



The Extent to Which the Role of Women is included in the Development of Society in the National and Civic Education Textbooks

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This study aimed to reveal the extent to which the role of women has been included in the development of society in the national and civic education textbooks for the higher basic stage from the viewpoint of teachers in Al-Salt. The study population consisted of (115) public school teachers of the Directorate of Education of Al- Salt in AL- Balqa Governorate, and those who study the subject of national and civic education for the higher basic stage in the first semester of the academic year 2019/2020. The study concluded that there is a moderate degree of inclusion of the role of women in community development in the national and civic education textbooks for the higher basic stage from the teachers' point of view, where the overall average of the answers was (2.97) in general. As for the dimensions, it was found that they all came with an average degree as well. The results showed that there are no statistically significant differences at the level of ($\alpha = 0.05$) in the responses by the study sample individuals towards the extent to which the role of women is included in the development of society and the degree of addressing the difficulties that women face in order to exercise their role in development of society in the national and civic education textbooks for the higher basic stage from the teachers' point of view.

Keywords: the role of women in development of society, the difficulties facing women, the higher basic stage, teachers, national and civic education books

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INTRODUCTION

Women in contemporary life play a very important role in family life, and her role is well known and consistent. She is responsible for the family and child-rearing, managing the house and doing all the housework, and in the light of the development of the world today in various areas of human life, women have gained a great deal of rights and freedoms in return for their duties, and the issue of women has become one of the main issues that concern our world today. Many states have prepared laws that include women's freedom and rights to be a measure of the state's urbanization, and even included universal conventions and basic human rights conventions to prevent discrimination against women and a different social status, where all laws and regulations that would constitute an obstacle to the negation of women's rights or challenge the exercise of their role in the development of society, or prevent the application of the laws of justice and equality that would provide them with a decent life, in addition to imposing the protection of women's rights, and emphasizing the importance of changing and modifying women's rights and social and cultural lifestyles and family awareness with the aim of changing the prevailing customs and perceptions that men are better than women.

First, it must be clear that development is a comprehensive and continuous change from good to better for human and material forces at various levels of social and economic life and it moves in a specific and clear direction leading to the achievement of pre-defined and defined goals.

Here, it must be noted that the teachings of Islam came to bring about a huge shift in the social and legislative status of women, as Islam condemned the customs of unjust tribes against women and removed the features of injustice and declared the principle of equality to erase many of the abnormal practices that prevailed in the ignorant society at that time, but successively the conditions of the nation in general and the situation of women in particular came between tides and islands where economic political changes and many wars affected the cultural and social composition of societies and reflected on the effectiveness of the role of women in their society. It is therefore necessary to recognize the importance of the role of women in society according to a moderate Islamic vision stemming from the Holy Koran, as well as to raise women's awareness of their rights and duties according to the moderate Islamic vision, and to promote a culture of awareness of women's issues and their importance in establishing the foundations of society through educational institutions, educational curricula, religious institutions, various media and the activation of a culture of dialogue (Al-Alwani,2011).

In view of the field of work, women's work and development in society have become a major topic that calls for attention and research. In the light of the development that the world has experienced today, the role of women has become evident and clear as a prominent member of society and has taken different dimensions through the need of society to participate in all areas but in a way that has made them subject to changes related to their social roles that have affected the nature of their relationship with family functions (Majali, 2018).

In the context of inclusive development: inclusive development is a prerequisite for the progress and development of societies, and in order to achieve community development, all members of society, both men and women, must participate, especially in light of the actual and tangible increase in the positive effects of women's work on the overall family and community status. The mobilization of human capacities of men and women in any society without discrimination is one of the main pillars of development, so that the interest in women and their role in development has become an essential part of the development process itself, as they make up half of society and therefore half of the productive capacity of any society, and the progress of any society is linked to the progress of women and their ability to participate in economic, social, political and cultural development (Tayim and Al-Nadi, 2009).

Women in contemporary societies have gained a status of great importance and have been able to demonstrate their ability and competence in various political, social, economic, educational, health, technological and scientific fields. At present, women hold many roles as head of state, prime minister, minister, deputy, judge, scientist, doctor, teacher and mother. The government's decision to increase the number of women in the national police is a matter of interest. The government's policy of "protecting the rights of women and girls" is a major concern for women and girls. For example, the economic participation of Jordanian women has now reached 13.8%, and in the field of higher education, female enrollment rates in higher education institutions at all levels have increased to a degree that exceeds males. Female students in intermediate higher education (137) female students for every (100) male students, according to the statistics of higher education for the academic year 2010/2009. In the elections of the 18th Parliament in 2016, the number of women increased to 20 out of 130 representatives, which is the highest percentage of female representation in The history of women's participation in parliamentary life, and 15 women candidates succeeded in the results of the 2020 elections, and in 1995 was the year in which women for the first time exercised their right to run for membership in municipal councils, and they also held the position of the ministries of planning and social development in (1994) two women By the end of 1998, the total number of women working in the judiciary was (5) only(<https://100jordan.jo/A>).

Based on the foregoing, it is necessary for educational institutions to pay attention to this by drawing attention to the importance of women's role in the development of societies, as educational institutions have an influential and active role in changing the concepts and values relevant to new situations, creating new values and concepts, creating awareness among individuals to accept and adapt to them, and instilling the customs required by new situations and attitudes by delving into the problems of society and clarifying the desired changes in order to ensure participation within society to be Active members of society who contribute to finding a solution to social problems (Al-Naji and Rifai, 2011). Students' perceptions in the social sciences are closely related to the teaching methods used in the classroom and are influenced by family and social experiences (Palacios, 2018). This can be achieved through teaching them educational content and systematic and extracurricular activities that revolve around the role of women in achieving the development of society at the level of social, economic, and

political life, and the nature of the challenges and difficulties they may face in exercising this role. Therefore, this study reveals the extent to which the role of women in the development of society is included in the books of national and civic education for the higher basic stage from the point of view of teachers in the central district of Al-Sult, and to investigate the degree to which women address the difficulties faced by women in exercising their role in the development of society and include them in these textbooks.

Study Objectives

1. To reveal the extent to which the role of women in the development of society is included in the books of civic and civic education for the higher basic level from the point of view of teachers.
2. To identify the nature of the responses of the sample members to the extent to which the role of women in the development of society is included in the books of national and civic education for the higher basic stage in light of the variables of gender, specialization, and teaching experience.
3. To illustrate the degree to which women face the difficulties of exercising their role in the development of society in the books of national and civic education for the higher basic level from the point of view of teachers.

To identify the nature of the responses of the sample members to the degree of addressing the difficulties faced by women to exercise their role in the development of society in the books of national and civic education for the higher basic level in light of the variable sex, specialization, teaching experience.

The Study's Problem and Its Questions

The study's problem is in the following main question:

To what extent is the role of women in the development of society included in the books of national and civic education for the higher basic level from the point of view of the teachers in the central district of Al-Sult?

The Following Questions are Derived from the Main Question:

1. To what extent is the role of women in the development of society included in the books of national and civic education for the higher basic level from the point of view of teachers?
2. Do the responses of the study sample members differ to the extent to which the role of women in the development of society is included in the books of national and civic education for the higher basic level of each gender (teacher, teacher), specialization (history, geography), teaching experience (five years and less, six years to ten years, more than ten years)?
3. How to address the difficulties faced by women in exercising their role in the development of society in the books of national and civic education for the higher basic level from the point of view of teachers?
4. Do the responses of the sample members of the study vary towards the degree to which women face the difficulties of exercising their role in the development of society in the books of civic and civic education for the higher basic level of each

gender (teacher), specialization (history, geography), and teaching experience (five years and less, six years to ten years, more than ten years)?

Procedural Definitions

The Role of Women in the Development of Society

Women's participation in the institutions, work and contribution of women in various life development areas, such as social, economic and political development, coincided with the growing interest in women and their mission to develop society at the local and global level in consideration that they represent half of society and half of its productive capacity, which obliged societies to have women's contribution to society on an equal footing with men to participate in all development areas.

Women's Difficulties in Exercising Their Role in the Development of Society

These are the physical and moral challenges that women have when they participate in the work of different institutions of society, whether in the social, economic, or political development field, and are influential factors in their role in the development or limitation of society, most notably culture and traditions, age, physical condition, environment, economic and social situation.

Books of National and Civic Education for the Higher Basic Stage

Academic courses consist of study units distributed into two parts, where the first part is studied in the first semester and the second part in the second semester of the academic year and includes concepts, generalizations, skills and activities that are taught to students of the seventh, eighth, ninth and tenth basic grades in the Hashemite Kingdom of Jordan since the 2016/2017 academic year. This is in order to enhance the attitudes and values that help students to be a good generation capable of accommodating changes, facing challenges and taking responsibility towards themselves and others, and aware of the rights and duties of themselves and their community at the same time.

The Limits and Determinants of the Study

The study was applied and implemented within the following determinants and limitations:

1. This study was limited to a representative sample of teachers of public schools belonging to the Directorate of Education in the central district of Al-Sult in Balqa governorate who study the subject of national and civic education for the higher basic level in the first semester of the academic year 2019/2020, so the results of this study are determined by the size of the sample and the extent of its representation of the society.
2. The credibility and consistency of the study tools used in collecting study data, which determined the results of the study by its credibility and stability in general.

The Importance of the Study

The importance of the study stems from the theory that it seeks to reveal the extent to which the role of women in the development of society and its manifestations are

included in the books of national and civic education for the higher basic stage from the point of view of teachers, which is one of the recent studies that combined the study and research of the manifestations of the role of women in the development of society and the difficulties they face to practice this role

The importance of the study practically (applied) contributes to providing perspective by revealing the extent to which the role of women in the development of society and the difficulties they face in practicing this role is included in the national and civic education books. This perspective is expected to contribute to helping educational officials and workers in writing curricula for real understanding for its educational content and it provides feedback on the value of the educational content of these textbooks and their effectiveness in highlighting the role of women in society; Thus, working to develop it in light of the developments of the age and the change that is surprisingly occurring in the local community and the world alike, in a way that contributes to enhancing the nature of the relationship between science and society, and making the educational material and the learning process suitable and relevant to the student's life to improve student learning and enhance his abilities to employ the knowledge acquired in daily life, and the development of his decision-making skill towards women and society in a correct scientific manner based on the existence of clear and documented knowledge that every student studies and learns in the school curriculum about the role of women and their importance in society.

Previous Studies

Through a review of the theoretical framework of the study, several previous studies related to the role of women in the development of society and the difficulties faced by women in exercising their developmental role have been arranged according to the standard of the most recent study as follows:

Sariyatun., Suryani, Sutimin, Abidin, & Akmal. (2021). conducted a study aimed at analyses the effect of digital learning material on students' social skills in social studies learning, the research participants were 80 junior high school students, which consisted of 40 students in the experimental group were teaching by digital learning material while 40 students in the control group were teaching by printed-out textbooks. The result shows the difference between control group and experimental group who had average of the students' social skills than the control group, which means that digital educational materials are more effective in improving students' social skills.

Güngör and Meriçelli (2020) conducted a study aimed at identifying the causes of the decline in the number of female school principals in the school administration. To collect data, the interview tool was used as a qualitative research method where the study was applied in the 2016-2017 academic year with the participation of (16) managers and (14) managers. The results concluded that some of the obstacles preventing women from being multi-role managers include women's roles such as domestic work and the ideas that management is suitable for men, that women do not support their own gender, and that there are various reasons why women are prevented from moving forward with management such as social roles, social culture, patriarchy and society, pre-judging and the resulting mistrust of trust.

The study of Sawsan and Wedad (2019) sought to identify the functional obstacles facing women working in the health sector. The results concluded that there are functional obstacles for women working in health, such as night shifts, the internal environment of the hospital, the domination of managers and supervisors, the impact of the responsibility of the husband and children on the woman.

The study of Majali (2018) tried to identify the problems facing working women in Karak governorate in Jordan, and the descriptive method was used. The study concluded that there are problems facing women working in Karak province to a high degree due to the perceptions of workers about organizational problems were at a high level, while social and personal problems at a high level were also a factor, in addition to the statistical differences of the problems faced by working women due to personal and functional variables (age, scientific qualification, experience).

The study (Özen, 2018) aimed to identify teachers' perceptions of rebuilding the gender role. The results concluded that the role of men and women resulted from the cultures of different societies, but that individuals should enjoy equal rights and opportunities, and prevent all kinds of gender discrimination. The results also showed that social roles, socialization, religious beliefs, prejudices and patriarchy are the causes of inequality; Thus, in order to achieve equality, awareness must be raised, roles in the family rearranged, and women's work supported, especially since the choice of profession depends on the biological nature of gender.

Hani (2017) conducted a study on women and development between challenge and contribution. The social survey method was used and a questionnaire was distributed to (125) female employees. The results concluded that empowering women and raising their ability to participate in development requires an effort for development, and this is due to the fact that the social view of women has not changed despite the change and development of the societal movement and the development of cognitive and social sciences, in addition to the social conditions that Iraq went through with a clear impact and reflection On the quality of the contribution that women make in the field of social development.

The Bhat (2015) study sought to demonstrate the role of education in women's empowerment, and the study showed that women play an important role in the nation's progress and orientation towards development. Women are essential human assets required and necessary for national improvement, because women's education is the strongest tool to change the status of society, and jobs are a means of improving their status. In order to achieve this, education must be provided, as education reduces the issue of inequality.

Al-Zoubi and Al-Kharov (2015) also tried to identify the perspectives of young people towards women's work in the tourism sector in Jordan, and the challenges that prevent women from working in this sector. The study results showed that there is a positive trend among students towards women's entrance to the labor market, and positive trends towards women's work in the tourism sector and to a medium degree, but they prefer traditional occupations more than work in the tourism sector.

The Jabr (2005) study sought to identify the difficulties faced by Palestinian women working in the public sector. The results of the study showed that the difficulties faced by Palestinian women working in the public sector were a downward rank as follows: legal difficulties, political difficulties, social and family difficulties, administrative difficulties.

The 2011 study of Al-Naji and Rifai aimed to examine the image of women in Arabic language books and social materials for primary and middle education using the content analysis method for these books, and the results showed that the roles of women in these textbooks were ranked descending as follows: mother, girl, pupil, sister, woman, teacher, Muslim, wife, doctor, grandmother, nurse, and the areas were descending as follows: religious, historical, educational and pedagogical, traditional, professional, family, moral, and the social situation was descending as follows: wife, divorced, widow.

The Zidanis (2010) study attempted to reveal the role of women working in the Jordanian armed forces. A questionnaire was distributed to (150) working women. The results concluded that women working in the armed forces enjoyed high leadership qualities, and that the majority of female workers held the rank of officer at the level of (52.3%) and the rest were non-commissioned officers and civil servants. There were statistically significant differences in the factors that help women, which were in favor of women who hold the rank of officer. In addition, the study showed that women have achieved a remarkable and successful role within and outside Jordan because they are employed and qualified in courses.

Comment on Previous Studies

Previous studies have focused on trying to uncover the role of women in the military, education, and development fields by identifying career constraints and problems faced by working women, conducting analytical studies to identify women's image in the curriculum, and researching the impact of rebuilding the role of gender in the role of women and others, all are local and international studies in various scientific journals.

The current study was characterized by the fact that it sought to analyze the content of national and civic education research for the higher basic level by identifying the opinions of teachers who are regular teachers in the 2019/2020 academic year on the extent to which the role of women in the development of society is included in the books of national and civic education for the higher basic level, and linking them to certain variables such as gender, specialization and teaching experience. This study is conducted in light of the current efforts of the Jordanian Ministry of Education to improve the learning of students and linked to certain variables such as gender, specialization, and teaching experience, specifically in light of the current efforts of the Jordanian Ministry of Education to improve the learning of students and make them seek to link what they learn in daily life and achieve meaningful learning in various educational courses, including national and civic education after the development and improvement of the curriculum in accordance with the Jordanian environment and suited to what the world is currently living at all levels and in various areas of environmental, health, economic, economic, social, cultural and technological life, and the changes

taking place in the Arab region and the world all of the changes in which political, religious, economic and ethnic trends play a major role that affect the course of human life in general.

METHOD

Study Methodology

The descriptive analytical method, which is a method of examining the present, was used to process data to prove certain assumptions in order to answer precisely specific questions regarding contemporary current phenomena by collecting information about them at the time of conducting research using appropriate tools and subjecting the data to statistical analysis using the Statistical Package for the Social Sciences program. SPSS.

Study Population and Sample

The study community is made up of all the (115) teachers of the public schools of the Directorate of Education in the central district of Al-Sult in Balqa governorate, who study the subject of national and civic education - geography and history - for the upper basic level in the first semester of the academic year 2019/2020. The study tool was distributed to all of them, and the number of questionnaires recovered were (97) questionnaires with a recovery rate (84.3%). All are statistically analyzable, and Table 1 shows the relative distribution of the study sample by sex (gender), university specialization, and study experience.

Table 1
Relative distribution of study sample members by sex, specialization, and years of experience

Variable	Variable categories	Number	Percentage %
Sex	Male	44	45.4
	Female	53	54.6
	Total	97	100.0
Specialization	Date	43	44.3
	Geographically	54	55.7
	Total	97	100.0
Years of experience	Five years.	16	16.5
	Six to ten years.	39	40.2
	More than 10 years	42	43.3
	Total	97	100.0

In Table 1, the percentage of female representation is greater than the percentage of male representation. The percentage of female representation reached (54.6%), while the percentage of male representation reached (45.4%). In terms of specialization, we find that the highest percentage of study individuals with a specialization in geography amounted to (55.7%), compared to an analogous percentage (44.3%) for the history major. Data related to years of experience show that the highest percentage of teachers had more than 10 years of experience (43.3%). Then came the 6-10-year-old

representation ratio (40.2%). The lowest percentage of people with low-skilled experience was less than five years, at 16.5 percent.

Study Tool

To collect the study data and answer its questions a tool was developed in the light of the review of the ADB and previous studies related to the subject of the study such as the study of Majali (2018) and the study of Tayim and Al-Nadi (2009), so that the questionnaire included paragraphs within two main axes: the first axis, which addressed the extent to which the role of women in the development of society is included in the books of national and civic education for the higher basic level which was branched into three areas: the field of the role of women in social development, the role of women in economic development, and the role of women in political development, and the second axis focused on the degree of addressing the difficulties faced by women to exercise their role in the development of society in the books of national and civic education for the higher basic stage.

Validity of the Study Tool

In order to find the validity of the tool, it was presented to three arbitrators who are specialists and experienced in the teaching of national and civic education courses, and they were asked to express their opinion about the paragraphs of the study in terms of the wording of the paragraphs and the extent of their suitability for the field in which they were placed. Some paragraphs were deleted and added so that the tool became in its final form consisting of (48) paragraphs distributed as follows: The main axis included (31) paragraphs divided into three areas, namely, the field of the role of women in social development with (11) paragraphs, and the role of women in economic development with (12) paragraphs, and the role of women in political development with (8) paragraphs, while the second main axis included (17) paragraphs.

The Stability of the Study Tool

To ensure the stability of the study tool, the Cronbach Alpha equation was used to test the internal consistency and axis of the study tool, and the value of the Cronbach Alpha coefficient between all paragraphs of the instrument (0.973) and by the fields was the lowest stability factor (0.918) and these values are higher than the value (0.700), which is the minimum indicative of the stability of the study instrument, and Table 2 shows this.

Table 2
Stability coefficients for the study tool using the cronbach alpha equation

Variable/Domain	Number of Paragraphs	The Value of the Cronbach Alpha Coefficient	
Including the role of women in the development of society	Women and Social Development	11	0.918
	Women and Economic Development	12	0.936
	Women and Political Development	8	0.945
Women's Difficulties in Exercising their Role in the Development of Society	17	0.933	
All Paragraphs of the Questionnaire	48	0.973	

Correction of the Study Tool:

The scales are designed according to the 5-year-old Lakert scale so that the answers to the paragraphs take five degrees of measurement and are (very large, large, medium, very few, few) and were given a weight (5, 4, 3, 2, 1) respectively, with the aim of determining the degree of impact were:

Scale range extraction = $5 - 1 = 4$

Divide the scale range by (3) which is the number of levels = 1.33 which is the length of the class.

The following categories were based on the average of the answers:

1.00-2.33: Low score.

2.34-3.67: Medium degree.

3.68-5.00: High score.

Implementation Procedures

The study was applied and implemented in accordance with the following procedures:

1. Review literature and previous studies related to the manifestations of women's role in the development of society, access to social, educational, national, and civic books, and develop the study tool "questionnaire" and find reliability and consistency for them.
2. Identify the community of study members and select the members of the sample according to the method of the simple random sample and apply the tool to the members of the study sample teachers of social studies (history and geography) in the central district of Al-Sult.
3. The statistical data collected for the study sample members were classified in the three study variables: the role of women in the development of society included in the books of national and civic education for the higher basic stage, sex (gender), the study experience, and the university specialization.
4. The raw statistical data of the computer was introduced and the statistical package SPSS was conducted to find the descriptive and inference statistics required according to the design of the study and its variables and appropriate statistical processes.

Study Variables

Independent Variables

According to its design, the study included the following variables (independent and dependent):

First: Independent variables (classification), namely: 1. Sex (gender) and has two categories: male, female, 2. University specialization, with two categories: history, geography, 3. The experience is taught, and has three categories: five years and less, six years to ten years, more than ten years.

Dependent Variables

Second: The responses of the members of the sample study towards the extent to which the role of women in the development of society is included in the books of national and civic education for the higher basic stage.

Statistical treatment

For statistical processing purposes, a software package (SPSS) was used to process the data, which was introduced into the computer to extract computational averages and standard deviations of the responses of study members on resolution paragraphs, and the three-way ANOVA 2X2X3 analysis was used at the indication level ($0.05 = \alpha$), and the use of the Cronbach Alpha stability test for internal consistency, in accordance with the objectives and hypotheses of the study.

FINDINGS AND DISCUSSION

The results of the first question: To what extent is the role of women in the development of society included in the books of national and civic education for the higher basic level from the point of view of teachers?

Table 3

Arithmetic averages, standard deviations, rank, and degree on the paragraphs of including the role of women in the development of society in the books of national and civic education for the higher basic level from the point of view of teachers

Domain No.	Domain	Average arithmetic	Standard deviation	Rank	Class
	Women and social development	2.93	0.71	3	Medium
	Women and economic development	3.02	0.72	1	Medium
	Women and Political Development	2.94	0.88	2	Medium
	College degree	2.97	0.69	---	Medium

Table 3 data notes that there is a medium degree of inclusion of the role of women in the development of society in the books of civic and civic education for the higher basic level from the point of view of teachers, with an average total of answers (2.97) and a standard deviation (0.69). At the level of dimensions, we find that they all came in a moderate degree as well, and were the most involved in the field of women and economic development, and then the bitterness and political development while the field of women and social development came in the last place, perhaps due to the real sense of the positive effects of the role of women in the economic field and their reflection on the development of the standard of living of the family life economically This is what we see in the realities of daily life today in light of the development of living conditions at the level of the individual, the family and society as a whole, in addition to the fact that there are large trends from official bodies in promoting the status of women and developing their political role in various political sectors, in line with local, regional and global developments that will enhance the status of women, and the following are detailed results for each area:

Women and Social Development

Table 4
Arithmetic averages, standard deviations, rank, and degree on women's social development paragraphs

Paragraph No.	Paragraph	Average arithmetic	Standard deviation	Rank	Class
1.	The government's ability to provide services to the community is also a major cause of the need for the government to provide the services provided to the community.	3.41	0.72	1	Medium
2.	Statement of women's achievements in the progress of society within different sectors	3.06	0.88	4	Medium
3.	Highlighting the importance of women's participation in the provision of voluntary social service	2.98	0.83	6	Medium
4.	Identify clubs and centers that women can join in order to provide social service	2.36	1.13	11	Medium
5.	To clarify women's contributions to the learning, education, and advancement of the educational process	2.96	1.07	7	Medium
6.	Addressing the importance of women's work in different areas of the health sector	2.84	1.00	9	Medium
7.	To show the social implications of women's role in educating women on how to take care of their health and the health of their children	3.00	1.02	5	Medium
8.	Addressing the role of women's associations and organizations in enabling women to participate actively in different areas of life	3.06	0.83	3	Medium
9.	Identify the positive effects of the role of working-class working educators on family life	3.13	0.82	2	Medium
10.	Addressing differences in the role of women in society at the city, countryside and desert levels	2.51	1.08	10	Medium
11.	Presenting realistic examples that show the importance of the role of women in achieving social development	2.94	1.05	8	Medium
	College degree	2.93	0.71	---	Medium

Table 4 data shows that there is a medium degree of inclusion of the role of women in social development in the books of national and civic education for the higher basic level from the point of view of teachers, with an average overall answer for this area (2.93) and a standard deviation (0.71). At the level of the field paragraphs, all of them were moderate, with a score of approval for paragraph 1 with an average of answers (3.41) and a standard deviation (0.72) stating (mentioning areas of the role of women in the social development of the community). This explains why the focus of national and civic education books on these subjects is essential, relying on the importance of students learning about the areas of women's role in the social development of the

community, and recognizing the positive effects of the role of working educators on the "dual role" of family life, and the role of women's associations and organizations generally recognized in enabling women to participate actively in different areas of life, regardless of the social level of women and where they live in the city, country or country.

B. Women and Economic Development

Table 5

Arithmetic averages, standard deviations, rank, and degree of women's and economic development paragraphs

Paragraph No.	Paragraph	Average arithmetic	Standard deviation	Rank	Class
1.	Mentioning the forms of women's role in economic development	3.00	1.00	7	Medium
2.	Statement of the importance of women's participation in economic development	3.06	0.97	6	Medium
3.	Addressing the positive effects of women's participation in different areas of work on the family and society	3.49	0.77	1	Medium
4.	To show the nature of the economic role of women living in the city, rural or desert	2.65	1.05	12	Medium
5.	Highlighting the ability of women to enter the labor market in different fields	2.82	1.00	11	Medium
6.	Statement of the role of women in reducing the problems of poverty and unemployment	3.13	0.89	3	Medium
7.	The government's efforts to address the issue of the rights of women and children in the country are also being addressed.	3.32	0.87	2	Medium
8.	Encourage women to set up or participate in home industries and projects	3.13	1.14	4	Medium
9.	The importance of women's contribution to economic development in revealing women's creative and productive energies	2.98	0.94	8	Medium
10.	Examples from the realities of society demonstrate the importance of women's role in economic development	2.97	0.93	9	Medium
11.	The government's efforts to address the situation in the country are a matter of national security.	3.06	1.02	5	Medium
12.	The government's response to the	2.89	0.98	10	Medium
	College degree	3.02	0.72	---	Medium

Table 5 data shows that there is an average degree of inclusion of the role of women in economic development in the national and civic education textbooks for the higher basic stage from the teachers' point of view. The total average of answers for this field was (3.02) and a standard deviation (0.72). At the level of the field's paragraphs, we find that all of them came with a moderate degree, and the highest scores were on Paragraph No. (3) with an average of (3.49) answers and a standard deviation (0.77). This paragraph states "dealing with the positive effects of women's participation in various fields of work on the family and society." The lowest levels of approval were for Paragraph No. (4), with an average of (2.65) answers and a standard deviation (1.05). Paragraph No.

(4) states “showing the nature of the economic role of the women living in the city, the countryside, or the desert;” This result is due to the fact that the focus of the national and civic education textbooks on these subjects came as basic knowledge and information that students must possess, which is knowledge based on the importance of what has been touched in reality on the ground of life, including the importance of the role of women in improving the standard of family living and trying to do everything in their power to help their family’s economic condition without waiting for material or moral compensation from others. This is in addition to their role in supporting the local economy based on small economic projects and household industries in a way that contributes to reducing the problems of poverty and unemployment, and this is what the arithmetic averages of the paragraphs that came in the first three salaries showed consecutively, namely dealing with the positive effects of women's participation in various fields of work on the family and society, explaining the role of women in supporting the local economy based on small economic projects and household industries, and explaining the role of women in reducing the problems of poverty and unemployment. Its educational content with the reality and realism of the economic role of women in the Jordanian society and reflects it in a somewhat appropriate manner for students of the higher basic stage.

Women and Political Development

Table 6
Arithmetic averages, standard deviations, rank, and degree on women's and political development paragraphs

Paragraph No.	Paragraph	Average arithmetic	Standard deviation	Rank	Class
1.	Statement of the forms of women's role in achieving political development and development	2.74	1.07	7	Medium
2.	The importance of women's participation in political development to enable them to claim their rights, which were stipulated in international documents and guaranteed by the Constitution	2.99	0.88	4	Medium
3.	Statement of the possibility of women participating in parliamentary and municipal elections and provincial councils as candidates and voters	3.38	0.99	1	Medium
4.	Mention of public positions that women can take or assume at all levels	3.24	0.89	2	Medium
5.	Examples of women's participation in political organization such as parties and civil society institutions	2.95	0.99	5	Medium
6.	Dealing with women's achievements in military service (Arab Army, security services, civil defense, medical services)	3.11	1.03	3	Medium
7.	Highlighting the role of women in the judiciary	2.37	1.25	8	Medium
8.	The government's policy of "supporting the government" and the government's ability to provide as much as available services to the public is essential to the development of the	2.75	1.09	6	Medium
	College degree	2.94	0.88	---	Medium

Table 6 data shows that there is a medium degree of inclusion of the role of women in political development in the books of national and civic education for the higher basic level from the point of view of teachers, with an average overall answer for this area

(2.94) and a standard deviation (0.88). At the level of the field paragraphs, all of them came at an average level, with the highest score on paragraph 3 with an average of answers (3.38) and a standard deviation (0.99) and stipulated (showing the possibility of women participating in parliamentary and municipal elections and provincial councils as candidates and voters. While the lowest approval rating for paragraph 7 with an average of answers (2.37) and a standard deviation (1.25) provides for highlighting the role of women in the judiciary, this explains that there are large trends from official bodies at the local level to promote women's status and develop their role politically in an effective and influential manner in various political sectors in line with local, regional and global developments that would enhance the status of women and make them an active and influential member of society. Therefore, there is a focus of the books of national and civic education to highlight the knowledge and information related to the statement of the possibility of women participating in the parliamentary and municipal elections and provincial councils as candidates and voters and to mention the public positions that women can receive or assume at all levels and achievements in the field of military service (Arab army, security services, civil defense, medical services) and this has been shown by the mathematical averages of women's field and political development.

Results on question 2: Do the responses of the study sample members differ to the extent to which the role of women in the development of society is included in the books of national and civic education for the higher basic level of each gender (teacher, teacher), specialization (history, geography), teaching experience (five years and less, six years to ten years, more than ten years)?

To answer this question, the arithmetic averages and standard deviations were extracted to reveal the role of the impact of gender, specialization and teaching experience for teachers on their opinion about the degree to which the role of women in community development is included in the books of national and civic education for the upper basic stage, and then using the inferential statistical test Three-Way ANOVA 2X2X3 to reveal the statistical significance of the apparent differences

Table 7

Arithmetic averages and standard deviations include the role of women in the development of society in the books of national and civic education for the higher basic level of gender, specialization, and teaching experience

Variable		Number	Average arithmetic	Standard deviation
Sex	Male	44	2.91	0.68
	Female	53	3.02	0.70
Specialization	Date	43	3.02	0.61
	Geographically	54	2.92	0.76
Years of	5 years.	16	2.90	0.14
Teaching	6-10 years	39	3.02	0.79
Experience	More than 10 years	42	2.95	0.73

Table 7 data notes that there are virtual differences in favor of females with an average of answers (3.02) versus an average male answer (2.91). There are also virtual differences in favor of the specialization of history with an average of answers (3.02)

versus an average (2.92) for geography, and in terms of years of experience we find that there are virtual differences tending in favor of the experienced 6-10 years;

Table8

Results of the three-way ANOVA 2X2X3 analysis to test the differences in the inclusion of women's role in the development of society in the books of national and civic education for the higher basic level of gender, specialization, and teaching experience

Source of Variance	Sum of Squares	Degrees of freedom	Average Squares	Calculated (P) Value	Statistical Indication
Sex	0.305	1.000	0.305	0.618	0.434
Specialization	0.187	1.000	0.187	0.377	0.541
Years of teaching experience	0.081	2.000	0.041	0.082	0.921
The error.	45.469	92.000	0.494		
Total	901.213	97.000			
Adjusted total	46.121	96.000			

It is clear from the results of the analysis of variance that there are no statistically significant differences at the level of ($\alpha = 0.05$) in the responses of the study sample individuals towards the extent to which the role of women in community development is included in the national and civic education textbooks for the higher basic stage due to the difference of sex, specialization, or teaching experience as the calculated values of (P) reached (0.618, 0.377, 0.082), respectively, and their statistical significance were all higher than (0.05). This means that all social studies teachers from different categories for the three variables (gender, specialization, and years of teaching experience) look at education books at the same level. This may be attributed to the similar educational conditions experienced by each of the male and female teachers in their various specializations and the number of years of teaching experience for them. They also undergo training courses held by the Ministry of Education, and these courses are very similar in quality and the nature of their content, method of application and presentation. There is also a convergence in the nature of teachers' use of different groups of strategies and methods of teaching, activities, teaching aids, and evaluation strategies that they use with students of the higher basic stage, as well as the existence of educational supervision methods with clear standards that they are subject to and are used in evaluating the performance of social studies teachers, their dealings with the learner and their teaching the textbook and the ability to cover its content in the educational situation within a daily and quarterly time plan, in addition to the teachers with their different teaching experiences. They are considered contemporaries of these textbooks and they are all authorized to study and record any errors and observations contained in the educational content or the method and style of its presentation while teaching the textbook in the educational situation and in the sense that the Ministry of Education has placed them on the same level and degree of confidence in their opinions about the national and civic education books; All these matters have contributed to making teachers of the books of national and civic education realize and deal with them with the same vision and level and harmony of attitudes towards the books with regard to the degree of its inclusion of the role of women in the development of society.

The answer to the third question: How much do women deal with the difficulties faced by women in exercising their role in the development of society in the books of civic and civic education for the higher basic level from the point of view of teachers?

Table 9

Mathematical averages, standard deviations, rank, and grade to address the difficulties faced by women to exercise their role in the development of society in the books of civic education for the higher basic level from the point of view of teachers

Paragraph No.	Paragraph	Average arithmetic	Standard deviation	Rank	Class
1.	Statement of the impact of the social and cultural framework surrounding women, which does not accept their participation in some sectors of employment	3.14	0.82	2	Medium
2.	Mention in the wrong social and cultural legacies that prevent women from exercising their role in social, economic and political development	3.21	0.83	1	Medium
3.	To clarify the impact of women's scientific qualification on exercising their role in society	2.87	0.92	5	Medium
4.	Statement of the impact of women's place of residence on their development role	2.46	1.34	11	Medium
5.	Address the prevailing beliefs that men have personal qualities and special skills that distinguish them from women	2.86	0.90	6	Medium
6.	Some women are disliked about public work	2.54	1.04	10	Medium
7.	The government's commitment to the government's commitment to the peace process is a key factor in the process of building a new government.	2.75	0.94	8	Medium
8.	Statement of continuity of intolerance and discrimination against women in the areas of social, political and economic life	2.75	0.88	7	Medium
9.	To clarify the impact of the impact of the physical, psychological and health situation on the nature of women's developmental role in different areas of life	2.57	0.89	9	Medium
10.	Statement of the impact of the social situation (single, married) on women's development process	2.30	1.06	15	Weak
11.	To demonstrate the impact of women's economic status (rich, middle, poor) on their role and progress in society	2.28	1.27	16	Weak
12.	To clarify the fears that women have about their inability to reconcile their role in family life, working life or joining political organizations and parties	2.33	1.06	13	Weak
13.	To illustrate the impact of women's time life on the nature of their exercise of social, economic, and political roles	2.10	1.11	17	Weak
14.	Highlighting the negative repercussions of the prevailing thinking in society that women are less in control of their emotions than men in different life situations	2.45	1.12	12	Medium
15.	The government's policy of "supporting the government of the country" is being addressed in the form of a "national" policy.	2.30	0.98	14	Weak
16.	The government's decision to suspend the work of the National Assembly was a major challenge.	2.98	1.03	4	Medium
17.	To show the impact of society's perception of working women, active in political organizations and parties, or who are enrolled in judicial, legislative, or executive bodies	3.02	0.92	3	Medium
	College Degree	2.64	0.71	---	Medium

Table 9 shows that there is an average degree of dealing with the difficulties that women face in exercising their role in community development in the national and civic education textbooks for the higher basic stage from the teachers' point of view. The total

average of answers for this field reached (2.64) with a standard deviation (0.71). At the level of the variable paragraphs, we find that (13) of them came with a moderate degree and (4) with a weak degree, and the highest scores were on paragraph no. (2) with an average of (3.21) answers and a standard deviation (0.83) and stipulated a statement of the wrong social and cultural legacies that prevent while the lowest degree of approval was for paragraph no. (13), with an average of (2.10) answers and a standard deviation (1.11), and it indicated a statement of the impact of the chronological age of women on the nature of their exercise of social, economic and political roles. It was found there is a focus for the national and civic education textbooks on highlighting the basic information related to the mention and clarification of the challenges and difficulties that women face in exercising their role in the development of society, which are the basis and the first of all difficulties according to what is present in real community life, including the wrong social and cultural legacies that prevent women from practicing their role in social, economic and political development, and the impact of the social and cultural framework surrounding women that does not accept their participation in some sectors of work, and the impact of society's view of working women political organizations and parties or affiliated with the judicial, legislative or executive authority, and organizational challenges in work institutions that prevent women from succeeding in performing their role) and perhaps these are the most important and prominent difficulties that hinder the advancement of women in society or the exercise of their role in political development. Al-Zoubi and Al-Kharouf (2015) indicated that despite the positive trends towards women working in the tourism sector, they still prefer women to work in traditional occupations more than women working in the tourism sector, as Jaber (2005) indicated that there are difficulties facing Palestinian women. Working in the public sector, the most important of which are legal and political difficulties, then social and family difficulties, followed by administrative difficulties.

The answer to the fourth question: Do the responses of the study sample members differ towards the degree to which women address the difficulties faced in exercising their role in the development of society in the books of national and civic education for the higher basic level of each gender (teacher), specialization (history, geography), and teaching experience (five years and less, six years to ten years, more than ten years)?

Table 10

Mathematical averages and standard deviations to the extent of addressing the difficulties faced by women to exercise their role in the development of society in the books of civic and civic education for the higher basic level of each gender, specialization, and teaching experience

Variable	Number	Average arithmetic	Standard deviation
Sex	Male	2.60	0.62
	Female	2.67	0.77
Specialization	Date	2.65	0.50
	Geographically	2.64	0.84
Years of Teaching Experience	5 years.	2.65	0.56
	6-10 years	2.56	0.69
	More than 10 years	2.72	0.77

Table 10 data notes that there are virtual differences in favor of females with an average of answers (2.67) versus an average male answer (2.60). There are also apparent differences in favor of the specialization of history with an average of answers (2.65) versus an average (2.64) for geography. In terms of years of experience, there are virtual differences that tend to favor those with experience over 10 years, and to test the significance of the virtual differences between mathematical averages, the three-way ANOVA analysis of the work design 2x2X3, where it is important to reveal the statistical significance of the apparent differences related to the opinions of social studies teachers about the difficulties and challenges that the Jordanian woman may face in exercising her role in the development of society to shed light on these issues, whether in planning or developing curricula and in using different teaching strategies to enhance his understanding among Students using the Three-Way ANOVA, and Table 11 was used to illustrate the results.

Table 11

Results of the three-way ANOVA 2X2X3 analysis to test the differences in the degree to which women face their role in the development of society in the books of national and civic education for the higher basic level of different gender, specialization, and teaching experience

Source of Variance	Sum of Squares	Degrees of freedom	Average Squares	Calculated (P) value	Statistical indication
Sex	0.111	1.000	0.111	0.216	0.643
Specialization	0.044	1.000	0.044	0.086	0.770
Years of Teaching Experience	0.543	2.000	0.271	0.528	0.592
The Error	47.309	92.000	0.514		
Total	724.837	97.000			
Adjusted total	47.966	96.000			

It is clear from the results of the analysis of the contrast that there are no statistically significant differences at the level ($0.05 = \alpha$) in the responses of the sample members of the study towards the degree to which the difficulties faced by women to exercise their role in the development of society in the books of national and civic education for the higher basic stage due to the difference of both sexes, specialization, and teaching experience, with calculated (0.216, 0.086, 0.528) values, respectively, and the statistical significance of all of them above (0.05). This means that all social studies teachers from different groups look at the national and civic education textbooks and the degree of their handling of the difficulties women face to practice their role in community development at the same level; that is, there is also a similarity among teachers of national and civic education books in their attitudes, opinions and beliefs towards the degree to which these books include the difficulties women face in exercising their role in the development of society. This is explained by the similarity found in the content of the training courses that teachers of civics and national education books receive and the way training is given to teachers, as well as the closeness in the nature of the educational conditions in which they live and are affected by them, whether the teacher is with his students or the teacher is with the educational supervisor or the teacher with the school principal or the teacher with the textbook, and the great convergence in the method of presenting the educational content of the textbook and teaching it, and the keenness of

all teachers to adhere to the instructions of the educational supervisor in the context of their compliance with clear and followed standards and determinants in evaluating the performance of teachers. This matter made teachers most interested in focusing on presenting the educational content within the required level and adhering to the specified time plan, which may affect the performance of the teacher in expanding the topic or enriching the subject with additional information, which made them converge in their vision and level towards the extent to which the national and civic education books are presented and addressed to the topic of difficulties that women may face when exercising their role in community development.

RECOMMENDATIONS

In light of the findings and conclusions reached in this study, the following recommendations can be made:

1. Develop a teaching strategy based on the reality of women's role in the development of society as a human endeavor when teaching books of civic and civic education because of their active role in improving students' learning.
2. Give more importance when developing national and civic education curricula on the reality of women's role in the development of society by addressing those roles and reflecting more in the study content.
3. Taking the results of this research when developing curricula will affect the national level as it expresses the opinions of school teachers responsible for implementing the curriculum.
4. Conduct studies on the reality of women's role in the development of society and the difficulties women face in exercising their developmental role in society, such as analyzing the content of national and civic education books for other stages of study and according to other variables such as a variable of scientific qualification (bachelor, master, PhD) and the type of school (government, private), or quorum of classes.

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