

Educational included at the Islamic Education textbook for the Second Secondary Class at the West Bank

Abstract

This study was aimed at analyzing the educational values that are concluded in the Islamic Education book for the Comprehensive Second Secondary Class at the West Bank for the school year 1998-1999.

The study tried to answer the following questions:

1. What are the values included in the Islamic Education book for the Comprehensive Second Secondary Class at the West Bank for the study year 98-99?
2. To what the extent are the values included in the Islamic Education textbook for the Comprehensive Second Secondary Class the West Bank inclusive of the classification developed by the researcher?.
3. How are values distributed on the textbook units?

Content analysis was used to determine the values included in the book units. The researcher developed a values classification as a tool for the purpose of the study. Educational specialist and external analysts were referred to determine the tool validity and reliability. External analysts analyzed a random sample of the texts of the textbook after the. The degree of agreement between the analysts was 82,3% . Thirty-five days later the researcher analyzed a random sample of the text and the degree of

agreement between the researcher analysis at the two times was 83,3%; the researcher considered the two degree (reliability coefficients) sufficient for the purpose of study.

The results of the study revealed that the textbook included 777 values mentioned 5030 times. The most frequent value was in the Ideology subset (648) times, about 12,9%; (635) times in the cognitive subset, about 12,6%; (591) times in the social subset, about 11,7%; (576) times in the worship subset, about 11,5%; (531) times in the educational subset, about 10,5%; and (395) times in the self subset, about 7,9% .

The less frequent values were in the beauty subset(20 times=5%); the security subset (46 times= ,9%); and the physical subset (70 times = 1,4%).

The result showed that value distribution among the textbook units was not consistent. Values were overpresented at some subset (ideology subset) and underpresented at other subsets (beauty subset).

The study made some recommended : redesigning the examined Islamic Education textbook instructionally, and undertaking other research to analyze the content of the textbooks and Palestinian literature books.