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EVALUATION OF FEMALE STUDENTS' ATTITUDES TOWARD THE VALUE OF CITIZENSHIP FOR THE EIGHTH-GRADE BOOK OF NATIONAL AND CIVIC EDUCATION IN THE GOVERNORATE OF AJLOUN

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Abstract:

The paper is an attempt to evaluate female students' attitudes towards the value of citizenship in the book of national and civic education in Jordan. It is mainly built on the key issues surrounding the book of national and civic education. The study aims to identify female students' attitudes towards citizenship values for the eighth-grade book of national and civic education. The study population consists of (120) eighth-grade students at Anjara Elementary Girls School. They were selected by a simple random method. In order to achieve the objectives of the study, a study tool consisting of (37) items was developed, divided into two areas, values towards women and society, religious, moral and social values, and then applying pre- and post-test for control and experimental sample. The results of the study showed that there was a statistically significant difference between the average performance of female students in the experimental and control groups on the scale of students' attitudes towards the post values of citizenship traced to the teaching of national and civic education book in favour of the experimental group. The study recommended that the values of citizenship in the national and civic education book for secondary schools needs to be developed in the Hashemite Kingdom of Jordan to measure the impact of female student attitudes toward it.

Keywords:

Citizenship Values, Female Students, National and Civic Education

Introduction

The Arab and Islamic world has witnessed rapid changes as a result of the developments that led to the necessity of change. Although some communities worry about the rapid change which leads to rapid social transformations and scientific development, that has affected the value, principles, customs and traditions. Jordan is one of the strategic sites located in the heart of the Arab world, which has undergone rapid changes covering most aspects of life, which affected the cohesion and stability of society (Arslan, Seyfettin 2016).

Educational curricula are a major focus in the educational process. The curriculum aims to keep pace with students' need and inclinations, the needs of their communities. To achieve the desired goals, the curriculum is an effective tool to reform, renew and develop the education system (Guarneh, 2008).

Curricula constitute the most important component of the educational system in all human societies, because it is the basis for achieving goals and objectives and establish value in all different stages of education. It is the best way for preparing and raising young people, qualifying them for adaptation, interacting with the community, working, serving and solving community problems (Wakil and Mufti, 2005).

The Problem of The Study

Citizenship values are one of the most important issues needed in the recent times, so it is essential to conduct a study for the concept, identify the most important values to focus on for full clarification, especially after the continued foreign threats in Muslim and Arab countries, Jordanian society highly needs more to promote the values of citizenship among students (Al-Qurashi and Saleh, 2013).

Sharari (2017) found that there was a low and incomplete inclusion of citizenship values for eighth-grade students. Momani (2017) also noted that there was a decrease of including values in the social and religious field of the eighth-grade national education book. As such, these values need to be deepened in the hearts of students, so that the impact of their learning can be clarified in the behaviour of the important category which is the upper basic stage (eighth grade) in the community.

From the researcher's perspective, and through teaching work experience, the researcher found that focus should be diverted to citizenship values in national and civic education books, so as to be able to change education reality in schools which have introduced behavioural phenomena among students, such as unwanted manners, shape, clothing, and movements.

As a result of permanent changes in any society whether in the political, religious, social, economic, cultural and other fields, education philosophy must be developed from curriculum planning and development, especially national and civic education curriculum, because it mainly affects these changes. This leads to enhancing citizenship values among eighth-grade students in the governorate of Ajloun.

The study problem was identified in the following main question: **What is female students' attitudes towards citizenship values in the eighth grade national and civic education book in the governorate of Ajloun?**

The following questions arise from the main question:

- 1- What are female students' attitudes towards citizenship values in the eighth grade national and civic education book in the governorate of Ajloun?
- 2 - What is the availability of citizenship values in the eighth grade national and civic education book in the governorate of Ajloun?

Objectives of The Study:

The study aimed to:

- 1- Know female students' attitudes towards the existing citizenship values in the eighth-grade book of national and civic education in the governorate of Ajloun
- 2- Know the extent to which the eighth-grade students have the values of citizenship in the eighth-grade textbook of civic education in the province of Ajloun.

Importance of The Study

The importance of the study stems from the knowledge of female students' attitudes towards citizenship values in the eighth-grade book of national and civic education.

The Approach of The Study

The analytical descriptive and semi-empirical approaches were used for their consistency with the nature of this study, and for obtaining information to answer the research questions.

The Limits of The Study

The limits of the study include the following:

- Human limits: The study was limited to eighth-grade students in the governorate of Ajloun.
- Spatial limits: Ajloun schools in the governorate of Ajloun.
- Time limits: The researcher applied the study in 2018-2019 second semester.
- Objectivity limits: Assessing the female students' attitudes toward citizenship values in the eighth-grade book of national and civic education in the governorate of Ajloun.

Study Terminologies

The following is the definition of study terminologies:

Attitudes (Conventionally)

It is a psychological willingness that leads to individual complete instinct through his positive or negative perceptions, as a result of his experience of intentional or unintended experiences shown through his response to certain situations (Al-Tahat, 2008).

Attitudes (Procedurally)

An internal emotional feeling acquired and learned in an organized way, intentional or unintentional, towards groups, or subjects.

Citizenship Values (Conventionally)

It is the "intellectual framework of the set of principles governing an individual's relation with the democratic system in the society. It transcends an individual's will to act above national boundaries with a sense of responsibility to attain competence symbols and societal status (Jacob and Malak, 2009).

Citizenship Values (Procedurally)

It is a set of values found in the eighth-grade book for national and civic education, which aims to prepare active community citizen student with other peers in his surroundings and community environment, which guides him and guides his behaviour to face different situations in all areas of life.

National and Civic Education Book

It is a book approved by the Ministry of Education for the academic year (2018/2019) and taught in public and private schools in the Hashemite Kingdom of Jordan for the eighth-grade basic (Ministry of Education Hashemite Kingdom of Jordan (2019)).

Theoretical Background

The issue of values is an important area in educational research and has been urged by Islam. It carries an integrated system of values governing the education of generations and continuity and interaction with each other, and proceeds from universe philosophical vision, life and destiny. Hence, attention should be given to the development of education programs and curricula that have a significant role in individual's education and values acquisition in various fields such as national politics, religious, moral, social, economic and cultures (Momani, 2017).

Civic education plays an important role in preparing the future generation capable of serving the country with sincerity and faith. Civic education remains the main pillar for building the glory and future of the nation. It is considered as the melting pot where generation feelings are fused by their belonging to the homeland and all related heritage, regulations, traditions and customs (judges, 2008).

Values are very important in all areas of life as they reflect the way people behave in a particular culture. Thus, it has attracted the attention of many researchers and scientists throughout history, based on their fundamental importance and great benefits to the stability of societies. It is a widely used word among educators and it continuously circulates by individuals in society. This is because of its great importance in their lives as it has many linguistic and moral connotations, and there were many views that defined the concept of values, and some detailed analysis needs to be addressed in this chapter.

National values protect religious and ethnic components of society. It is one of the most important value systems that educational institutions seek to instil its principles of tolerance, justice, loyalty, capacity development and skills that influence the obstacles to a social-democratic building (2010, Dahlin).

The basic elements of good citizenship are interdependent and are represented by national affiliation. This means that the love and adherence to the homeland is one of the innate needs of man. National loyalty means the feelings that are embodied in the sacrifices and the love of the homeland in order to raise victory through defining an individual's country history, geography and national symbols (Nasser, 2003).

Citizenship is characterized by certain characteristics and individual's awareness is important because it drives an individual to work and invite community members to recognize the rights and duties, which contributes to the protection of the society from internal and external dangers, and these characteristics are referred to by al-Maliki (2009).

1 - Citizenship is in nature an urgent need for human, individual and social.

1. Citizenship is a universal humane, for all human beings.

2. Citizenship is balanced between individual and collective groups.
3. Citizenship is inclusive of all components of civil society.

Literature Review

School curriculum plays an important role in the development of new generations in society. The curriculum needs to be designed in such a way that promotes acceptable principles and values in the community. A curriculum is also an effective tool in dealing with the problems and challenges faced by the community. An efficient and sustainable school curriculum considers philosophical, social, psychological and cognitive foundations when embarking on the process of planning, and design, and implementation. Values of citizenship such as the concept of the nation, government, political system, society, political participation, social responsibility, rights, duties and other concepts of citizenship need to be evidently emphasized in the Jordan book of national and civic education. Solomon and Wholesome (2001) opined that female student civil liability (civil rights) requires more consideration and attention as female feels their role and rights in society. The consideration shall make female students be proud of belonging to their respective homeland, nation and culture.

National and Civic Education have been studied in the last century through multiple facets but they recently need to be reviewed to determine the renewable and changing needs of citizenship in the twenty-first century. National Education which is closely linked to educational ethics describes the roles of an individual in the society (Mabe, 1993). The role and responsibility of schools in the United States are to strengthen the concept of democracy such as home, government, political system, society, political participation and social responsibility to students from kindergarten to all levels of education (Maamari, 2002). Aqeel and Hiari (2014) studied the role of Jordanian universities toward strengthening the values of citizenship. It was revealed that the patriotic citizens who are concerned with the security and stability of the country are the only ones seeking to achieve the values of citizenship. Olimat (2005) opined that massive support of constructing citizenship must first emanate from Hashemite leadership. Hajri (2007) conducted a study which aimed at identifying the representation of citizenship values in the degree of Kuwait University. The study discovered that the degree represented the values of Kuwaiti students in all aspects. Williams (2000) in the United States focused on identifying the impact of social studies books in explaining human right concepts in the state of Alberta. The study revealed that these books inadequately explained these concepts. Abu Sharar (2010) measured the understanding of science learners in the geography books for second-grade secondary school. It was found that the content of the book is far below the standard that can ensure a proper understanding of science and technology issues. Qahtani (2010) also aimed at determining the level of the values of citizenship among young people in Saudi Arabia. The results asserted the high value of young people in national participation, contribution and promotion of preventive security. Abbhristin and Rahman (2012) studied the design model meant for content written social and national education basic stage in Jordan within the scope of the concepts and values of the world, scientific and technological education. The study found that the books of social and national education basic stage in Jordan heavily and appropriately represented the concepts and values of the world, scientific and technological education. Therefore, the researcher sought to know female students' attitudes toward citizenship values and make recommendations and suggestions that may enhance these values in the hearts of female students.

Method and Procedures

The study adopted a descriptive-analytical and semi-experimental approach to achieve the study's goal in the extent to which the national education curricula include eighth-grade

students on the citizenship values, using a questionnaire to collect data from the study sample and analysis.

Study Population

The study population consists of all the eighth-grade students in the governorate of Ajloun, the number of (1565) students, while the number of people is (72) classrooms, and the number of schools is (51) schools for the academic year 2018/2019.

The Sample of The Study

The sample of the study was chosen by simple random method. It consists of (120) eighth-grade female students in the academic year 2018/2019. The female students were divided into (4) divisions, and two officers were selected, (60) students and two experimental divisions (60) students, an officer division and an experimental division of Anjara Girls Elementary School, an officer division and an experimental division from Aisha Al-Baounia Basic School.

Study Tools

The study tool was developed in order to achieve the study objectives. After reviewing the theoretical literature and some studies related to the preparation of the scale of attitudes towards the acquisition of citizenship values. The study benefited from the previous studies in preparing the scale of trends, such as Maari study (2017), Zu'bi study (2013) and Momani study (2011), where the scale was initially (39) paragraphs, and then became (37) paragraphs.

Method of Correcting Study Tool

A five-step Likert scale was adopted to measure the extent to which the national education curriculum for eighth grades includes citizenship values, and response scores were determined according to Table (3).

Table 1: Response Scores by Likert Pentagon Scale

Strongly opposes	Opposes	Neutral	Agree	Strongly Agree	level
5	4	3	2	1	Positive paragraphs
1	2	3	4	5	Negative paragraphs

The study selected the response from (1) very low until (5) very large and the length of the period used (0.80) and calculated the weighted average as in Table (4):

Table 2: Weighted Average

Very large	big	average	little	very little	the level
5-4.20	4.19-3.40	3.39-2.60	2.59-1.80	1.79 o1t	class

The Validity of The Study Tool (Questionnaire)

To ensure the validity of the study tool, the researcher distributed the questionnaire to (10) arbitrators from the University of Hail in the Kingdom of Saudi Arabia, the University of Jordan and the Yarmouk University in the Hashemite Kingdom of Jordan, by reviewing the paragraphs of the study tool and expressing their opinions in terms of the suitability of the paragraph to the area in which it was placed, the accuracy of the safety language, and the

appropriate degree of study, and the removal of inappropriate and repeated paragraphs, and suggest other paragraphs, and any other observations, and after taking the opinion of the arbitrators, some paragraphs were deleted and the number of two paragraphs, where the final questionnaire in its final form consists of (37) paragraphs, distributed on two axes.

Stability of The Study Tool

The tool was applied to a sample of (30 female students) to confirm the stability of the test instrument. The internal coherence coefficient of alpha-Kropenach was then used for the resolution paragraphs, using the SPSS-15 statistical package.

Stability coefficient as shown in Table (3):

Table 3: Values of Stability Factors Pearson Correlation Coefficients and Internal Consistency of The Measure of Citizenship Values, Dimensions and Overall Score Using the Alpha Cronbach Method

Number of paragraphs	Repeat stability	Stability of internal consistency	Citizenship values and dimensions
22	0.88	0.72	Values towards women and society
15	0.86	0.59	Religious, moral and social values
37	0.83	0.74	Total scale

It is noted from Table 3 that the stability coefficients are high, and are suitable for the purposes of this study as the values of correlation coefficients for the dimensions of the scale ranged between (0.86 - 0.88), the overall degree of correlation (0.83), and the values of internal consistency ranged (0.59 - 0.72), and a total degree (0.74) This is considered appropriate for conducting this study.

The Used Statistical Processors

After developing the study tool, extracting the reliability and reliability of the study tool, and unloading and analyzing the questionnaire through SPSS statistical program, the following statistical treatments were used:

1. The arithmetic averages and standard deviation of the study tool were used to answer the first question.
- 2 - The application of the test (Independent Samples t-Test) on the pre and post-measurement was used to answer the second question.

Results on the first question: What are female students' attitudes towards citizenship values in the eighth-grade book of national and civic education in Ajloun?

In order to answer this question, the mean averages and standard deviations for the responses of the study sample were calculated on the paragraphs of trends scale towards citizenship values as shown in Table (4).

Table 4: Arithmetic Averages and Standard Deviations to Estimate Female Students on Paragraphs by Measuring Their Attitudes Towards Citizenship Values in Descending Order

Class	standard deviation	Average Arithmetic	The first dimension: citizenship values towards women and society	The number
high	0.41	4.21	I refuse to discriminate between members of society on the basis of gender.	12
high	0.32	4.15	I encourage tolerance among members of society.	16
high	0.68	3.96	I appreciate individuals who contribute to volunteerism, serve their community, and the humanitarian community.	14
high	0.56	3.93	I share social responsibilities.	17
high	0.38	3.92	I maintain the habits and values of the society in which I live.	7
high	0.48	3.84	I believe that women participate in the country's progress and development.	3
high	0.25	3.78	I value teamwork and collaboration among members of the community.	9
high	0.53	3.75	I encourage women's participation in voluntary associations.	21
high	0.78	3.72	I believe that women are able to perform professions more efficiently than men.	20
high	0.85	3.73	I respect citizens' right to obtain their rights.	6
high	0.51	3.71	I considered that the work of women would complement the work of men.	4
high	0.26	3.70	I find that women's participation in politics is not a shame.	5
high	0.21	3.69	I don't think women will be creative if they work in the political sphere.	19
high	0.15	3.68	I believe that women cannot bear the heavy burdens in politics.	15
high	0.43	3.68	I help in rationalizing consumption with my family.	18
high	0.56	3.68	I do not think that women have the ability to hold senior positions in the state.	22
Average	0.37	3.56	I value equal society members in rights and duties regardless of their political or intellectual affiliation.	10
Average	0.57	3.55	I appreciate the belonging citizen who is characterized with giving, and mastering work.	11
Average	0.66	3.38	I do not believe that population diversity contributes to the cohesion and strength of society.	8

Average	0.35	3.37	I think that women cannot afford to work in difficult situations.	2
Average	0.46	3.36	I believe that women should be devoted to raising children rather than working outside the home.	1
Average	0.35	3.26	I believe that women's political work contributes to solving political and economic problems.	13
Class	standard deviation	Average Arithmetic	The second dimension: religious, moral and social values	
high	0.21	4.30	I appreciate the importance of preserving noble values such as: generosity and hospitality, customs and traditions, and cleanliness.	28
high	0.33	4.16	I deal with others within the customs and traditions of society	29
high	0.49	4.11	I respect the principles of social justice	27
high	0.29	3.95	I respect the beliefs, culture and ideas of others.	31
high	0.52	3.88	I respect human rights	26
high	0.29	3.82	I cherish my community customs and traditions.	35
high	0.46	3.78	I don't care about maintaining public utilities.	34
high	0.51	3.77	I keep public and private property.	33
high	0.16	3.70	I am interested in promoting generosity and hospitality values	23
high	0.45	3.69	I am interested in developing peaceful coexistence in my country	24
Average	0.43	3.33	I read a lot about my country's history	36
Average	0.44	3.32	It is my concern to stay in my country and live in safety and security	37
Average	0.43	3.31	I respect the freedom of belief of others	30
Average	0.58	3.23	I don't care about the needs of others.	32
Average	0.31	3.22	I appreciate the mutual benefit between all countries on the basis of justice and mutual respect	25

Table (4) shows the most available paragraphs for female students in the first dimension: the citizenship values towards women and society, paragraph (12), which states "I refuse to discriminate between members of society on the basis of gender", ranked first with an average (4.21), and a standard deviation (0.41), while the fewer paragraphs were available to female students in the first dimension, paragraph (13), which states that "I believe that women's work in the political field contributes to solving political and economic problems" at the last rank with an arithmetic average (3.26), and standard deviation (35, 0).

Table (4) also shows the highest paragraphs of the second dimension: religious, moral and social values, paragraph (28), which states "I appreciate the importance of preserving the noble values such as generosity and hospitality, customs, traditions, and cleanliness" ranked first with an average (4.30) and standard deviation (0.21), while the least available paragraphs for female students in the second dimension, paragraph (25), which provides "the most beneficial exchange between all countries on the basis of justice, mutual respect" ranked last with an average of arithmetic (3.22) and standard deviation (0.31).

Results on the second question: **What is the availability of citizenship values in the eighth-grade textbook of national and civic education in Ajloun?** To answer this question, the study applies the Independent Samples t-Test to the pre-measurement of attitudes towards citizenship values. The tools of the study were applied previously, and the equivalence of the two study groups (experimental and control) was determined based on their attitudes towards citizenship values in the eighth-grade book of national and civic education. By applying the tools of the study in a previous way to them, the arithmetic mean and standard deviations of the students' scores were extracted on the tribal scale of female students' attitudes towards citizenship values, then the results of the t-test of the independent samples detect the significance of the differences between the averages, as shown in Table 5.

Table 5: Results of Applying the Independent Samples t-Test to The Pre-Measurement of The Attitudes Towards Citizenship Values According to The Group Variable

Significance value	The value of T.	standard deviation	Average Arithmetic	number	the group	Dimensions
0,898	0,5	1,11	3,29	60	Experimental	Women and Society
		1,08	3,44	60	Control	
0.845	0.36	1,19	3,23	60	Experimental	Religious values ethical and social values
		0.78	3,38	60	Control	
0,911	0,40	1.22	3,26	60	Experimental	Attitudes as a whole
		0.85	3,41	60	Control	

The arithmetic mean of (5).

* The value of "T" tabular at the degree of freedom (118) and at the level of significance ($\alpha = 0.05$) = 1,984

It is noted from Table (5) that there are no statistically significant differences at the significance level of ($\alpha = 0.05$) between the two groups (experimental and control) on the overall scale of trends scale towards citizenship values, and dimensions, where the value of (T) was not statistically significant in each of which it means that both groups are equal in attitudes towards citizenship values before the study is applied.

Table 6: Arithmetic Averages and Standard Deviations for The Performance of The Experimental and Control Groups in The Post-Test on Attitudes Scale Towards Citizenship Values and The Results of the T-Test Indicate the Differences Between the Averages

Significance Value	Value T	Standard Deviation	Average Arithmetic	Number	Group	Dimensions
*0.01	2,8	0.36	3,70	60	Experimental	Women and Society
		0.46	3,42	60	controller	
*0.03	2.46	0.25	3,68	60	Experimental	religious values and ethical social
		0.38	3,36	60	controller	Towards Citizenship Values
0.02*	2,59	0.51	3.69	60	Experimental	
		0.55	3.40	60	controller	

* Arithmetic mean of (5).

* The value of "T" tabular at the freedom degree (118) and at the significance level ($\alpha = 0.05$) = 1,984

It is noted from table (6), that there are statistically significant differences between the average performance of female students in the experimental and control groups on the scale of female students' attitudes towards post-citizenship values attributable to the teaching of national education book, where the value of (T) for independent samples (2.59), a significant value Statistically at the significance level of ($\alpha = 0.02$) and with reference to the arithmetic averages. It is noted that these differences favour the experimental group that was exposed to the teaching of national education, with a mean of (3.69), and the mean of the control group (3.40), and this indicates a statistically significant impact of the study of female students attitudes towards citizenship values in the National Education book.

The above table also shows that there are statistically significant differences between the average performance of female students in the experimental and control groups on the field of women and society attributed to the teaching of the national education book ($\alpha = 0.01$). With reference to the arithmetic averages, it is noted that these differences are in favour of the experimental group. The results showed that there were statistically significant differences on the field attributed to the teaching of the two advanced units, as the value of T for independent samples was 2.46, which is statistically significant at the significance level of ($\alpha = 0.03$). The study agreed with a study.

Conclusion

The knowledge for providing citizens with civil skills to exercise their rights and perform responsibilities is insufficient to fulfil national needs, it is rather appropriate to guaranty dialogue and national participation skills for the entire female students. It is essential to promote social values, introduce students to historical events, achievements and struggle of

their parents and ancestors. The recognition of citizenship values, civilized behaviour, committed rights and duties are of paramount importance in a democratic system of government. There is need for acknowledging national knowledge and citizens' interest in civic and political life.

Democratic government is not represented in the absence of highlighting the role of female students in the book of national and civic education. Certain important topics including the ecosystem, natural system, Arab revolution and cultural biography of the country need to be emphasized. The subject of ethics and civic right is likewise crucial in the development of the book. National education needs to be linked with productive work, personal and economic development across the country. National education programs in Jordan supposed to develop female students' personal responsibility and independent approach to civic education. Findings revealed that the most important subjects that are taught in Jordanian National Education include family, the life of the Prophet Muhammad (peace be upon him), the Hashemites, the Great Arab revolt, natural order, human system, biography of civilization, Jordan challenges and the system of governance. In this regard, the paper urges for developing citizenship values in the secondary level book of national and civic education in the Hashemite Kingdom of Jordan.

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