

## Developing an Educational Unit from the National Education Book for the Seventh Grade in the Light of National Values and Measuring its Effectiveness in the Development of Citizenship

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**Abstract:** The study aimed at developing an educational unit from the National Education book for the seventh grade in the light of national values and measuring its effectiveness in the development of citizenship. The study sample consisted of (52) students from Hawar Secondary School for Girls and Boys and Tugbul Primary School for Girls and Boys. To achieve the objectives of the study, the content of the book was analyzed, the chosen educational unit was developed and the measure of citizenship behavior was reviewed. The results of the study showed that the concepts of national unity related to the political domain came first, followed by the social domain and the concepts of the economic domain came at the last position. The results also indicated that there were significant differences attributed to gender in favor of the female category.

**Keywords:** educational unit, national values, citizenship development.

### 1. Introduction

The world has recently witnessed a range of changes and developments in all sectors in our current societies, one of the most prominent of these changes is the scientific and technological development, which affected the means of communication by facilitating the exchange of knowledge, experience and information between individuals. Thus, individuals were influenced by each other's values, and with the modern technology the world has become a small village that make it easier for each individual to obtain the culture, morals and values of the others in which a person may directly or indirectly be influenced. In this regard, the role of educational institutions in promoting the values of their students, especially the educational institutions, represented by schools and universities, is highlighted through the information and activities they provide in their educational plans and programs.

Values play a significant role in all aspects of life and all religions focus on the importance of acquiring values because they are the basis of building and shaping the life of society as well as the protection of the social system from deterioration and decline.

According to Ismail (2011) values are the fundamental link between faith, social and political systems, and at the same time they are one of the permanent sources of the humanitarian movement.

Gamel (2011) indicated that the importance of values lay in their role in building the individual and society. As for the individual, values help him to feel safe by understanding and dealing with the world in which he lives. It helps in the formation of the personality, the prediction of the individual's behavior and achieving harmony and satisfaction both with himself or with others.

For society, values help in defining the goals of a society, its supreme values, enable it to face the challenges and changes that may occur or cause imbalance in its stability and existence. They also regulate and unite the cultures of a community away from selfishness and discriminatory tendencies (Bayoumi, 2012).

National values are one of the values that have received great attention in human societies because of their different intellectual and religious ideologies and as a result of the benefits they bring to their societies. They also emphasize on the upbringing of an individual in a way that makes him a good and an active person in his society, who performs his duties to the fullest and be committed to his community with an internal motivation without being afraid of any control or authority (Ben Hadiya, 2017).

Frazier (2002) mentioned that national values are those values that provide students with a set of knowledge and skills to be an active member of their community, whether at the local or global level, in addition to making them good citizens able to take responsibility and aware of their duties and rights. Moreover, national values seek to develop all aspects of the individual spiritual, moral and cultural personalities to increase their self confidence, take responsibility for their actions and behaviors inside and outside the classroom.

National values deepen the student's concept of understanding, accepting criticism and respecting other opinions. National values are also highly interested in qualifying students to adhere to the law and respect the rights of others as well as developing students' ability to interact with issues and events positively and responsibly through participation in discussions concerning them (Crick, 2000).

The consolidation of national values depends primarily on education, providing students with information, knowledge and skills that help them to participate in the events of society and to have the ability to adapt to the circumstances and face the changes and challenges. Consequently, students must be taught those skills to promote the success of the process of democracy in the community, which makes students able to think freely, accept all that is new and in line with the diversity. In addition to learning how to respect and encourage the opinions of others, tolerate and encourage the dissent (Jovel, Sbeihen, 2016).

Hence, it is necessary to reform education, strengthen national values in our curricula, create a democratic classroom environment and create a generation capable of dealing with and solving problems because it is a fundamental, natural and positive way to motivate students to learn (Desouki, 2016).

The curriculum of social studies in general and the curriculum of national and civic education in particular are important and rich in educational events and attitudes, which in turn stimulate students to pay attention to different aspects of learning, especially the emotional aspect that enables students to develop their values, where the curriculum of national and civic education deals with topics focusing on events, historical places and figures who have played a role in making present and future history.

It also contributes significantly in the development of national values of students because it deals with the political systems, local institutions, the rights and duties of individuals in society, in addition to addressing the concepts of equality, justice, cooperation, tolerance and acceptance of opinions of others. Additionally, it demonstrates community participation, and focuses on the civil, political, economic rights.

On the other hand, it reflexes the reality of society, its ambitions and its present and future aspirations. (Murtaji, Rantisi, 2011).

Unfortunately, our school curriculum discourages students to think critically or criticise any historical, political, economic or social events. It also does not enable them to infer the social values that determine the role of individuals in their position they occupy (Muhammad et al., 2018).

## 2. The study Problem

The researcher noticed the appearance of some negative phenomena related to national values such as violence in schools, universities and the community, non-compliance with the law, corruption, radicalism and the neglect of the public interest, in addition to the weakness of national values among a group of students in schools and universities, because the student's knowledge and behavior towards his country is still subject to dissatisfaction, in a way that makes studies that reveal the imbalance and weakness in the national values of students more urgent than ever before.

The curriculum of national and civic education is one of the most relevant curricula related to the life of society and its national values for the role that the curriculum plays in developing and supporting national values and maintaining its security and stability.

Some studies have proven the lack of a national value system in the books of social studies in general and civic education in particular that would enhance the values of loyalty and belonging and belonging to the homeland in the hearts of students such as the study of Fara & Agha (2010) and the study of Saad Eddin (2013), which proved the lack of national concepts in the books from the second to sixth grade. Al Fahed (2012) study called for the need to provide national values in the National Education book to embody the national identity of the student. This led the researcher to conduct a study aimed at developing an educational unit of the National Education and Civic book for the seventh grade and measuring its effectiveness in the development of good citizenship, so the study seeks to answer the following questions:

1 .What are the national values that should be available in the National Education and Civic book for the seventh grade in Jordan?

2. Are there any statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the effect of teaching a developed educational unit in the light of the national value system on the development of good citizenship behavior in the seventh grade in Jordan attributed to gender?

### 3. The importance of the study:

The importance of the current research is shown through two aspects, theoretical and practical importance:

#### Theoretical importance:

1 .The curriculum of national and civic education is one of the most important curricula which is concerned with the development of national values among students to create a citizen who belongs to his country and aware of his social, political and economic role.

2 -Highlighting the importance of national values in the curriculum of national and civic education and its essential role in preparing a generation belonging to its homeland.

3 - The research is important for the Hashemite Kingdom of Jordan to deepen the manifestations of national education in the Jordanian society in bringing up its community on the values of national education. Thus, it will give the officials in the Ministry of Education a picture of the current reality to benefit from its results in building a good citizen.

4 - Deepen national values, such as loyalty and belonging, freedom, equality and justice in the attitudes of students of the upper basic stage towards national issues.

#### Practical importance:

1 .Provide a developed unit in national and civic education that helps students to think and interact with their peers and teach students the values that make them adapt to the environment in which they live.

2 .Provide a procedural model for those who develop the curriculum of national and civic education through the provision of an educational unit of the National Education textbook for the seventh grade and measure its effectiveness in the development of good citizenship, when developing curricula.

3. Open the way for researchers and scholars to pay attention to national values and the reality of their practice, and ways to develop them in textbooks, school activities, and the media.

#### Study Limitations:

The possibility of generalizing the results of the study was limited to the following:

1 .Objective limits: Develop an educational unit from the National Education and Civic book for the seventh grade in the light of the national value system and the measure of citizenship behavior and impact on students.

2.Human Borders: They are the seventh grade students for the academic year 2018-2019.

3 .Temporal limits: the academic year 2018-2019.

4. Spatial limits: Irbid First Educational Directorate.

#### Procedural definitions:

The most important procedural definitions of the variables of the study:

**National Values System:** A set of ideas, perceptions and principles established by the society to and achieve its satisfaction, which strengthening the relationship between citizens within the community, reflect the loyalty and belonging of students to their homeland and contribute to raising awareness of social, economic and historical issues. These roles were extracted from the seventh grade book, which was divided into three areas (political, economic, social).

**National and Civic Education Books:** This is the approved textbook for the seventh grade in Jordan for the academic year (2018/2019).

**Good Citizenship:** A set of values that will be acquired by the seventh grade students, which expresses loyalty and belonging and pride of homelands, after they have being taught the developed unit, that will be measured by the test of citizenship behavior, which was prepared by the researcher for the purposes of study.

**Seventh grade:** the students who studied the National Education and Civic book for the second semester 2018-2019.

**Developing an educational unit:** Developing the unit of coexistence to include a set of objectives of the unit, vocabulary, techniques, procedures, activities and evaluation strategies through the implanting the national value system in the unit.

### Previous studies

Some previous studies and researches confirmed that there was a significant deficiency in the role of curricula in the development of citizenship among students. Some of these studies include the study of Saad Eddin (2013) which proved that there is a variation in the availability of national values in the content of the social studies curriculum for the fourth and fifth grades of the Algerian curriculum. This study corresponded with the study of Nabhani (2017) which stated that there is a wide variation in the degree of contribution of social studies textbooks in basic education in the Sultanate of Oman to the development of citizenship and that there is a clear decline in the degree of its contribution.

Qahtani (2012) also indicated that the national values of social studies textbooks for the fourth grade were very few, he stressed on the need to include national values in the textbooks fourth grade. Fra Agha (2010) pointed out that the national and political values obtained (8.77% ) of the total percentage of all values in the books of national education for the primary stage, which is considered few. While previous studies and research have also indicated the availability of national values in social studies curricula as in these studies.

Al-Sabahin and Juwifel (2016) revealed that national values are appropriately available in the content of social and national education books for the fourth, fifth, and sixth basic grades in Jordan. The results of this study corresponded with the study of Ben Hadiya (2017) that the values of citizenship are generally spread in the books of national education such as : Loyalty and belonging, love of the homeland, values of rights and duties, respect for state institutions and respect for other opinion ... etc.

Hilali (2017), ensured after analyzing the content of the curriculum of social and national studies in Saudi Arabia that the curriculum included national values in addition to the existence of units supporting the idea of citizenship. He also mentioned that the curriculum associated the idea of the duties of citizens with the Islamic law, in his study he addressed the concept of community participation , institutional integration ,social responsibility and acceptance of the other and other Rights and duties.

Most studies confirmed that the development of social studies books in the light of national values contribute to increasing the loyalty and belonging of students to their homeland as concluded in these studies:

Khawaldeh (2014) study aimed to develop the textbook of national and civic education for the tenth grade in the light of the system of national values and measure its effectiveness in achievement. The results of the study proved that the development of the educational unit had an effect on introducing students to their rights , duties and the respect of opinions .It implanted the concept of good citizenship in the hearts of students and taught them how to preserve the resources of the country.

Desouki study (2016) supported Khawaldeh's study when it indicated that teaching students the developed unit according to the formate model increased the students 'loyalty and belonging to their homeland and that the formulation of content and strategies according to the formate model led to the students' awareness of the importance of their role in the society and their responsibility towards it.

Ben Hadiya (2017) assured that the books of Social and Civic Education in Algeria consolidated and instill national values in the hearts of students and emphasize the building of a good citizen who is aware of his rights , duties and his role in building his country.

While the study of Losito (2003) differed from the previous studies as it focuses on " the role of the curriculum in promoting values in the hearts of students" Losito's study aimed to identify the efficiency of national education curricula in Italy and the efficiency of students' participation in national activities and events in the development of citizenship. The results of the study indicated that there was a gap between the reality and the planned curricula. This gap also includes teacher practices and the inability to achieve curriculum objectives. The time spent by teachers in teaching the course is less than the time allocated in the plan, and there is a fundamental lack of students' understanding of the concepts of national education.

Some studies including the study of Desouki (2016) , Mohammed et al( 2018), Fahed (2012) and khawaldeh (2014) have concluded that there were differences between the mean of the scores of the experimental and control groups in the post measurement of the scale of the national belonging and the achievement in favor of the experimental group.

Studies on the overall ranking of national, political, social, and economic concepts have varied. Khawaldeh study (2014) confirmed that political concepts ranked the highest frequency, while the social dimension has ranked the highest frequency in the studies of Saad Eddin (2013), Subahin et al (2016) and Ismail and Saad Eddin.

Most studies, such as Naval et al. (2003), stressed the importance of values in the life of the individual and society, and their positive impact on learners' behavior that ensure the success and progress of the educational process. They also emphasized that the formation of citizenship and belonging programs had an effective role in achieving their goals when carrying out profound reform of educational programs and reformulating educational policies and curriculum reform.

#### 4. Methodology of the study

This chapter will include a description of the study community, the steps of preparing its tool, and verifying its validity and reliability. This chapter will also describe the study procedures and statistical methods used.

The study population consisted of the National Education textbooks for the upper secondary stage prescribed for the schools of the Hashemite Kingdom of Jordan for the first semester of 2018-2019. The sample of the study was the National Education book for the seventh grade. The student community consists of schools that include the seventh grade in the Directorate of Education in Irbid Governorate in Jordan. The sample of the study consisted of (52) students from different genders (males, females).

As shown in the following Table:

Table (1)  
Distribution of the study sample by variables

Groups	Gender	No.	School
control	male	14	Hawar Secondary school/boys
	female	14	Hawar Secondary school/girls
experimental	male	10	Tugbul basic school/boys
	female	14	Tugbul basic school/boys
<b>Total</b>		<b>52</b>	

#### Study tools:

##### The study includes two tools:

##### First: Content Analysis Form:

###### 1 .Steps to build the analysis tool:

The researcher used the content analysis tool to analyze the National Education book for the seventh grade which included a list of the national values that was presented in the National Education book for the seventh grade. It also included the objective of the analysis process, the analyzed unit, categories of analysis and the check list of frequency of the national values included in the National Education book for the seventh grade.

###### 2 .Components of the Analysis Tool:

The analysis aimed to detect the degree of availability of the dimensions of the national values available in the National Education book and to monitor the frequency of each value. The categories of analysis were identified and the research relied on (paragraph, word) as the unit of analysis.

##### Steps of the analysis:

- Identifying the concepts and paragraphs that defined the national values of the seventh grade and studying them carefully to identify the national values in the content.
- Classifying each concept and paragraph into one of the categories of the analysis specified in the analysis tool of the content .
- Monitor national values by repeating one you value appeared content.
- Check the frequency of each national value.

- Calculate the number and frequency of paragraphs in each category of the analysis and then obtain the percentages of frequency of each value of the values of the dimensions of the study.
- Categorise the values in the list to the following areas:
  - Economic Values.
  - Political values.
  - Social values.

To verify the validity of the tool, the researcher presented the national values to a committee of arbitrators, which consisted of (8) arbitrators (6) from the faculty members of Yarmouk University and Al-Bayt and (2) arbitrators from the Ministry of Education .

They were asked to express their opinions on national values in terms of language drafting and the relevance of each national value to its domain and any other point needed modification, the researcher redrafted some of the recommended paragraphs , cancel the inappropriate values and add other . The list in its final form includes (30) distributed value as follows:

- Economic Values. (11)
- Political values. (11)
- Social values. (12)

The researcher analyzed the National Education book for the seventh grade according to the analysis tool prepared and then re-analysis it after three weeks of the first analysis and calculated the percentage of agreement between the first two analyses.

The second was by using (the Holsti equation) the result was as shown in Table (4)

**Reliability of analysis:**

$$\text{Reliability of analysis: } \frac{\text{times of agreement between the first and second analysis} \times 100}{\text{The number of times the agreement} + \text{the number of times the difference between the two analyzes}}$$

$$42 \times 100 = 60.8\%$$

$$61 + 8$$

The included values were identified and distinguished through paragraphs, sentences and words.

**Second: The Developed Unit:**

The researcher developed the first unit of the seventh grade book entitled coexistence which is consists of three lessons dealing with the following topics:

- Acceptance of the other.
- The effective citizenship.
- Equality and non-discrimination.

The researcher also set the educational objectives for the unit that were divided into the following:

- Cognitive objectives.
- Psychomotor objectives
- Affective objectives.(related to values)
- 

**The validity of the developed unit**

The developed unit was presented to a group of arbitrators to identify the appropriateness of this unit for the level of seventh grade students in terms of diversity and formulation of objectives in general and each lesson of the unit in particular and the appropriateness of activities, techniques, methods and evaluation. The researcher has made the required modifications in terms of drafting and modifying the specified points by the arbitrators .Thus, the educational Unit came out in its final form

The researcher used the measure of citizenship behavior among the students of the upper basic stage prepared by Anwar Jaradat (2010) , Its validity and reliability was confirmed. The scale consists of (39) items.The researcher calculated the correlation coefficient of the relationship of paragraphs to the study tool, as shown in Table (2).

Table (2)  
values of correlation coefficients between the paragraphs of citizenship and the total score

No. para	Correlation	No. para	Correlation	No. para	Correlation	No. para	Correlation

1	0.96**	11	0.47**	21	0.61**	31	0.54**
2	0.92**	12	0.47**	22	0.88**	32	0.93**
3	0.96**	13	0.54**	23	0.89**	33	0.94**
4	0.98**	14	0.59**	24	0.68**	34	0.59**
5	0.98**	15	0.65**	25	0.88**	35	0.92**
6	0.95**	16	0.90**	26	0.83**	36	0.77**
7	0.95**	17	0.89**	27	0.79**	37	0.75**
8	0.94**	18	0.90**	28	0.88**	38	0.89**
9	0.90**	19	0.91**	29	0.75**	39	0.67**
10	0.94**	20	0.87**	30	0.91**		

Table (2) indicated that the values of the correlation coefficients between the paragraphs and the total score ranged between (0.4-0.9) with the total tool. The above values of building validity showed that the correlation coefficient of each paragraph of the study tool was not less than the standard (0.20), which indicates the quality of the construction of the paragraphs of the scale, and it should be noted that all correlation coefficients were acceptable grades and statistically significant, and therefore none of the paragraphs was omitted .

#### Reliability of the study tool

To verify the reliability of the internal consistency of the study tool, the Cronbach alpha was used to calculate the data of the first application for the exploratory sample.

The test-retest method was also used and after two weeks it was applied again on a group from outside the study sample consisting of (25) students. The Pearson correlation coefficient was then computed between the two estimates, with a Test – Retest Reliability value of (0.87), while the internal consistency by using the Cronbach Alpha equation, was (0.92).

#### The objective of the Citizenship Behavior Scale:

- Identify the dimensions of citizenship and the degree of students' awareness of them.
- Identify the components of the dimensions of sub-citizenship and the degree of students' awareness of them.
- Identify weaknesses point in the degree of students' awareness of them .
- Reveal weaknesses in the acquisition of citizenship skills and the extent to which students practice them.

#### Test reliability

To confirm the reliability of the test, it was applied to an exploratory sample of (25) students representing one of the seventh grade classes of Foa'ra Primary School for girls and boys .The test was re-applied to the same sample after two weeks by using (Cronbach Alfa equation) to calculate the coefficient of reliability for all areas of the study tool, Calculated on the basis of the overall score (0.97), this value is a good and acceptable indicator of the stability of internal consistency. The value of reliability calculated on the basis of the total score was (0.97) which is considered a good indication of the reliability of internal consistency.

#### Study variables:

**Independent variable:** Developing an educational unit from the book of National Education for the seventh grade in the light of the national values system

**Dependent variable:** The Measure of citizenship

**Answer to the first question:** What are the national values that should be available in the National Education book for the seventh grade in Jordan?

To identify the national value system for the study areas, frequencies and percentages was extracted for all domains as shown in Table (3).

Table (3)

The system of national values in the political, social and political domain

No	Value	frequency	Percent%
<b>The first domain: the system of national values in the political domain</b>			
1.	Students respect the symbols of the homeland, its leadership and its history.	4	8.1%
2.	Promote students' respect for the sovereignty and prestige of the homeland	7	7.6%
3.	Instill the values of political participation in the hearts of students (dialogue, discussion, communication ....).	7	8.6%
4.	Students learn about their national institutions and its roles.	8	9.0%
5.	Promote students' respect for laws and regulations.	9	9.5%
6.	Developing the values of effective citizenship, freedom, equality, responsibility and deepening awareness of participation in enhancing the national identity of the student.	8	10.5%
7.	Promoting a culture of good citizenship.	3	10.0%
8.	Promoting the spirit of school initiatives among students.	4	8.6%
9.	Helping the student how to make the decision.	5	8.1%
10.	Developing students' ability to choose their representatives in student parliaments and other school activities.	6	9.5%
11.	Enhancing the student's role in the school through participation in student parliaments.	8	10.5%
<b>Total</b>		<b>69</b>	<b>42.857%</b>
<b>The second domain: the system of national values in the social domain</b>			
1.	Promote dialogue and a culture of tolerance and consultation.	10	17.54%
2.	Instil the spirit of participation in various national events.	9	8.77%
3.	Develop the student's respect for social norms and traditions.	6	7.02%
4.	Instill the principle of respect for the freedom and privacy of others.	5	8.77%
5.	Promoting the principle of cultural diversity in the Jordanian society.	8	14.04%
6.	Deepening the spirit of cooperation between students.	4	7.02%
7.	Enhance the culture of Jordanian society among students	4	3.51%
8.	Promotes the spirit of social participation among students.	4	7.02%
9.	Instill a spirit of respect and peculiarities.	4	3.51%
10.	Deepen the spirit of taking responsibility	4	3.51%
11.	Promote the loyalty and belonging of the student to the homeland	12	19.30%
<b>Total</b>		<b>61</b>	<b>37.88%</b>
<b>The third domain: the national values system in the economic domain</b>			
1.	Develop the spirit of work and production of students.	3	8.5%
2.	Emphasizing respect for public and private property.	2	8.9%
3.	Promoting the spirit of participation in the establishment of cooperative economic projects.	2	10.3%
4.	Promote the principle of non-fraud of all kinds.	5	9.9%
5.	Developing the principle of preserving the public resources of the State.	4	10.3%
6.	Promote the principle of rationalization of consumption.	2	9.9%



7.	Stress in maintaining the infrastructure of the country	3	9.4%
8.	Instill the principle of tax evasion	3	8.9%
9.	Introduce students to environmental problems such as desertification and water and air pollution.	3	8.5%
10.	Instill the principle of employing what the student learns in his career.	2	8.0%
11.	Introduce students to the country's productive economic institutions and their roles	2	7.5%
	Total	31	19.25 5%

According to the previous Table , the concepts of the national unity related to the political domain ranked first with a frequency (69) and a percentage of (42.8%), followed by the social domain with a frequency (61) and a percentage (37.8%). In the third place came the economic domain with a frequency (31) and a percentage (19.2%). While the national values in the book totaled (161) values, distributed over the previous areas.

In the foregoing, we find that the political domain has the largest percentage when compared to other values with a frequency of (63). This indicated that this value had a significant impact on the students at such a stage and that the middle age is an important stage and a turning point in the student's age and readiness to acquire this kind of values, which made the curriculum planners focus on them

The researcher attributes this to the fact that, our world today is witnessing rapid and different changes at the political and national level, so it is necessary to prepare students to cope with these rapid and changing circumstances , the student shall also expresses his opinion on the national issues. In addition, Jordan today is going through different political conditions full of internal and external challenges and difficulties. Hence, it is a must to promote, foster and develop political and national values as well as deepening them between our students through the curriculum and teacher.

According to the researcher interpretation, the political domain was very high when compared to other values, because educationists who are involved in the development of national and civic education curricula found that this stage is important in establishing political and national values and the sense of responsibility towards the homeland, because this stage is characterized by special features that are not available to others.

This study is consistent with the study of Khawaldeh (2014) , the study of Ben Heba (2017), which concluded that the political and national domain has achieved a very high rank compared to the other domains. The current study differed with the study of Saad Eddin (2013) as the environmental and economic dimension came at the first rank.

The social domain came in the second place with a frequency of(59).The researcher believes that social concepts play a big role in building the personality of the student and the establishment of social and human relations through his communication with others.This fact made the educationists who involved in the development of the curriculum to focus on the social domain clearly as this domain is very important in promoting volunteerism and the openness to the world and understanding their cultures .

The current study is consistent with Khawaldeh study (2014) and Subaiheen et al. (2016) in ranking the social domain in the second place.The current study disagreed with the Saad Eddin study (2013) which confirmed that the social dimension did not get the relative weight it deserved.

The national concepts in the economic domain came in third place with frequency (35), which is considered a weak percentage .This indicates the extent to which curriculum developers neglect these important values in particular, despite the importance of economic concepts that emphasize the need to introduce students to the importance of the country's economy and natural resources and its role in investing, building and developing them.The curricula also play a key role in promoting the preservation of the country's property and its goods and investing economic projects that benefit the country.

The current study is consistent with Khawaldeh study (2014), while it differed with the Saad Eddin study (2013), which showed that the economic domain ranked second with a high degree.

**The answer to the second question of the study:**

Are there any statistically significant differences at the level of significance ( $\alpha = 0.05$ ) in the effect of teaching a developed educational unit in the light of the national value system on the development of good citizenship behavior in the seventh grade in Jordan attributed to gender?

To answer this question, the researcher extracted the mean and standard deviations of the responses of the study sample on the national values scale, by groups (experimental, control), as shown in the following Table:

**1. Group equivalence**

Table (4)

Mean and standard deviations of the scale domains on the pre test of the control and experimental group

Domains	Group	n	Mean	SD	NO.	T-value	P value
Social	control	28	19.8929		2.78008	.308	.759
	experimental	24	19.6667		2.46129		
Political	control	28	18.2857		3.49452	-1.086	.283
	experimental	24	19.1667		2.03591		
Economic	control	28	13.0714		3.12610	.555	.581
	experimental	24	12.6667		1.85722		
Total	control	28	51.2500		7.99363	-.136	.893
	experimental	24	51.5000		4.49154		

Table (4) shows that there were no statistically significant differences in the areas of the test scale on the pretest test attributed to the group. Table (4) shows that there were no statistically significant differences on the test scale areas on the pretest test attributed to the group. Accordingly, there was parity in students' scores on the pre-test of both the control group and the experimental group.

To answer the study question, the researcher extracted the mean and standard deviations of the students' scores of the post test, as shown in the following Table:

Table (5)

The mean and standard deviations of the scale of national values of the post test

Domains	Group	Gender	Mean	SD	No.
Social	control	Male	19.3571	2.56026	14
		Female	31.5714	12.01098	14
		Total	25.4643	10.54964	28
	experimental	Male	40.4000	4.88080	10
		Female	40.7857	4.56034	14
		Total	40.6250	4.59501	24
Total	Male	28.1250	11.19516	24	
	Female	36.1786	10.07400	28	
	Total	32.4615	11.25543	52	
Political	control	Male	19.0714	2.01778	14
		Female	29.0000	10.32547	14
		Total	24.0357	8.87978	28
	experimental	Male	35.3000	6.27252	10

	experimintal	Femal e	36.6429	5.63788	14	
		Total	36.0833	5.81540	24	
Total		Male	25.8333	9.19199	24	
		Femal e	32.8214	9.04333	28	
		Total	29.5962	9.68374	52	
Ecomomic	control	Male	13.0000	2.00000	14	
		Femal e	21.5000	8.05510	14	
		Total	17.2500	7.20404	28	
	experimintal	Male	27.4000	3.62706	10	
		Femal e	27.8571	3.30168	14	
		Total	27.6667	3.37080	24	
Total		Male	19.0000	7.74597	24	
		Femal e	24.6786	6.85324	28	
		Total	22.0577	7.75207	52	
Whole grade	control	Male	51.4286	5.10978	14	
		Femal e	82.0714	30.19797	14	
		Total	66.7500	26.36443	28	
	experimintal	Male	103.1000	14.20837	10	
		Femal e	105.2857	13.04093	14	
		Total	104.3750	13.27899	24	
	Total		Male	72.9583	27.76529	24
			Femal e	93.6786	25.70351	28
			Total	84.1154	28.39404	52

The above table shows that there were apparent variances in the mean by group and gender variable ,to determine the existence of statistically significant differences, the researcher performed the Two-way analysis of variance as shown in the following Table:

Table (6)

The analysis of the Two-way analysis of variance of the post test according to the method and gender variables is shown on the national value scale

Source	depend ent variable	SS	D F	MS	F value	alp ha	ES *
Modified model	social	4015.523(a)	3	1338.508	26.273	.000	.622
	political	2576.276(b)	3	858.759	18.684	.000	.539
	economi c	1909.213(c)	3	636.404	26.434	.000	.623
	Total	24895.193(d)	3	8298.398	24.554	.000	.605
Group	social	2912.938	1	2912.938	57.177	.000	.544

	political	1813.144	1	44	1813.1	39.44	.000	.45
	economic	1370.915	1	15	1370.9	56.94	.000	.54
	Total	17843.223	1	223	17843.223	52.79	.000	.52
Gender	social	505.145	1	5	505.14	9.915	.003	.17
	political	404.234	1	4	404.23	8.795	.005	.15
	economic	255.279	1	9	255.27	10.60	.002	.18
	Total	3429.094	1	94	3429.0	10.14	.003	.17
Group×gender	social	445.184	1	4	445.18	8.738	.005	.15
	political	234.546	1	6	234.54	5.103	.028	.09
	economic	205.824	1	4	205.82	8.549	.005	.15
	Total	2576.665	1	65	2576.6	7.624	.008	.13
Error	social	2445.400	48		50.946			
	political	2206.243	48		45.963			
	economic	1155.614	48		24.075			
	Total	16222.114	48	1	337.96			
Total	social	61256.000	52					
	political	50331.000	52					
	economic	28365.000	52					
	Total	409038.000	52					
adjusted total	social	6460.923	51					
	political	4782.519	51					
	economic	3064.827	51					
	Total	41117.308	51					

ES\* =effect size

Table (6) shows that there were statistically significant differences for the mean of the scale by groups, and by gender, where the table shows the presence of statistically significant differences attributed to gender (male, female), as well as the presence of statistically significant differences attributed to the group (control, experimental) The effect size was (52%) by groups, while the effect size by gender variable was (17%).

To illustrate the significance of the differences, the researcher extracted the adjusted averages and standard errors, as shown in the following tables:

Table (7)  
Shows adjusted mean and standard error of the national scale by group

Domains	Group	adjusted mean	standard error
Social	control	25.464	1.349
	experimental	40.593	1.478
political	control	24.036	1.281

	expermintal	35.971	1.404
Economic	control	17.250	.927
	expermintal	27.629	1.016
Total	control	66.750	3.474
	expermintal	104.193	3.806

Table (7) indicates that the adjusted means for the experimental group were the highest, in all domains where the adjusted mean for the social domain of the experimental group was (40.593) while the control group was (25.464). While the adjusted mean for the political domain was (24.036) and the experimental group was (35.971), and the control group was (17.250).

The mean of the tool as a whole of the control group was nearly (66.) where the experimental group averaged (104.193), confirming that the differences were in favor of the experimental group.

The researcher also extracted the mean and standard errors by gender. The results are as shown in the following Table:

Table (8)  
The adjusted mean and standard error of the national scale by group

Domains	ender	Adjusted mean	Standard error
social	male	29.879	1.478
	female	36.179	1.349
political	male	27.186	1.404
	female	32.821	1.281
economic	male	20.200	1.016
	female	24.679	.927
Total	male	77.264	3.806
	female	93.679	3.474

Table (8) indicated that the adjusted mean for the female category was the highest, in all domains. The mean for the social domain for females was (36.179) while it was (29.879) for males, the mean for the female category for the economic domain was (24.679) and it was (20.200,) for males category. While the mean of the political domain for the female category was (32.821) and for males it was (27.186). The overall mean recorded the average of (93.679) for females and (77.264) for males, which confirmed that the differences were in favor of females.

The researcher explains that there were differences between the control group and the experimental group, and the differences were in favor of the experimental group, which appeared in the improvement of clear results indicators at the level of students in the citizenship scale, after the application of the developed unit, which was prepared and built by the researcher, the students deemed the importance of the material and its role in refining their personality in their daily lives. On the other hand, the formulation of the developed unit through the application of multiple strategies in the content and the use of various methods, techniques, activities and the methods of evaluation led to students' recognition of the importance of their role in building their community and taking responsibility. This study agreed with the study of Mohammed (2016), which reached required improvement.

The results of the study illustrated that the differences due to gender was variable in favor of females. The researcher attributes this to the degree of willingness and seriousness of female students to answer the study tool and that their willingness to learn which is usually more than males or may be as a result of their mental abilities.

This study is consistent with the Khawaldeh study (2014), which showed that there were differences attributed to the gender variable in favor of females. The current study differed with the Saad Eddin study (2013) which confirmed that there were no differences due to the gender variable.

## 5. Recommendations

In light of the results of the study, the researcher recommends the following:

- Reviewing the content of the curriculum of National and Civic Education for the seventh grade, so as to include the system of national values included in the tool according to the political, social and economic domains.
- Conducting a similar study addressing the national values in the content of other school curricula.
- Conducting a study comparing national values between the social and national education books in Jordan and some other Arab countries.
- Holding workshops and training courses for teachers of social studies to acquaint them with the national values that must be instilled in the hearts of students .

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