizenship values in individuals creating a safety valve and social cohesiveness through supplying students with knowledge, values and correct direction which will have a positive impact on the country.

In view of the importance of National and Civic Education textbooks in the first grades of the education process, the current study researches the evaluation of the 6th grade National and Civic Education **4.0**

3.0. Significance of the study:

The importance of this study stems from the importance of the subject it addresses namely the evaluation of the National and Civic Education textbook for the 6th grade from the point of view of social studies teachers. Since the teacher is responsible for the development of a sense of citizenship within the students and since he is the closest to the students in teaching the educational matter, he is the most knowledgeable person on what is more appropriate and practical, and the extent to which the goals of the National and Civic Education textbook are being achieved. This research may provide those involved in planning and developing curricula with a list of criteria that should be taken into consideration when building and developing curricula and writing textbooks so as to ensure quality. This research may pave the way for other studies and research into other axes in the National and Civic Education curricula development in order to arrive at a high quality textbook.

This research may help those who teach this subject to increase their expertise in the textbook evaluation field and discover the textbook's weaknesses and strengths subsequently helping them to achieve the desired educational goals.

The research also gains its importance from its application to an educational directorate outside the capitol city Amman to find out the effect of educational policies how they were applied and to what extent goals were achieved far away from the decision making centers.

The research subject has an effect on the Hashemite Kingdom of Jordan in general since national education addressing the substantiation of concepts of loving one's country will create a loving and aware generation that is capable of preserving and defending Jordan. Jordan is a youthful society and the exposure to a sense of nationalism will form for us a cultured young generation that preserves the homeland beginning from the lowest levels of human behavior towards it and ending in its defense of it .textbook from the viewpoint of social studies teachers of the first Irbid Educational District.

4.0. Objectives of the Study:

The study aimed to:

- To discover the evaluation level of the sixth grade of National and Civic Education textbook from the viewpoint of social studies teachers of Irbid first Education District.
- To recognize statistical differences, if they existed, between social studies teachers in the Irbid First Educational District.
- To recognize the strengths to reinforce and reiterate them with remediation of weaknesses if found in order to avoid these weaknesses and remove them.
- To arrive at results and recommendations that would develop the National and Civic Education school textbook from the viewpoint of teachers and the submission of these recommendations to decision makers to further develop and research in service of the overall educational process.

5.0 Questions of the study:

The study aims to answer the following questions:

Q1: What evaluation degree would the introduction of the sixth grade National and Civic Education textbook receive from the view point of the Irbid first Education District social studies teachers?

Q2: What evaluation degree would the objectives of the sixth grade National and Civic Education textbook receive from the view point of the Irbid first Education District social studies teachers?

Q3: What evaluation degree would the content of the sixth grade National and Civic Education textbook receive from the view point of the Irbid First Education District social studies teachers?

Q4: What evaluation degree would the content display and organization of the sixth grade National and Civic Education textbook receive from the view point of the Irbid 1st Education District social studies teachers?

Q5: What evaluation degree would the educational activities of the sixth grade National and Civic Education textbook receive from the view point of the Irbid 1st Education District social studies teachers?

Q6: what evaluation level did social studies teachers at Irbid First Education District give the sixth grade National and Civic Education textbook Evaluation?

Q7: "What evaluation level did social studies teachers at Irbid First Education District give the sixth grade National and Civic Education textbook regarding artistic production and contextual design?"

6.0. Definition of terms

Evaluation: Is the specific process within criteria estimated through specific calculations, balances and percentages and not by a general, personal or subjective process. An extensive study of the subject for which the evaluation is desired is performed to recognize the extent to which it achieves criteria and specifications of a good school textbook (Al E'nizi, 2011, p26). The evaluation procedure in this study may be defined as based on the estimates of 6th grade social studies teachers at the Irbid 1st District of the Education of National and Civic Education textbook within the criteria that previous studies have agreed upon in the evaluation of school textbooks.

School textbook: Is the subject's designated book written for educational purposes and used in the classroom (Swanpoel, 2010, p49) whereby it should include knowledge and skills of the subject taught to students by the teacher (Pellegrino, 2006, p2).

National and Civic Education: Is that part of school curricula that strives to ingrain values, principles and good attitudes in students. It strives to direct them towards good social and cultural behavior both locally and globally, as well as providing them with required life skills to become good citizens who love their country and are proud to belong to it behaving in such a way that expresses this and effectively participating in national causes that positively benefit the country and its citizens (AlNassar and others, 2010, p25).

Sixth grade National and Civic Education school textbook: The school book designated for the National and Civic Education by the Jordanian Ministry of Education for the elementary sixth grade. The evaluation of the sixth grade National and Civic Education textbook will be through the introduction, goals, content, display of content and its organization, educational activities, question evaluation exercises and the artistic production of the book.

7.0. Limitations to the Study

This study was limited by the following:

- **Human Limitations:** the study applied on the primary Social Studies teacher's curricula aiming to evaluate the sixth grade National and Civic Education textbook from the viewpoint of primary social studies teachers within the Irbid First Education District.
- **Time Limitation:** the study sample covered the teachers of social studies in the first second of the academic year 2013/2014 in the schools of Irbid First Education District for primary stage .
- **Location Limitation:** the study was limited to include of primary social studies teachers within the Irbid First Education District.

8.0. Review of literature

The researcher reviewed many studies related to the topic of the study. In Al E'nizi's study (2014) he aimed to evaluate the modified National and Social Studies third grade textbook from the viewpoint of social studies teachers and educational supervisors in the Kingdom of Saudi Arabia. The sample consisted of (100) social studies teachers in the Qaryat Educational District in addition to a sample of (10) social studies supervisors. After study data was collected it was analyzed. The evaluation results were of high practice of the tool overall whereas it showed that no differences of statistical significance existed in the view of social studies teachers that may be attributed to the impact of scientific qualification. No differences attributed to the impact of experience in all fields existed except, however, those of textbook introduction and content which displayed differences in favour of (10) years experience and over.

Hamadneh conducted a study (2012) that aimed to evaluate the primary first grade textbook "Arabic Language" in Jordan from the point of view of teachers at Qasabat Mafraq Education District where the sample consisted of (77) male and female teachers. The study instrument consisted of a questionnaire of (54) items. Upon analysis of the study instrument, the study concluded that the artistic production of the book was of a high level whereas textbook language, goals, content, drawings and pictures were of a moderate level.

Gakkagher & Hipkins & Zohar (2012) completed a study that aimed to analyze thought methods that

reflected on teachers' professional development in evaluation and test requirements which are viewed as the most important challenges New Zealand and Northern Ireland.. After data collection in the study society through quantitative data collected from Ministries of Education in the study societies, success was seen in the study society albeit with challenges existing in each state. The three countries making up the study society, asserted the commitment to allocating resources in support of focusing on the value of the study curriculum value and its outputs. A strong relationship existed between professionals' development, curricula, teaching fundamentals and estimations concerning political events.

In Al E'nizi's study (2011), he aimed to evaluate the modified National and Social Studies first middle school grade textbook from the viewpoint of social studies teachers and in the Qaryat Educational District in the Kingdom of Saudi Arabia in light of some variables including: specialization, teaching experience and academic qualifications. The study sample consisted of all study individuals namely (100) teachers. Study results showed that the modified National and Social Studies first middle school grade textbook was highly graded by the study individuals with differences attributable to academic qualifications in favour of higher education with no differences of statistical significance attributed to specialization and experience.

Klenowski & Wyatt-Smith (2010) carried out a study that aimed to clarify a challenge to applications related to the Australian government's application of the National Exam and national partnership while relating to sub-standard student performance. This was done through searching for standards for distinguished teacher's work in companies that implemented the exam on a large scale in addition to personal responses to reports through a theoretical study that depended on data acquired in the Queensland educational district in Austral. The study concluded that four conditions were related to the efficient use of the education measurement and support tool: clarity of goals and roles, understanding of standards, integration with applications and societal evaluation.

Hallas (2007) researched into identifying general characteristics that should exist in a school textbook and the standards required to analyze and evaluate the school textbook for primary education students in Palestine. The descriptive analytical method was used in this study and a standard criteria that was revised by educational experts and specialists was used to grade the textbook. It was later used as a reference for deriving a standard questionnaire as an evaluative tool to judge textbook quality. Results showed that textbook quality was lacking in: textbook matter, content, language, display and overall artistic production.

Another study carried out by Pickering, Knight, Stegmann, and Cathercole (2004) aimed to reveal the relationship between memory skills and the performance of evaluations of the national education curricula of English language, mathematics and science. This was conducted through groups of students aged (7 – 14). The seven year old study society consisted of (40) children (19) male and (21) female who had been studying for three years at a primary school in South East England and whose native language was English. The fourteen year old study community of (43) students was made up of (18) male students and (24) female students.

The study concluded that seven year old children's academic achievement in English and Mathematics was related to memory skills. Fourteen year old children showed a relation between a strong memory and both science and math but no relationship existed with learning the English language.

In a study by Wiliam (2003), he aimed to investigate the school curricula evaluation process in Britain through focusing on studies that specialized in the evaluation process in Britain and Wales. He completed a theoretical study that addressed several studies that were based on teacher evaluation and teachers' role in school curricula in order to arrive at a trustworthy level while also focusing on the issue that the credible standards are realistic ones, measurable and are characterized by a high level of credibility. This was because the current evaluation system isn't highly credible while it affects the school curricula. The study concluded that teacher involvement in evaluation should be increased while also increasing the rate of curricula testing a comprehensive test of school curricula.

Al Shatti (2001) aimed in his study to point out flaws in the 12th grade Islamic Education public education textbook to discover the writing philosophy that would best serve the Ministry of Education goals while highlighting the importance of التقييم, its principles and rules. (250) questionnaires were distributed in five educational districts with (50) questionnaires per district. The study arrived at conclusions that the textbook should be restructured in such a way as to touch the students' lives and should use certain teaching methods and techniques in teaching.

In Maqableh's study (1996) he aimed to evaluate both high school history books in Jordan in light of desirable characteristics of a textbook. Textbook content was analyzed and views of teachers who taught the subject were considered. A questionnaire was developed to measure study variables and was applied to a sample of (116) male and female teachers who taught History to the high school grades literary tract in four areas: Jerash, Ajlun, Irbid 1st district and Irbid 2nd district. Results showed that the History textbooks for the two high school grades included some important principles of education at a low level.

Comments on Current of Study:

There have been many contributions from researchers and those interested On the subject of textbook or

curricula evaluation the researcher found quite beneficial to his clarity in vision and focus on indicators that aid addressing subjects and studying of research variables to be able to answer research questions and achieve research aims. This study attempted to limit the indicators to be applied to the current study however many differences were found: firstly, the school curriculum differed to that of this study which was the 6th grade National and Civic Education textbook and the study instrument was a questionnaire. Another difference was the study community that differed in this study to that of previous studies. The current study also didn't relate the school textbook evaluation to other variables rather it concentrated on the evaluation of the 6th grade National and Civic Education which contributes to arriving at more accurate results that benefit researchers and the study community.

9.0. Methodology Population and Sample:

This study adopted the descriptive analytical method where the descriptive method was utilized in the evaluation of the sixth grade National and Civic Education textbook in Irbid 1st Education District from the view point of social studies teachers. This study relied on the analytical method for data collection from primary sources through development of a questionnaire that served the study goals and was distributed throughout the study community.

The study community was made up of (288) male and female social study teachers at the 1st Irbid Educational District from (64) female primary schools and (44) male primary schools. Total retrieved questionnaires were (212) and after disqualifying (5) questionnaires (207) were analyzed.

10.0. Instrumentation

Secondary data collection means:

Secondary data was obtained from researcher review of literature including books, previous studies and periodicals related to the study subject.

Primary data collection method:

The researcher used a questionnaire as a means of obtaining primary data. The questionnaire was distributed to social study teachers throughout Irbid 1st Education Directorate to determine whether the level of the National and civil Education school textbook would satisfy the desired goals.

The questionnaire included seven dimensions with each axis consisting of (6) items (annex1): The first dimension addressed textbook introduction, the second: textbook objectives, the third: textbook content, the fourth: textbook content layout and organization, the fifth: educational activities, the sixth: text book questions and finally the seventh: textbook artistic production. The Likert even number scale was used to measure the mentioned dimensions in the following format: (1) to a low degree, (2) to a medium degree, (3) to a high degree, (4) to a very high degree.

Validity:

The researcher validated the questionnaire by a panel of judges who are professors at different universities to verify that it: covered that main subject, clarity, sound in content and formulation based on judges' comments: adjustments were made whereby some sentences were stricken, some added and some items were rewritten to achieve better credibility in measuring the study subject.

Reliability of the study:

To ensure instrument consistency, internal consistency was calculated according to Cronbach's alpha which was greater than (0.60) and was appropriate for this study's purposes.

Table (1)
Internal consistency Cronbach's Alpha for fields and the overall study instruments

Field	Internal consistency
Textbook introduction	0.76
Textbook objectives	0.77
Textbook content	0.76
Textbook content display and organization	0.64
Educational activities	0.71
Textbook evaluation	0.70
Textbook artistic production and contextual design	0.74
Overall study instruments	0.92

10.0. Statistical Analysis:

To answer the questions of this study, the following statistical analysis methods were used: Data collection from the questionnaire was analyzed using the SPSS statistical package generally used in social sciences.

To answer the study questions, statistical tests were used to derive means and standard deviations for the seven fields of the seventh study questions, "Textbook introduction, textbook objectives, textbook content, textbook content display and organization, educational activities, textbook evaluation, and textbook artistic production and contextual design". Statistical tests also were used to derive means and standard deviations for the Overall study instruments.

10.0.1. Results for Question One:

"What evaluation degree would the introduction of the sixth grade National and Civic Education textbook receive from the view point of the Irbid First Education District social studies teachers?"

To answer the first question means and standard deviations were used to calculate results of responses in addition to the degree of agreement with question items and subsequently arranged in a table in descending order. Results are shown in table (2).

Table (2)
Means and standard deviations for items related to "Textbook introduction"

Rank	Item No.	Item	Mathematical Means	Standard Deviation	Degree of Practice
1	3	Textbook introduction offers a comprehensive description of textbook.	3.09	0.94	High
2	5	Textbook introduction explains organizational structure.	2.89	1.14	Medium
3	4	Textbook introduction is directed simultaneously to the teacher and student.	2.86	0.99	Medium
4	1	Textbook introduction includes general textbook objectives.	2.83	1.12	Medium
5	6	Textbook introduction includes sentences that show the importance of textbook subject.	2.54	1.13	Medium
6	2	Textbook introduction explains educational philosophy the textbook was based on.	2.49	1.17	Medium
Textbook introduction			2.78	0.74	Medium

The table above shows that the highest mean was (3.09) with a standard deviation of (0.94) that was related to item no. (3) That stated that "Textbook introduction offers a comprehensive description of textbook". Item no. (5) That stated "Textbook introduction explains organizational structure" came in second place with a mean of (2.89) and a standard deviation of (1.14). Item no.(2) that stated" Textbook introduction explains educational philosophy the textbook was based on" registered a mean of (2.49) and a standard deviation of (1.17) and was ranked last .The mean for the textbook introduction overall was (2.78) with a standard deviation of (0.74).

10.0.2. Results for Question Two:

"What evaluation degree would the objectives of the sixth grade National and Civic Education textbook receive from the view point of the Irbid first Education District social studies teachers?"

To answer the second question means and standard deviations were used to calculate for items related to the question in addition to the degree of agreement with the question item with results per item subsequently arranged in a table in a descending order. Results are shown in table (3).

Table (3)
Means and standard deviations for items related to “Textbook objectives”

Rank	Item No.	Item	Means	Standard Deviation	Degree of Practice
1	1	Textbook educational objectives are related to Ministry of Education’s philosophy.	2.87	1.08	Medium
2	6	Textbook objectives reaffirm students’ research and investigation skills.	2.35	1.06	Medium
3	5	Textbook objectives focus on knowledge production and its use.	2.27	1.27	Medium
4	2	Textbook objectives rise from needs and problems of Jordanian society.	1.95	1.37	low
5	3	Textbook educational objectives are balanced overall with balanced general objectives per unit.	1.87	1.45	low
6	4	Textbook educational objectives are formulated for each unit such that they encourage students towards self- learning.	1.67	1.32	low
Textbook objectives			2.16	0.86	Medium

Table (3) shows that the highest mean was (2.87) with a standard deviation of (1.08) and was for item no. (1) That stated “Textbook educational objectives are related to Ministry of Education’s philosophy” followed in second place by item no. (6) that stated” Textbook objectives reaffirms students’ research and investigation skills”. Item no. (4) That stated “Textbook educational objectives are formulated for each unit such that they encourage students towards self- learning” came in last with a mean of (1.67) and a standard deviation of (1.32). The mean for textbook objectives in general was (2.16) with a standard deviation of (0.86).

10.0.3. Results of Question Three: "What evaluation degree would the content of the sixth grade National and Civic Education textbook receive from the view point of the Irbid First Education District social studies teachers? To answer the third question means and standard deviations were used to calculate for items related to the question in addition to the degree of agreement with the question item. Results were subsequently arranged in a descending order. Results are shown in table (4).

Table (4)
Means and standard deviations for items related to “Textbook content”

Rank	Item No.	Item	Means	Standard Deviation	Degree of Practice
1	2	Textbook content fits in with study plan.	2.9	0.99	Medium
2	4	Textbook content relates the present to the past.	2.50	1.18	Medium
3	1	Textbook content graduates presentation of study matter and scientific information.	2.40	1.03	Medium
4	5	Textbook content helps to develop decision making and problem solving skills.	2.10	1.31	Medium
5	6	Textbook content encourages use of creative thinking skills.	1.19	1.25	Low
6	3	Textbook content affirms upholding to current social culture.	1.25	1.32	low
Textbook content			0.79	0.86	Medium

The table above shows that the highest mean was (2.90) with a standard deviation of (0.99) and was for item no. (2) that stated” Textbook content fits in with study plan”. In second place was the item” Textbook content relates the present to the past” which was item no.(4) with a mean of (2.50) and a standard deviation of (1.18). Item no. (3) Stating “Textbook content affirms upholding to prevalent societal culture” ranked in last place with a mean of (1.83) and a standard deviation of (1.25). The mean for the textbook content axis was (2.29) while the standard deviation was (0.79).

10.0.4. Results for Question Four: "What evaluation degree would the content display and organization of the sixth grade National and Civic Education textbook receive from the view point of the Irbid First Education District social studies teachers?"

To answer this question, means and standard deviations were used to calculate and derived for items related to the question in addition to the degree of agreement with the question item and subsequently these results were arranged in a descending order. Results are shown in table (5).

Table (5)
Means and standard deviations for items related to “Textbook content display and organization”

Rank	Item No.	Item	Means	Standard Deviation	Degree of Practice
1	4	Textbook content display and organization takes into consideration individual differences between students through use of different display methods including: storytelling, dialogue, role playing.	3.04	1.02	High
2	5	Textbook content display and organization is free of repetition and redundant information.	2.93	1.15	Medium
3	6	Textbook content display and organization encourages student self-learning.	2.76	1.16	Medium
4	2	Textbook content display and organization stimulates student thought.	2.71	1.36	Medium
5	3	Textbook content display and organization helps students use their information in their local environment.	2.61	1.04	Medium
6	1	Textbook content display and organization is sequential and harmonious.	2.26	1.06	low
Textbook content display and organization			2.72	0.68	Medium

Table (5) shows that the highest mean was (3.04) with a standard deviation of (1.02) that ranked item no. (4) that stated” Textbook content display and organization takes into consideration individual differences between students through use of different display methods including: storytelling, dialogue, role playing” in first place. Item no. (5) Namely “Textbook content display and organization is free of repetition and redundant information” ranked second with a mean of (2.93) and a standard deviation of (1.15). Item (1) that stated “Textbook content display and organization is sequential and harmonious” ranked last with a mean of (2.26) and a standard deviation of (1.06). As for the dimension of textbook content display and organization in general, it had a mean of (2.72) and a standard deviation of (0.68).

10.0.5. Results for Question Five:

"What evaluation degree would the educational activities of the sixth grade National and Civic Education textbook receive from the view point of the Irbid first Education District social studies teachers?"

To answer this question, means and standard deviations were used to calculate for items related to the question in addition to the degree of agreement with the question item and subsequently these results were arranged in a descending order. Results are shown in table (6).

Table (6)
Means and standard deviations for items related to “Educational activities”

Rank	Item No.	Item	Means	Standard Deviation	Degree of Practice
1	3	Educational activities are consistent modern with developments in the teaching field.	3.23	0.84	High
2	2	Educational activities encourage both individual and group work.	2.91	1.00	Medium
3	6	Educational activities are characterized by invoking student motivation to study.	2.91	1.08	Medium
4	4	Educational activities are related to textbook objectives..	2.60	1.23	Medium
5	5	Educational activities develop cooperation and team spirit.	2.55	1.15	Medium
6	1	Educational activities are characterized by diversity in consideration of individual student differences.	2.48	1.07	Medium
Educational activities			2.78	0.69	Medium

The table above shows that item no. (3); “Educational activities are consistent with modern developments in the teaching field”, ranked first with the highest mean of (3.23) and a standard deviation of (0.84). Items numbered (2) and (6): “Educational activities encourage both individual and group work” and “Educational activities are characterized by invoking student motivation to study” both ranked second with a mean of (2.91) and a standard deviation of (1.00) and (1.08) respectively. Item no.(1) “Educational activities are characterized by diversity in consideration of individual student differences” ranked last however with a mean of(2.48) and a standard deviation of (1.07) while the mean for the overall educational activities dimension was (2.78) with a standard deviation of (0.69).

10.0.6. Results for Question Six:

"What evaluation level did social studies teachers at Irbid First Education District give the sixth grade National and Civic Education textbook Evaluation?"

To answer this question, means and standard deviations were used to calculate for items related to the question in addition to the degree of agreement with the question item and subsequently these results were arranged in a descending order. Results are shown in table (7).

Table (7)
Means and standard deviations for items related to "Textbook evaluation"

Rank	Item No.	Item	Means	Standard Deviation	Degree of Practice
1	2	Textbook evaluation methods vary at the end of each subject between questions, editorials as well as individual and group projects.	2.66	1.06	Medium
2	3	Textbook evaluation methods take student levels into consideration.	2.66	1.10	Medium
3	1	Textbook evaluating methods are related to overall textbook goals.	2.47	0.94	Medium
4	4	Textbook evaluation methods encourage student investigative thinking.	2.36	1.30	Medium
5	5	Textbook evaluation methods stimulate self- Evaluation in students.	2.33	1.34	Medium
6	6	Textbook methods are formulated as student activities.	2.18	1.33	Medium
Textbook evaluation			2.44	0.75	Medium

Table (7) showed that the highest mean of (2.66) was for both items (2) and (3) with respective statements "Textbook evaluating methods vary at the end of each subject between questions, editorials as well as individual and group projects " and "Textbook Evaluating methods take student levels into consideration " , alongside also respective standard deviations of (1.06) and (1.01). Item no. (6) Stating "Textbook evaluating methods are formulated as student activities" ranked last with a mean of (2.18) and a standard deviation of (1.33) whereas the mean for the overall textbook evaluation dimension was (2.44) with a standard deviation of (0.75).

10.0.7. Results for Question Seven:

" Q7:"What evaluation level did social studies teachers at Irbid First Education District give the sixth grade National and Civic Education textbook regarding artistic production and contextual design?"

To answer this subset question, means and standard deviations were used to calculate for items related to the question in addition to the degree of agreement with the question item and subsequently these results were arranged in a descending order. Results are shown in table (8).

Table (8)
Means and standard deviations for items related to "Artistic production and contextual design?"

Rank	Item No.	Item	Means	Standard Deviation	Degree of Practice
1	6	Textbook binding and look is appropriate to content.	3.06	1.01	High
2	4	Textbook and contents list match.	2.53	1.09	Medium
3	1	Textbook size is appropriate to student level.	2.51	0.97	Medium
4	2	Textbook line numbers per page is appropriate to the students.	2.50	1.26	Medium
5	5	Textbook is attractive to students.	2.50	1.09	Medium
6	3	Textbook is made from good quality paper.	2.31	1.22	Medium
Artistic production and contextual design			2.57	0.74	Medium

Table (8) showed that the highest mean was (3.06) with a standard deviation of (1.01). Item no. (6) Was the item that stated "Textbook binding and look is appropriate to content" that registered this highest mean? Item no. (4) Stating" Textbook and contents list match" ranked second with a average mean of (2.53) and a standard deviation of (1.09).As for item no. (3) that stated" Textbook is made from good quality paper", it ranked last with a mean of (2.31) and a standard deviation of (1.22). The l mean of the artistic production and contextual design in general was (2.57) and a standard deviation of (0.74).

11.0.1.Discussion of Results of Question One: "What evaluation degree would the introduction of the sixth grade National and Civic Education textbook receive from the view point of the Irbid first Education District

social studies teachers?"

Through the display of results and the discussion of the questions, the researcher observed that the result of the first question of evaluation of the introduction to the sixth grade National and Civic Education textbook from the viewpoint of social studies teachers was that the focus was on describing the textbook. This was attributed to the moderate degree of practice of the remaining items that focused around organizational mechanism, inclusion of overall goals and sentences that show the importance of the subject while also: directing both teacher and student objectives and the clarity in the educational philosophy. This result may also be attributed to that the focus on the introduction didn't measure up to the importance of the sixth grade National and Civic Education textbook and the absence of a comprehensive overview in curricula preparation according to the study curriculum which in turn results in some practices that reflect upon the student nationalistic upbringing.

11.0. 2. Discussion of Results of Question Two: "What evaluation degree would the objectives of the sixth grade National and Civic Education textbook receive from the view point of the Irbid first Education District social studies teachers?"

Discussion of results of the second question in the evaluation of sixth grade National and Civic Education textbook objectives from the viewpoint of social studies teachers from the Irbid First District indicated that no attention was paid towards any part of textbook objectives attributed primarily to the moderate level of practice of relating the textbook goals to the ministry of Education, affirmation of research and investigation and knowledge production whereas the textbook objectives that arose from Jordanian society needs were weak and the balance between general objectives and sub objectives as well as not encouraging self-learning. This result may on the other hand be attributed to both the Ministry of Education and the committees responsible for textbook authoring didn't fulfill their role in view of the importance of the textbook that faced many obstacles from the viewpoint of sixth grade social studies and National and Civic Education textbook teachers.

11.0.3. Discussion of Results of Question Three: "What evaluation degree would the content of the sixth grade National and Civic Education textbook receive from the view point of the Irbid First Education District social studies teachers?"

Results of the third question in evaluation of textbook content of the sixth grade National and Civic Education from the viewpoint of social studies teachers at the Irbid First Education Directorate was not of the desired importance. It was distant from the study plan and in its connection between past and present, its gradual addressing of subjects, decision making and thinking skill development while also not focusing on upholding societal culture. Results were attributed to the textbook not being assimilated to Jordanian culture, customs and heritage because the authors were educational persons far. This is a reflection of suppositions made by the Hashemite Kingdom of Jordan about graduates of western universities appointed to high positions which in turn has encouraged Jordanians to pursue this path. The reflection of this is seen not only upon the gradual vanishing of historical heritage but is utterly seen in the sixth grade of National and Civic Education textbook preparation in particular and in general.

11.0.4. Discussion of Results of Question Four: "What evaluation degree would the content display and organization of the sixth grade National and Civic Education textbook receive from the view point of the Irbid First Education District social studies teachers?"

Results for the fourth question on display and organization of the sixth grade National and Civic Education textbook content from the viewpoint of social studies teachers at the Irbid First Education Directorate showed that it considered individual differences between students through several methods however it didn't take interest in: repetition and redundancy, content display and organization that encouraged self-learning and the use of gained information or harmony content display and layout. This was attributed to the moderate degree of practice in the textbook outline and organization displayed in poor coordination that paid no attention to subject introduction in a way that added aesthetically to textbook content. It also reflects that the committee in charge of writing the book didn't achieve consensus on its viewpoint on content display and layout which in turn reflected on how textbook content was organized.

11.0.5. Discussion of Results of Question Five: "What evaluation degree would the educational activities of the sixth grade National and Civic Education textbook receive from the view point of the Irbid first Education District social studies teachers?"

Results for the fifth question on evaluation of educational activities of the sixth grade National and Civic Education textbook content from the viewpoint of social studies teachers at the Irbid First Education Directorate showed attention was given to relating educational activities to contemporary developments. This was a result of interest in integrating technology with education, meanwhile, the textbook educational activities failed to rise to the appropriate degree in order to: stimulate student motivation, develop a cooperative spirit, and relate to textbook objectives and the consideration of individual differences between students. This was attributed to different viewpoints of the author committee members, as was explained in the previous question, which in turn was reflected in the lack of stimulation of a cooperative spirit since it was absent in the author

committee itself with the student becoming the victim of this discord.

11.0.6. Discussion of Results of Question Sixth : "What evaluation level did social studies teachers at Irbid First Education District give the sixth grade National and Civic Education textbook Evaluation?"

The discussion result of sixth question on evaluation of educational activities of the sixth grade National and Civic Education textbook content from the viewpoint of social studies teachers at the Irbid First Education Directorate showed a moderate degree of practice as a result of moderate practice of textbook evaluation at the end of each subject, consideration of student levels, textbook evaluation was related to overall textbook objectives, stimulation of investigative and creative thinking. This was attributed to that later stages in textbook writing were no better than the first stages. The education and study of those responsible for this textbook's preparation was reflected in the writing of it; through their own education that applied through prompting methods which to a large extent remains prevalent amongst us today. This prompting method that despite their experience and higher education degrees the authors of the textbook were not able to overcome due to the profound effect this method had on them which in turn is now being handed down to the current generation.

11.0.7. Discussion of Results of Question Seven: "What evaluation level did social studies teachers at Irbid First Education District give the sixth grade National and Civic Education textbook regarding artistic production and contextual design?"

The result of the seventh question shows that the assessment of the National and Civic Education textbook for sixth primary grade regarding artistic production and contextual design from the viewpoint of social studies teachers in schools in the Irbid First Education Directorate is rated as only moderate according to the responses to the questionnaire items. It showed that interest in the output of form content was not primarily focused on basic requirements such as the size of the book, the index, the appropriate number of lines of text, its visual appeal to students, nor the paper quality factor. The short-comings in artistic production and contextual design are attributed to the committee responsible, for failing to give clear guidelines and instructions to the design and production team or to follow up on their work adequately and critically before approving the final draft for printing and publication. The primary criterion of the National and Civic Education textbook should be the provision of the required information presented in an appropriate way, rather than being directed towards the output of technical specialists in the design and art department at the ministry. So, artistic production output and design should be a secondary consideration in comparison with the textual information content presented for the benefit of the student, regardless of the supposed impact on students' psyche in stimulating them to learn.

Finally, from the viewpoint of social studies teachers at the Irbid First Education Directorate the result of the evaluation of the National and Civic Education textbook was medium a natural result in view of the problems that needed addressing and solving and this is where the current study through its recommendations has sought to do just that The current study differed from that of Enizi (2014) and Enizi (2011) where results in both studies showed a high degree of practice for the developed first & third grade National and Civic Education textbooks from the viewpoint of social studies teachers, supervisors and inspectors in the Kingdom of Saudi Arabia, taking into consideration the different study community.

12.0.1 Comparisons of previous studies with the final result of this study

The current study agreed with a study conducted by Hamadneh (2012) where the result was an evaluation of a moderate degree except in regard to artistic production and output design. The textbook evaluated was the first grade Arabic Language textbook, and it is safe to say that education curricula and textbooks suffer from many problems that are affecting the educational process's outputs in general and the country as a whole due to the negative effect these problems have on forming students' characters, stimulation of their scientific thinking and their shouldering of responsibilities. The study agreed with the Al Shatti (2001) study although the study community was different. This study arrived at textbooks should be restructured to touch student's being and life and that certain methods and means should be used in teaching subjects which meant that The Kingdom of Saudi Arabia was the most focused and successful in its curricula from the viewpoint of teachers from the Hashemite Kingdom of Jordan and the State of Kuwait.

The current study also differed with Gallagher & Hipkins & Zohar (2012) study which affirmed in its results the success in study communities alongside the presence of challenges in each state. The three states which made up the study community assured that they were committed to supporting focus on the value of school curricula and their outputs and that they would allocate funds for this. The study also showed a strong relationship and cohesion between professionals' development, curricula, the science of teaching principles and the estimation of political events.

This study agreed with results of the Klenowski & Wyatt-Smith (2012) study that arrived at connecting the efficiency of use in the development of a measurement tool and support of education, as : clarifying of goals and tasks, functions, understanding of comprehensive standards, relating to applications , and community evaluation. A noteworthy study to benefit from would be Wiliam (2003) on increasing teacher role in evaluation

while also increasing the study curricula test rate through a comprehensive study curricula testing process.

12.0.2. Recommendations:

The researcher recommends reconsidering the sixth grade National and Civic Education textbook introduction so that it reasserts its organizational mechanism and addresses the needs of both students and teachers simultaneously. The textbook subject should also be studied to concur with the educational philosophy of the Jordanian Ministry of Education.

The sixth grade National and Civic Education textbook objectives should be reconsidered:

- Content should be more appropriate in addressing the needs and problems of Jordanian society.
- Content should be balanced and co-ordinate with the objectives of each unit.
- The objectives of each unit in the textbook should be explained as an introduction to each unit, so as to encourage student self-learning.
- The sixth grade National and Civil Education textbook content should be reconsidered through focusing textbook content on use of creative thinking skills, and textbook content should affirm and uphold the consolidation of current societal culture.
- Substantial contextualization and content restructuring is needed even if this leads to reconsideration of content and its organization, so that it supports and corroborates the Ministry of Education's main goals in a way that serves societal goals.
- Teaching activities must be more considerate of individualistic differences between students while also relating to textbook objectives and cooperation within a one-team spirit.
- Textbook should be corrected to produce one that addresses the goals it was set for thus serving the educational process, especially since educational indicators are correlated in a textbook such as the sixth grade National and Civil Education textbook and therefore the problems are also correlated.
- Composition of committees: Committees formed to reconsider the sixth grade National and Civil Education textbook should include social studies teachers as members because the teacher is closest to both students and teaching material and has the best knowledge of what the textbook goals achieve.
- Similar research should be conducted by interested researchers on National and Civil Education textbooks of other grades in the same or other Directorates.
- It is possible to apply the study to other Arab societies to show the degrees of similarity or difference and thus benefit from positive data and ideas through comparative study.

References

- Al Hindi, S. (2009), analysis of national education books minimum essential phase in the Palestinian Curriculum (Critical Study) *Unpublished MA Thesis*, Al najah University, Palestine.
- Al-Shatti, B. (2001). The Assessment and Development of Islamic Education Textbook for Grade II Secondary Public in the State of Kuwait, *Educational Journal*, Vol. 15(59).
- Jabbari, M. (2007). To Assess Math Book for Seventh grade of Primary Education from the Teachers' point of view, *Aden Journal of Social and Human Sciences*, Mljd Vol,10(20).
- Hamadneh, A. (2012). Evolution for the (Arabic language) for the First Grade Primary in Jordan from the Point of view of Teachers in the District of Qasbat Al-Mafraq, *Journal of the Islamic University of Educational and Psychological Studies*, Vol. 20 (1).
- Hillis, David (2007) Textbook Quality Standards and Specifications for Students in Minimum Essential stage. Paper presented to the Third Educational Conference (Quality Education in the Palestinian "Entrance of Excellence", of the Islamic University in Palestine) from 30 -31 October 2007.
- Anzi, A. (2014), a Book Assessing the Social and National Studies Developer Average Third Grade from the Standpoint of Social Studies Teachers and Educational Supervisors in Saudi Arabia, *Unpublished MA Thesis*, Yarmouk University, Jordan .
- Anzi, F (2011). Evaluation of the Social and National Studies Developer Textbook for First Grade from the Standpoint of Social Studies Teachers in Qurayyat Province in Saudi Arabia, *Unpublished MA Thesis*, Yarmouk University, Jordan .
- Gallagher, C., and Hipkins R., Zohar, A., (2012), Positioning Thinking With in National Curriculum and Assessment Systems. New Zealand and Northern Ireland, Thinking Skills and Creativity, *Science Direct Journal*.
- Krajcik, J., McNeill, K., and Reiser, B. (2007), Learning-Goals-Driven Design Model: Developing Curriculum Materials That Align With National Standards and Incorporate Project-Based Pedagogy, Wiley Inter Science.
- Maqableh, S. (1996), Assessment of the History Book of the Secondary Stage in Jordan in Light of the Desired Specifications in a Good Book, *Unpublished MA Thesis*, Yarmouk University, Jordan.
- Mrashidh, H. (2007). Calendar Book of National Education Ninth Grade of Primary Education in Jordan,

- Damascus University Journal*, Vol. 23 (1).
- Nassar, S. et al. (2010), National Education schools in Saudi Arabia, a Comparative Analysis in the Light of Modern Educational Trends, *Research Published in the Journal "Reading and Knowledge"*, No. 99.
- Pellegrino, J. (2006), Rethinking and Researching Curriculum, Instruction and Assessment, Paper Commission by the National Center on Education and Economy for the New Commission on the skills of the American Workforce.
- Porter, A. (2004), Curriculum Assessment, Vanderbilt University.
- Sizmu S., and Sainsbur, M. (1997), Criterion Referencing and The Meaning of National Curriculum Assessment, *British Journal of Education Studies*.
- Susan J., Camilla K., Zoe S., and Susan E. (2004), Working Memory Skills and Educational Attainment: Evidence from National Curriculum Assessments at and 14 Years of Age, *Applied Cognitive Psychology*, Wiley Inter Science.
- Swanepoel, S. (2010), The assessment of the quality of science education textbooks: Conceptual framework and instruments for analysis, *Unpublished PhD Dissertation*, University of South Africa., Africa.
- Valid, S. (2003). Educational Curricula, Damascus University.
- Val, K., and Claire, W. (2010), Standards, Teacher Judgment and Moderation in Contexts of National Curriculum and Assessment Reform, *Assessment Matters* 2.
- William, D. (2003), National Curriculum Assessment: How to Make it Better to Appear in Research Papers in Education, Department of Education and Professional Studies, London.
- Wood, E. (2004), A new Paradigm war, The impact of National Curriculum Policies on Early Childhood Teachers Thinking and Classroom Practice, University of Exeter, *Teaching and Teacher Education Journal*.

Acknowledgement

The researcher wishes to thank all those teachers of Primary Social Studies and Irbid First Education District who co operated in making this research paper possible.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

