

## **Educational values in the narrative groups assigned for the second and third basic grades in the Hashemite kingdom of Jordan**

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### **Abstract**

The study aimed at the investigation of educational values (knowledge, hygienic, social, personal and national values implied in the narrative groups of the second and third basic grades in the Hashemite kingdom of Jordan and their indicators. The study also aimed at determining the ration of the implication of these values in these groups, taking the difference in grade and academic semester into account .an instrument was designed by the two researcher to reach responses for the study questions. The study sample consisted of its population (the narrative groups of the second and third basic grades) starting from 2015, the number of which was eight groups distributed to four groups for each grade. The study concluded that all these values were implied in the narrative groups for both grades. The social values were the most frequented in both groups of the two grades, with ratio of (43.4%) and (34.4 %) for second and third grades respectively. While the least ratio was for national values, with ratio of (11.3%) and (11%) for second and third grades respectively. The study recommended the increase of emphasis on national values, for the role they have in the preparation of individuals who are more affiliated to their country and more careful about its advancement.

**Keywords: educational values, narrative groups, basic educational .**

### **Introduction:**

Concern about childhood is considered as one of the forms of the development of the present and the future to gather. The people of any community who want to enhance themselves in all fields are those that appreciate the importance of the first five years of individuals lives, through the interest and care of educational institutions represented in kindergartens and basic schools which mainly contribute in the formation of children's characters and development of their capabilities (Al-Zureikat and Nassr, 2005; Al-Nashef, 2017).

Basic education is considered as the base of education on which the building of the individual belonging to his nation and country is based, through which values are roiled, concepts are acquired and capabilities, desires and attitudes are developed, in a

way that makes the individual effective in community. Educational philosophy is considered as a base for any educational system that is hoped to be efficient for the purpose of its existence (Al-yamani, 2009). In Jordan, the philosophy of education stems from the Jordanian Constitution, Arab – Islamic culture and principles of the Great Arab Revolt (Ministry of Education, 2003), through the derivation of all the components of curriculum from the philosophy of community which are considered as a measure of the behaviors and actions of its individuals, by making the child as the essence of the teaching – learning process, through the emphasis on his/ her logaitive, social, personal, national and health values (Al-Jallad, 2013).

Values are a group of laws and measures which slim from a certain community, which function as a guide for judging physical and spiritual actions and practices. These values have power and influence on community, as they have the characteristic of necessity, obligation and generality.

Any non- compliance with them means going away from the aims of community and its highest ideals (Tan, 2008; Toots, 2003). The child acquires values through the different experiences within the wider circle, later, namely, the community. School is considered as an intended social educational institution whose experiences provide a planned preparation for individual in a way that satisfies community through the renewed scholastic curriculum in the textbooks which concentrate on a cognitive, skillful and emotional balance for students that help them to be effective and active citizens in their communities (Katami, 2016).

This cannot be achieved without addressing the child cognitively and emotionally in a simple and lovely way that makes values with their different types a behavior practiced and adopted by students, seeking to be responsible for the advancement of their community and nation, and as rending is an intellectual act whose purpose is for the reader to read easily and simply, in order to acquire knowledge and values by linking between written symbols and their linguistic meanings (Al-Bajjah, 2017). The ministry of education has been careful about the support of the learning of the first three grades students of the basic skills, especially reading.

For supporting the reading of the basic second and third grades since 2015, have been written. As the narrative style is one of the most important which can be used to teach values and root them, as it has a great influence on the render and the listener and its ability to bring close abstract concepts and meanings in order to make them tangible for the mind to perceive (Al-Hariri, 2009; Christie, Jacob; and Lory, 2010). Male teachers and female teachers emphasized the necessity for discussing

with students the general content of stories in regard to values and attitudes (Ministry of Education, 2003).

#### Literature (Previous Studies):

Studies on educational values and stories have been conducted. The researchers reviewed a number of references, studies and researches through university studies, Arab and foreign periodicals and database (EBESCO HOST & ERIC) and the internet for selecting some of them on the basis of the existence of a relationship between their variables and the study ones. The researchers classified and arranged them according to their time sequence and their relationship with the present study variables and domain.

Abwaini (2008) conducted a study for revealing the educational implications in Jordanian (Wissam and hatem) magazines and identifying the impact of these implications on children's behaviors as perceived by specialists in children literature in Jordan. Social values came first rank in wissam magazine, while cognitive values came first rank in hatem magazine, Mahmoud's study (2009) aimed at the investigation of the success of the female teachers of the first three grades in Jordan within the project of my Arab library in encouraging students to read and learn. The study concluded the existence of statistically significant difference in the pre-application and post – application in favor of the post- application. This signified the success of female teachers in achieving the project of my Arab library.

Al-Doks and Al-Zoboon (2009) conducted a study which aimed at investigating the views of principals, teachers and students of the first six grades and their parents about the project of my Arab library in the Jordanian ministry of education. The most prominent results of the study were that the way of displaying books within the project of my library did not reach the required level and the parents' reaction with the project was with a low ration. The study recommended the addition of books about Jordanian heritage.

Hussein's study (2010) attempted to determine the educational values in the stories of the project of my Arab library and their reflections on the behaviors of children in Jordan as perceived by teachers. The study concluded that the cognitive domain came first in the domains of educational values in the study sample while the physical training domain came last, and there was a balance in the distribution of values between study stages. The results also showed that the reflection of educational values in stories on the behavior of children was high as perceived by teachers. The study recommended the concentration on all values.

Rahim and Rahiem (2011) conducted a study with the purpose of revealing the role of students in using educational stories for teaching educational values to children in Indonesia. The study found out scarcity in the number of teachers who used educational stories to teach values. The role of teachers in concentrating on educational values cited in stories is very important for students to acquire. The study recommended the necessity for revealing teacher's beliefs about the importance of teaching educational values to children.

It is noticed through the review of previous studies that they dealt with the project of my Arab library which is considered as a grant from the American government to the Hashemite kingdom of Jordan and other Arab countries. Scholastic company offered a group of translated books with the aim of encouraging reading (Scholastic, 2006), as a result of the in availability of educational stories within the Jordanian curriculum these stories have been included in the study curriculum since 2015. Therefore, this study was conducted with the aim of investigating the educational values in the narrative groups (collections) of the basic second and third grades' students in the Hashemite kingdom of Jordan.

### **Study problem and Questions:**

Children's educational stories are considered as part of the important means of helping students to acquire knowledge, values, habits and attitudes in a simple non-complicated way (Al-Dheeb, 2006). Educational stories, after the age of five, should concentrate on cognitive concepts which enhance thinking, encourage investigation and root the love of country and belonging to it and the arab nation, preservation of good traditions and care about practicing good habits (Al-Anani, 2017).

Because our present world has been distinguished with subsequent cultural changes, mostly accompanied with shakes of values, and behavioral patterns, in a way that leads to the appearance of a lot of psychological and social problems whose effects are reflected on the individuals' beliefs and actions.

Therefore, there should be concern about what is presented to our children at schools in regard to the content which reinforces their abilities to think and solve problems within the frame of values that help them to distinguish between bad and good and incorrect and correct (Saadah and Ibraheem, 2004).

As a result of the importance of the stage of childhood in the formation of the child's personality, with all it cognitive, skill full and value components, and as educational stories are very important in the preparation of students' sound balanced personalities, and because the narrative groups (Collections) of the second and third

grades' students in Jordan came as a qualitative addition to the textbooks in these grades, there should be an identification of cognitive, hygienic, social and national values included in them, by answering the following two questions:

**First question:** what are the cognitive, hygienic, social, personal and national values included in the narrative groups (collections) of the second and third grades in the Hashemite kingdom of Jordan, and what are their indicators?

The other question: does the ratio of the inclusion of cognitive, hygienic, social, personal and national values included in the narrative groups (collections) of the second and third grades' students, in the Hashemite kingdom of Jordan, differ according to grade?

### **Study Significance:**

The significance of the study appears from the importance of values in the individual's life and their direct reflection on the principles, standards and concepts adopted in judging statements and actions around him, and in the organization of his behavior and guidance its importance also appears through the importance of childhood stage which is especially cared about by the institutions of community as it is important for subsequent stages. Education in this precise and sensitive age stage should be characterized by seriousness and care. Assessment is a stage in which information is gathered for estimating the competence of curriculum, its excellence and benefit in reflecting the ingredients of educational philosophy, in order to build up on the points of strength and treat points of weakness, taking into account that the educational stories at Jordanian schools since 2006 have been within the project (my Arab library), based on translated stories, have not met the reaction of students' parents as it was hoped, besides the fact that they did not concentrate on Jordanian culture and were not presented at the required level (Al- Daqs and Al-Zoboon, 12009). The present study is the first which sought to examine and analyze the narrative groups (collections) of the second and third grades students at all schools in Jordan. The study may contribute in developing the narrative groups (collections) and stimulate researchers to conduct other studies about these groups (collections).

### **Procedural definitions:**

Educational values: the group of principles, standards and concepts adopted by the individual for judging statements and actions in light of value context, the system of moral values in community and the organization and guidance of the individual's behavior in it (khawaldih, 2003). The study comprised a group of specific indicators of cognitive, hygienic, social, personal and national values.

Narrative groups (collections): they are the narrative groups (collections) of the second and third basic grades students at the schools of the Hashemite kingdom of Jordan, whose number was eight groups distributed to the two grades as four for each grade; two to be taught for the first academic semester and two for the second academic semester.

### Study methodology:

In this study, the researchers followed the descriptive approach, through which the studied phenomenon was observed as it occurred. The narrative groups (collections) of the study were analyzed for observing the educational values stated in them, then they were specified in the study.

### Study population and sample:

The population of the study consisted of the narrative groups (collections) of the second and third basic grades students starting from 2015 as shown in table (1).

**Table (1): the narrative groups (collections) of the second and third basic grades' students distributed to the first and second academic semesters**

Grade	Narrative groups first semester	Narrative groups second semester
Second basic grade	First group (play together) second group (my boy is not a coward)	First group (who is the inner?) second group (haddolah and Jaljoulah)
Third basic grade	First group (the ward of hot wax) Second group (water drink)	First group (energy and reaction) second group (I love my country)

### Study instrument:

After reviewing the previous studies, by the researchers, which investigated values with their different types abwaini, 2008; Mahmoud, 2009; Al-Duqs and Al-zboon, 2009; Hussein, 2010 and Rahiem and Rahiem, 2010), a list of the indicators of cognitive hygienic, social, personal and national values in their primary form was prepared (appendix 1). The validity and reliability of the instrument were verified before their actual application.

### **Instrument validity and reliability:**

The instrument was presented to seven judges specialized in curricula, instruction, basics of education and Arabic language to give their comments about it. The final result, after responding to the specialists' remarks, the instrument came out in its final form, which included the indicators of cognitive, hygienic, social, personal and national values. The item was specified as an analysis unit for the study instrument. The one item in the story embodied a specific value. After collecting the values, they were classified in the indicator, to which they belonged. The frequencies of each value were gathered and their percentages were calculated.

Concerning the instrument reliability, kappa coefficients were calculated for the ratios of consistency between the two researchers and another researcher and it was acceptable (0.87) according to kappa estimate ladder.

### **Study results and their discussion:**

First: the results relating to the answer of the first question of the study which stated: what are the cognitive, hygienic, social, personal and national values included in the narrative groups of the second and third grades' students in the Hashemite kingdom of Jordan and what are their indicators? For answering the questions the researchers analyzed the narrative groups of the study by using the instrument of the study. The indicators of each value were determined, as shown in table (2).

**Table (2): cognitive, hygienic, social, personal and national values included in the narrative groups of the second and third grades' students in the Hashemite kingdom of Jordan and their indicators.**

<b>Grade</b>	<b>Narrative group</b>	<b>Story title</b>	<b>Value type</b>	<b>Their indicators</b>
Basic second	First group (first seems)	Let's play to gather	Social personal hygienic	Respect of parents, cooperation, time respect seriousness, perseverance, physical training importance.
		Who deserves the dinar	Cognitive social personal	Development of thinking, understanding of problems, giving scientific solutions, self –

Grade	Narrative group	Story title	Value type	Their indicators
				dependence
		Textbooks	Cognitive national	Research encouragement, maintaining good habits
		Look for a good deed	Cognitive social	Research encouragement, doing duties love of community member
		Two frogs	Cognitive	Development of thinking, understanding of problems and giving solutions
	Second group (first seems)	My boy is not a coward	National social	Love of country, belonging to country, co-operation
		At the new school	Social, personal	Love of community members respect of others, hard work
		The donkey and the dog	Social cognitive	Respect of others, dialogue, understanding of problems and looking for solutions
		The neighbors right	Hygienic cognitive social	Hygiene, preserving the environment understanding problems and giving solutions, doing dollies
		Where is god?	Cognitive	Thinking development
	First group (second seems)	A trip to jerash	Personal social national hygienic	Appreciating the value of time, cooperation belonging to country hygiene
		In my grandmother's bed	Social national	Doing duties to others, maintaining good habits.
		Water is the basic of life	Cognitive	Development of thinking
		Who is the	Social social	Accepting the other



<b>Grade</b>	<b>Narrative group</b>	<b>Story title</b>	<b>Value type</b>	<b>Their indicators</b>
		winner		opinion respecting others feelings
		A amer and the little deer	Social cognitive	Co- operation development of thinking
	Second group (second seems)	The grandfather and the grandson	Social national	Love of community members, respect of others, interest in others' feelings belonging to country
		My sister and me	National social	Maintaining good habits, dialogued care about others' feelings.
		A scientific trip	Cognitive hygienic	Encouraging research and discovery, importance of taking care of health
		A talent that deserves support	Hygienic cognitive	Hygiene the environment safety, developing thinking
		It addolah and jaljoulah	Social	Co-operation concern about others' feelings
Basic third	First group (first seems)	Ward of hot wax	Cognitive	Encouraging research understanding problems and giving solutions in a scientific way
		My uncle's picture	National social	Love of country others feeling belonging to countries respect of others feelings
		Papering and liquorices sweet	Social	Taking care of others feelings
		Autumn	Hygienic national	Maintaining the environment safety maintaining good habits

<b>Grade</b>	<b>Narrative group</b>	<b>Story title</b>	<b>Value type</b>	<b>Their indicators</b>
	Second group	A drink of water	Cognitive	Thinking development understanding problems and giving solutions in a scientific way
	First group		Social hygienic social	Love of community members, performing duties co-operation
		It is my turn, Dania	Hygienic social	Importance of exercise respect of others
		A lesson in patience	Personal	Perseverance and hard work
		Zeinab's pleasure	Social personal	Caring about others feelings, hard work and perseverance
		Food bank	Social cognitive	Love of community members under standing problems and giving their solutions
	First group (second semes)	Energy and reaction	Hygienic cognitive social personal	Safety of the environment – hygienic, food importance of thinking development of understanding problems and giving scientific solutions doing duties of respect of others of taking care of others of taking care of others feelings of dialogue importance of self – dependence
		Brain importance	Hygienic cognitive	Food importance of development of thinking + understanding of problems + giving their scientific solutions
		Country service	National social cognitive	Love of country + belonging to country + caring about others

Grade	Narrative group	Story title	Value type	Their indicators
				feelings + obedience of parents + importance of science
		The lesson that Omar learnt	Personal	Hard work + self – dependence
		Secret of excellence	Personal hygienic social	Hard work + perseverance + appreciating the value of time developing thinking, encouraging research, love of community members + love of country + belonging to the Arab nation
		Principal's wisdom	Hygienic social	Hygiene + caring about other's feeling + respect of others + doing duties

**Results analysis:** by analyzing table (2) we may refer to the following observation.

1. It is noticed from the results of table (2), that all the types of values were dealt with. This practically signifies the concern of people who prepare the narrative groups about the inclusion of educational values, with their different types for the students of both grades. It is noticeable that the one story within the narrative group mostly included more than one educational value. This could be attributed to the fact that the study curriculum should aim at providing students with educational experiences that contribute to the development of the aspects which shape the individual's personality, including his values with their different types (Al-Hashimi and Attigayah, 2011).
2. Variety in the indicators of educational values is noticed, whether in the one story or in the one group or in the one academic semester or in the one grade. This may be explained that if little children's educational values are to be deepened, the way to achieve this is by emphasizing and repeating them in different ways and forms which reinforce them, and make them enter their cognitive and effective environment easily and simply (khataybah, 2011). This

goes in harmony with the educational innovation which the ministry of education seeks to achieve, based on three pillars novelty, reform and change that together fulfill the desired educational development. This requires moving away from the traditional methods in rooting students' educational values and searching for new methods that cope with development around us, the top of which is the selection of purposeful educational stories derived from the students' environment. It is an estimated effort that the ministry resorts to the translated stories about the child's life and his community.

**Second:** the results relating to the answer of the second question of the study which stated: does the ratio of the inclusion of cognitive, hygienic, social, personal, and national values included in the narrative groups of the second and third grades students in the Hashemite kingdom of Jordan differ according to grade?

The question is answered according to the frequencies and ratios of the scientific value of the narrative groups of the second and third grades' students as explained in table (3)

**Table (3): the frequencies and ratios of the domains of educational values of the narrative groups of the second and third grades' students.**

Grade	Domains of educational values	Frequency	Percentage
Basic second	Cognitive	11	20.8%
	Hygienic	7	13.2%
	Social	23	43.4%
	Personal	6	11.3%
	National	6	11.3%
Total		53	100%
Basic third	Cognitive	15	23.3%
	Hygienic	7	11%
	Social	22	34.4%
	Personal	13	20.3%
	National	7	11%
Total		64	100%

It is noticed from the data of table (3) that (53) educational values were included in the narrative groups of the second grade students and (64) educational

values in the narrative groups of the third grade students. This could be attributed to the fact of the reading abilities of the students of both grades. Some stories of the third grade were longer compared with the second grade.

It is noticed from the data of table (3) relating to the narrative groups of the second grade that the highest percentage was for the social values with (43.4%), followed by cognitive values with (20.8%). The result was the same for the narrative groups of the third grade, where the highest percentage was for social values with (34.4%), followed by cognitive values with (23.3%). The result could be attributed to the fact that man is sociable by his nature (Ibn Khaldoon, 2007), cannot live alone. The first study grades are a practical application of social values like co-operation, caring about other people's feelings, treating parents well, and other indicators stated in the results of the first question, which may help them to keep their balance and social relationships that are physically challenged nowadays (Al-Sharif, 2017). Concerning on cognitive values, and although the ratio of their inclusion in the narrative groups, for both grades, came after social values, they should be emphasized if we aren't to prepare students who are equipped with science and knowledge through the assurance of the importance of science and encouragement of research and necessary thinking of understanding problems in a scientific way (Al-khawaldih, 2011).

By referring to the results of table (3) we find that, the lowest percentage of the narrative groups of the second grade was for the personal and national values with (11.3%) for each, and for the narrative groups of the third grade, the lowest percentage was for the hygienic and national values with (11.3%) for each. The result could be attributed to the emphasis on social and cognitive values in the first degree. However, there should be bigger emphasis on these values if we want to develop students in all domains, as national value, have an important role in the advancement of the Hashemite kingdom of Jordan emphasis on these values has prominent role in eliminating the phenomenon of societal violence which has caused a lot of worry to all institutions of society (Botrus, 2017).

### **Recommendations:**

1. Emphasis on national values as they have a role in the preparation of individuals with more belongings to their country and more caring about its advancement.
2. Conducting a study with the purpose of revealing the views of the teachers of second and third grades about the narrative groups of the second and third basic grades students in the Hashemite kingdom of Jordan.
3. Conducting a study with the aim of revealing the reflections of the educational values included in the narrative groups of the second and third basic grades students in the Hashemite kingdom of Jordan on students' behaviors.

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**Appendix (1)**  
**study instrument**

Domains of education values	indicators
Cognitive values	<p>Development of thinking Encouraging the understanding of problems and giving their scientific solution.</p> <p>Encouraging research</p> <p>Emphasizing science importance.</p>
Hygienic values	<p>Emphasizing importance of exercise.</p> <p>Emphasizing cleanliness.</p> <p>Preserving the environment.</p> <p>Emphasizing the importance of balanced healthy food.</p>
Social values	<p>Stimulating the preservation of good habits</p> <p>Performing duties.</p> <p>Showing co-operation importance caring about love of community members.</p> <p>Importance of respect of parents caring about other people's feelings.</p>
Personal values	<p>Time respect + hard work + perseverance + self-dependence + accepting the other opinion + dialog.</p>
National values	<p>Reinforcing love of country belonging to country through the preservation of property and wealth</p> <p>Caring about the service of country.</p>