The inclusion of Value Systems in the Jordanian National and Civic Education Curricula of the Upper Basic Cycle

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The purpose of this study was twofold: to disclose the political, social, economic and religious value systems embodied in the national and civic education curricula of the upper basic cycle (Grades 8, 9 and 10), and to disclose the balance in the distribution of these value systems among the three grades.

A tool for analyzing the content of the political, social, economic and religious value systems was prepared. The content of the national and civic education curricula was analyzed using the analysis tool to examine the repetition of these values based on paragraphs as units for analyzing. The validity and the reliability of the tool were verified.

The results showed:
1. The curriculum of the 8th grade included more values than those included in the other curricula, the 10th grade came second and the 9th grade came third.
2. The social values were dominating all the other values followed by social, political and economic values respectively.
3. No balance in the repetition of value systems in the political, social, economic and religious domains among curricula of the three grades.