

# Moral and Social Values Embodied in the Books Content of National Interactive Curriculum for Kindergartens in Jordan—An Analytical Study

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## Abstract

The study aimed to discuss the moral and social values embodied in the books contents of national interactive curriculum for kindergartens in Jordan; through analyzing such books' contents. For the purposes of this study, a list of proposed moral and social values was prepared, including twenty eight values. Word, phrase and image are considered herein as analysis tools. The Generated outputs referred to 360 values which are contained in the books of national interactive curriculum for kindergartens in Jordan. The National Social values field occupied the first rank of 256 repetitions, at 71.11%. On the other hand, family personal values field occupied the 2<sup>nd</sup>. rank; 104 repetitions at 28.89%. The outputs also displayed the availability of many suitable moral and social values stipulated for in the study tool. In turn, it was noticed the unavailability of many suitable moral and social values.

**Keywords:** moral values, social values, national interactive curriculum for kindergartens

## 1. Introduction

Values represent a fundamental aspect in any community's culture because it is the cornerstone upon which the community determines what its members do, which is the main vector of human behavior as learning and teaching are considered the most important goals of nurturing and functions.

Layout and value system is one of the fundamentals of the educational work aimed. Therefore, the educational system of any society plays an active role in the building a system of positive values of learners.

The values of the most important issues which were discussed widely as a result of the changes and the wide global developments that occurred during the previous decades after the growing phenomenon of globalization and the attendance of huge developments in the field of computer and IT were reflected on the social, culture and economic organization of society.

According to the Arab educational behavioral files, there is a crisis in the moral and social values in most Arab societies. It also suggests that the social environment in which the people of these communities are created is morally a poisoned environment which leads to moral and social absence of the positive values (AlMohtadi, 2014).

Moral and social values are the index which is based on the idea of good and evil which come to life and show the relationship between the individual and the environment for better cultural level and controlled (Wiel, 2003).

## 2. The Problem of the Study

The educational process is basically a social and moral process which deals with the human. Human and morals are inseparable, as morals distinguish human than other organisms, human is able to distinguish between right and wrong, vice and virtue, and further shaping his balanced personality.

Children, today, are facing a lot of contrasting moral movements which emerged from the rapid development of civilization that are inconsistent with the original values, accordingly, it strongly influence their moral and social

behavior. Many of the current problems that face our communities fall under moral ones. In fact corruption, negligence, perversion, crime, bribery, embezzlement, bribery are classified under moral crises definition (Mushref, 2009).

From this point this study is set out as urgent need to shed the light on the compatibility's extent of the national interactive methodology of kindergartens in Jordan compared with Jordanian educational system's philosophy and its role in establishing the moral and social values of kindergartens students. This could be generated from detecting the moral and social values in its contents.

### **3. The Questions of the Study**

A. What are the moral and social values which are suggested to be contained in the national interactive curriculum for kindergartens in Jordan?

B. How far does the moral and social values could be contained in the national interactive curriculum for kindergartens in Jordan be?

### **4. Objectives of the Study**

This study seeks to achieve the following goals:

A. Set out list of moral and social values that are proposed to be included in the national interactive curriculum books in kindergartens in Jordan.

B. Detecting the extent of moral and social values inclusion in the national interactive curriculum for kindergartens in Jordan.

### **5. Theoretical Literature**

Values are one of the important subjects that occupied the attention of many researchers since old eras and still so far. Values study is increased in our recent days to be in line with the technological development and the information outbreak era which is reflected especially on individuals and community in general (Sawalha, 2003).

The values form the core stone which the educational curriculum is built thereon. Also it has big connection with the educational whole field. It represents values transmission process in explicit and implicit mode to develop the child personality and communicate thereof to the best levels via sustainable culturing and civility (Khazali, 2010).

The moral and social values represent one of the community cultural structure components, and are planted within its individuals in early stages. It work to specify the mutual relationships among them, and in turn it is considered reference basis in terms of their behaviors in various life aspects and further it works to form the standards and rules that govern individuals and community behaviors (Obrin, 2006).

Moral and social values in Islamic communities are defined as a set of standards and principles that direct the human behavior to achieve the goals inspired by the Holy Quran and Prophet Mohammad Sunnah, peace upon him (Yamani, 2009), whereas the individual cares to tendency for others and enjoy helping them and meeting with them. Also he is characterized with love and sympathy towards others away from selfish. The social values refer to pool of individual morals which generate welfare to the community. It works to control the individual behavior, and set out on tolerance, cooperation, communication, love & respect others (Mazian, 2009).

Planting values in the early age stages; children kindergarten stage, becomes necessary issue through being included in the curriculums and programs thereof, which are supposed to offer help to prepare the children in their future life and be good citizens. Also it contributes in verifying the suitable values and developing thereof in a way to form integral part of their various behavior (Blasi, 2000).

From this point, the moral and social values shall receive the attention of in charge persons and planners of children kindergarten curriculums in Jordan due to the importance of such stage in forming the human behavior on the long run.

#### *5.1 Previous Studies*

The study prepared by (Mecca, 1989) handled global moral values embodied in four stories referred to in the reading book scheduled for 2<sup>nd</sup>. stage students enrolled in CA state kindergartens. The generated outcomes displayed that the Altruism value occupied the first rank followed by; in serial order, human respect, justice and lastly the moral diligence.

Haroun and khwaldeh (2005) conducted a study which aimed at analyzing the Islamic values in the chants offered to the children of kindergartens in Jordan. The researchers were using the analytical curriculum according to a certain classification; concentrating on the type of the values and the level of concentration (frequency) and how it fits the age stage. The results showed also that the chants included twenty eight Islamic values and were classified as follows: faith, worship, personal values, and social values. The most repeated values were the feeling of the greatness of God while love of Prophet's friends was repeated in lesser manner.

Khaz'ali (2010) conducted a study also in which he disclosed the Islamic values included in the educational outputs stipulated for in the national interactive curriculum for governmental kindergartens in Jordan. The researchers used the constructive curriculum, seminar and analyzing the content to reach to the list of the Islamic values. The study indicated that all the frequencies of the Islamic values were below average, while the personal values were over the average. The frequencies of social values, worship and faith were under below the average. There were no statistical differences among the frequencies of the Islamic values & the frequencies in the fields of the Islamic values in the units of the interactive national curriculum.

Mohammad (2013) performed also a study; which aimed at analyzing the values in the Saudi Arabian curriculum for the kindergartens. He prepared a list in which he evaluated the good citizenship of a child in the kindergarten. He mentioned the extent of taking the programs into consideration while designing them for defining the values of the citizenship values from the teachers' point of view. The sample of the research in a kindergarten in Saudi Arabia consisted of 3 sections; teacher guidebook of kindergartens at Al-Baha area. The results showed the importance of taking care of the units including the self-learning curriculum at kindergartens in KSA.

It should be noticed that the ascending order of the citizenship values was as follows: proactive, security, amnesty, responsibility, justice, democracy, loyalty, freedom, system, cooperation, religious commitment but the circulating units aims did not include satisfaction value, consumption decrease, and the kindergartens, through integrity in activities directed to children; methodological or otherwise, seek to develop citizenship values at the kindergarten child and preparing thereof as good citizen.

## **6. The Society of the Study and Sample**

The society of the study consists of the books of the interactive national curriculum for the kindergartens in Jordan for the academic year 2015/2016. The sample of the study is community thereof which is as follows:

- The books of activities in Arabic language (two parts) 2015/2016.
- The book of activities in English language (one part) 2015/2016.
- The teacher's guidebook in the interactive national curriculum for the kindergartens.

## **7. Methodology of Study**

The analytical description curriculum was used herein due to its fitness as to the study objectives; through adopting the methodology of content analysis. Using this methodology can be beneficial in terms of making sure of the availability of the moral and social values in the interactive national curriculum for the kindergartens in Jordan by monitoring the number of repetitions and its percentage.

### *7.1 The Study Tool*

A list of moral and social values was prepared to achieve the goals of the study related to the disclosure of values in the interactive national curriculum, based on the following steps:

- By reference to the theoretical literature and the previous related studies as to the subject matter; such as study of Mohammad (2013) and khaz'ali (2010).
- Achieving a list including twenty eight moral and social values.

## **8. Credibility of the Study Tool**

The prepared list and its enclosures; moral and social value, was presented to several specialized scholars in teaching methods, educational supervisors as well and teachers of kindergartens to confirm its values clarity, the accuracy of its linguistic drafting and its purpose. After obtaining the arbitrators opinion the tool was amended on the light of offered suggestions. The tool included in its final image twenty eight social and moral values. The foregoing confirmed the tool accuracy.

## 9. Stability of the Study Tool

To make sure of the stability of the tool, a specialized teacher from the kindergartens was helpful in this question. The researchers clarified to the teacher the study aim. She received training on the content analysis; she analyzed the curriculum of I. N. content of kindergartens in Jordan in its triple parts. The researchers, as well analyzed, these books twice, during three weeks period. The generated Reliability Coefficient was 89% which is suitable for the current study.

## 10. Statistical Processing

To answer the questions of the study, the following processes were used:

-Holsti equation for reliability coefficient calculation.

-Frequencies, percentages, SMAs, centipede classes are used for calculating such books inclusion degree, as to moral and social values.

## 11. The Results of the Study

The study aimed to disclosing the moral and social values contained in the interactive national curriculum in the kindergartens in Jordan. These results are presented as follow:

### 11.1 Outcomes Generated from the First above Question

What are the moral and social values that should be included in the interactive national curriculum for the kindergartens in Jordan?

For answering the above question, researchers prepared a list of the moral and social values which are supposedly contained in the interactive national curriculum for the kindergartens in Jordan. The twenty eight values were distributed into two fields: personal, family field from one side and the social national field from other side.

The values mentioned in the study final tool represent the first question answer. In the light of current scientific technological revolution witnessed on worldwide basis, and its impact on life of individuals and communities, the educational systems tried to develop in line with such revolution. Developing the school curriculum rose including I. N. C. for kindergartens in Jordan to prepare the child to live in its community characterized by safety and morality, and also interacts therewith in sound and mental way. Thus the aim of education is allocating good citizen who is aware of his rights and duties on the light of moral and social values derived from Islamic Religion, and noble human values. The researchers see that the moral and social values indicated herein are important in this stage think that the following values are important in this stage as follows:

1) Family personal values: which search in terms of morals which characterize human, and such field includes the most important values that accrue the self concept, skills possessing method, values to generate more confidence of self abilities, which is reflected on human acts in building is personality I balanced and integrated manner. This field also searches in the positive family values which shall govern the family relationships inside the house within family frame and the outputs thereto represented by family social cohesion.

2) National Social values: this discusses the National social values through single community individuals dealings and benefits thereof in increasing the brotherhood and shouldering and shall lead to healthy social knowledge to overcome problems in the community. Also establish the learning individual who is aware of treating his community concerns. On the other hand building system of belonging value, proud of identity and defend his country. Child interaction with such values; National moral feeling towards its country and improve its dealing with social and national organizations which shall increase its awareness and respect to the role of each organization and individual.

### 11.2 Outputs of the 2<sup>nd</sup>. Question

What is the inclusion's degree of social and moral values in the national interactive curriculum of kindergartens in Jordan?

To offer answer to this question, the content of each book of the national curriculum at the kindergartens was analyzed according to the proposed list of the moral and social values which was prepared by the researchers. Table 1 clarifies the frequencies, percentage and the grade centipede for the moral and social fields in the books of the interactive national curriculum for the kindergartens in Jordan.

Table 1. Frequencies, percentage, and centipede grade of the availability of the moral and social values in the books of the interactive national curriculum of the kindergartens in Jordan

No	Field	Teacher's guidelines in the national curriculum Frequencies	The book of activities in Arabic (two parts) Frequencies	The book of activities in English (one parts) Frequencies	No of Frequencies	percentage	centipede
1	Family personal	89	13	2	104	28.89	2
2	Social national	180	63	13	256	71.11	1
	<b>Total</b>	<b>269</b>	<b>76</b>	<b>15</b>	<b>360</b>	<b>100%</b>	

From the table above, it is clear that total of the moral and social values is 360 frequencies. The field of the social and moral values occupies the first position 256 frequencies at 71.11% while the personal family values occupy the second position 104 frequencies, at 28.89%. The following table clarifies the frequencies, percentage, and grade centipede according to the above mentioned.

#### 11.2.1 First: The Personal Family Field

Table 2. Frequencies, percentage, and grade of centipede for the availability of the moral and social values in books of the interactive national curriculum of kindergartens in Jordan in the personal family field

No	Values	Teacher's guidelines in the national curriculum Frequencies	Activity book in Arabic Frequencies	Activity book in English Frequencies	Total of Frequencies	percentage	Centipede grade
1	Patience	4	0	0	4	3.85	6
2	Credibility	2	0	0	2	1.92	8
3	Honesty	5	0	0	5	4.81	5
4	Order & organization	12	4	1	17	16.35	2
5	Cleanliness	31	4	0	35	33.65	1
6	Excuse	5	0	0	5	4.81	5
7	Speech politeness	3	1	1	5	4.81	5
8	Parents' respect	9	2	0	11	10.58	3
9	Respect of old	6	2	0	8	7.69	4
10	Generosity	1	0	0	1	0.96	9
11	Visiting patients	3	0	0	3	2.88	7
12	Respect of neighbours and relation	8	0	0	8	7.69	4
	<b>Total</b>	<b>89</b>	<b>13</b>	<b>2</b>	<b>104</b>	<b>100%</b>	

The table above indicates that the total of the moral values of the personal family field in these books is 104 Frequencies. The value of Cleaning occupies the highest points 35 Frequencies at 33.65% then Order & organization which occupies 17 Frequencies at 16.35% then the value of respecting Parents' 11 Frequencies at 10.58% while attention given to Generosity, Credibility and Visiting patients was the least and it just got 1, 2, 3 with a percentage of 0.96%, 1.92% and 2.88%.

Upon reviewing the above timetable, it can be said the degree of including the social and moral values in these books was not already planned to as it lacks balancing. This is indicator of random and inaccuracy of serial order, which is proved via the irregular disparity in final total distribution rates as to such values repetitions, noticed by

comparing percentages (Khazaili, 2010). These outcomes came in line with this study and that of Haroon and Khawaldeh (2005).

### 11.2.2 Second: The National Social Field

Table 3. Frequencies, percentage, and grade of centipede for the availability of the moral and social values in books of the interactive national curriculum of kindergartens in Jordan in the national social field

No	Values	Teacher's guidelines in the national curriculum Frequencies	Activity book in Arabic Frequencies	Activity book in English Frequencies	Total of Frequencies	percentage	Centipede grade
1	Greeting	6	1	0	7	2.73	12
2	Excusing	1	0	0	1	0.39	15
3	Appreciation the different labouress	21	6	0	27	10.55	5
4	Giving assistance	9	2	0	11	4.30	9
5	Tolerance	4	0	0	4	1.56	13
6	Cooperation	15	4	1	20	7.81	7
7	Loyalty at work	2	0	0	2	0.78	14
8	Love of leadership	19	6	5	30	11.72	2
9	To be proud in the Arab national and Islamic heritage	15	13	1	29	11.33	3
10	Respect of the police& army	21	12	1	34	13.28	1
11	Respect of national departments	4	4	0	8	3.13	11
12	Respect of law	6	1	0	7	2.73	12
13	Keeping water	18	4	0	22	8.59	6
14	Keeping sources of energy	4	5	0	9	3.52	10
15	Keeping plants	26	1	1	28	10.94	4
16	Keeping care of animals	9	4	4	17	6.64	8
	<b>Total</b>	<b>180</b>	<b>63</b>	<b>13</b>	<b>256</b>	<b>100%</b>	

It can be noticed from the above table that the total moral values that belong to the field of national and social moral books was 256 repetitions. From the above table we notice the major values repetitions came from security and army personnel; 34 Frequencies at 13.28%, followed by leadership wish of 30, Frequencies at 11.72%, then proud value of national and Islamic heritage of 29, Frequencies at 11.33%, followed by vegetation cover maintaining of 28, Frequencies at 10.94%, followed by the appreciating the different professions of 27, Frequencies at 10.55%. While focusing on apologize for fault action, work loyalty, and Tolerance registered the weakest of 1, 2, 4 at 0.39%, 0.78% and 1.56%.

We come to know upon review of Table 3, that the moral and social values in the national interactive curriculum for kindergartens in Jordan acquired the first rank of 256 frequencies at 71.11%, due to the books concentration on government, leadership, the police and the army appreciation and proud of Islamic and Arab heritage. This is logical and actual outcome, which is in line with the policy of the ministry of education in Jordan. Also it appears to harmonize with the national interactive curriculum for kindergartens in Jordan for children that seeks to grow up children within national and moral environment to produce the good citizen who holds good morals and possesses knowledge and skills that enable him to hold responsibility. The foregoing shall contribute effectively to plant good citizenship seeds at those children and further to establish good generation capable to develop its community (Issa, 2005).

Besides, the child in this stage is focusing on its self-centered and thus he reaction with his community grow his skills and social relationships away from selfish. The study outputs came in line with Mohammad's (2013) study but it came in different with Khazaali's (2010) study.

## 12. Recommendations

- 1) The necessity to Concentrating on moral and social values that acquire the least frequencies.
- 2) Benefiting from the analyzing tool used herein, once setting out plans for Interactive National curriculum to children kindergartens.
- 3) Organizing the moral and social values in the national interactive curriculum of kindergartens in order to establish sequential development in the values which, indeed, shall accrue accumulative influence.

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