

*

(27) (35) (71) (104)

(45)

(.095) (0.89) Cooper

" "

(.85) (31)

T- (0.05 = α) Test

.1

) (150 1984) (1984

(.159 1997) (159 1997)

) (.1991 1980 2006/9/26 *

.2007/5/17

.()) .(1985

.(332 1998)

Smith (1990)

:

:

())

(2003

.(1995)

.(1982)

} :

(5 :) {
.(41 1984)

{ } : .(13 1996)

} : .(256 :)

.(159 :) {

:

.(2 1968)

:

.(2 1968)

(1993)

(60)

(1177)

(1987)

)

(1991

(1995)

:()

(1997)

(1995)

(Unesco, 1995)

.2

(1998)

)

(1992

(158)

(980)

(%16.12)

(%55.69)

:

(2)

(0.02)

(Jacobs,

:

2000)

:

(2004)

(Kalina, 2001)

(788)

:

(63)

16-12

(Rodden, 2001)

(44)

(0.04)

(0.06)

(Stephens, 2003)

(2004)

(

(Heaggans, 2003)

(Chau Tat sing, 2004)

()

.3

(56)

:

()

.(1991)

(2004)

(2005)

-

-

:

)

:

.1

.2

.3

:

:

.1

.2

.3

.1

.4

2006/2005

.2

)
(1993

)

.(1996) (1992

-

-

1.1 :
 :
 .3
 (13)
 (9)
 (8)
 ()
 (Cooper, 1974)
 .4
 .2

$$100 \times \frac{\text{عدد مرات الإلتحاق}}{\text{عدد مرات الإلتحاق + عدد مرات عدم الإلتحاق}} =$$

(62 1984)

(%89)

(45)

1.1 :
 :
 .1
 Paragraph .2
 .(419-418 1987)
 .2

.5

)

.(403-402 1987

.6

(52 1987)

() :

.3

.4

(45)

(2)

(2)

8.9	4	4 3 2 1		1
13.3	6	10 9 8 7 6 5		2
17.8	8	16 15 14 13 12 11 18 17		3
15.5	7	24 23 22 21 20 19 25		4
24.4	11	31 30 29 28 27 26 36 35 34 33 32		5
8.9	4	40 39 38 37		6
11.1	5	45 44 43 42 41		7
%100	45			

:

.2.33-1 : 3.67-2.34 : 5-3.68 :

:

(5-1)

=) (4 =) (5=)
.(=) (=) (3

(SPSS)

" "

()

(Cronbach's Alpha)

(3)

(20)

(0.95)

(3)

0.493		1
0.776		2
0.894		3
0.845		4
0.903		5
0.692		6
0.772		7
0.946		

.1

(4)

(9)

(126)

(7.1)

20

32

20

		:		32			32
77	77		77	41	38	39	
	78					.42	
79		79		79			.2
		83		84			
94		91	.	84	.		
	98			(54)			
	103			98			
	106			106		.(3.7)	
	107		106				
		107				:	
	107		107	51			
108				.52			
.108		108					.3
				.5			
	(4)	(9)		.			
				(72)			
(108)						.(2.7)	
		.(8.3)				:	
					.74	70	
		:					
	124						
	124		124				.4
	127		127				
128				(17)	.	(33)	
130		129		(4)		(6)	
	.130			(3)	.		
				.6			
				(126)			
(4)	(10)						
	(3)					.(26.2)	

(270)

(180)

(5.5)

:

178

188

189

143

154

157

158

162

163

164

166

199

199

203

203

204

207

208

210

213

219

220

224

228

231

232

(6)

(20)

(5)

(3)

(4)

(4)

(4)

9	1	-	2	1	-	4	1		1
2	-	1	-	1	-	-	-		2
2	-	-	-	1	-	1	-		3
33	1	1	3	6	4	1	17		4
9	2	-	2	1	4	-	-		5
10	2	-	4	-	1	3	-		6
20	6	-	5	-	3	4	2		7
85	12	2	16	10	12	13	20		

(5)

7.1	9	126	
3.7	2	54	
2.8	2	72	
26.2	33	126	
8.3	9	108	
5.6	10	180	
7.4	20	270	
%9,1	85	936	

(6)

9	9	-	-	
2	2	-	-	
2	1	1	-	
33	33	-	-	
9	9	-	-	
10	10	-	-	
20	17	1	2	
85	81	2	2	
100	95.29	2.35	2.35	

(85)

(31)

(14)

21 20 17 12 11 9 8 4)

.(5)

.(40 38 37 34 33 24

(5)

%9.1

:

:

.(spss)

5-1 .(6)
 (6)
 (81) (%95.29)
 5
 .5-1 (%2.35)
 .(20) .(%2.35)
 (6)
 .(7)
 (7)
 4.00 (33) :
 4.48 (10) (20)
 (9)
 : (2)
 . :
 (8)

(7)

1	89.6	.573	4.48	
2	88.8	.554	4.44	
3	88.0	.575	4.40	
4	87.6	.574	4.38	
5	84.2	.598	4.21	
6	83.4	.638	4.17	
7	80.0	.686	4.00	

(8)

17		.769	4.43		1
11		.843	4.50		2
12		.954	4.49		3
32		1.05	4.18		4
8		.648	4.56		5
7		.0691	4.56		6
2		.645	4.69		7
43		1.14	3.84		8
18		.839	4.42		9
5		.764	4.60		10
1		.559	4.73		11
16		.890	4.43		12
3		.587	4.64		13
13		.753	4.47		14
15		.752	4.46		15
20		.820	4.40		16
19		.803	4.40		17
25		.824	4.32		18
26		.732	4.32		19
42		.909	3.87		20
39		.937	3.91		21
10		.789	4.53		22
6		.746	4.60		23
41		.940	3.87		24
23		.738	4.35		25
40		1.03	3.90		26
34		.969	4.12		27
38		.818	3.95		28

36		.857	4.08		29
21		.779	4.36		30
28		.916	4.29		31
24		.874	4.32		32
27		.838	4.30		33
37		.890	4.08		34
31		.791	4.21		35
29		1.04	4.26		36
44		1.04	3.71		37
45		1.01	3.70		38
14		733	4.46		39
35		.979	4.11		40
4		.566	4.63		41
22		.865	4.36		42
33		.827	4.16		43
30		.848	4.22		44
9		.824	4.54		45

(8)

(8)

4.73-3.70

(10)

:

(9)

225 -45

(9)

45

)

.(5

1

(11)

T-Test

			()	
	0 .73	69	0.33-	
	0 .34	69	0.95-	
	0 .81	69	0.23-	
	0 .66	69	44.0-	
	0.23	69	1.20-	
	55.0	69	0.58-	
	79.0	69	.26-	
	0.50	69	.67-	

(14)

12 11 9 8 4)

" "

.(40 38 37 34 33 24 21 20 1

(0 .05)

.(11)

(11)

(0 .05 α)

(4)

(45)

(31)

(85)

33

20

10

9

9

1993)

(2004 1998

:

:

(7)

:

(4.48)

(4.44)

89.6

(4.40)

88.8

88

87.6

(4.38)

84.2

(4.21)

83.4

(4.17)

.80

(4)

:

:

(95.29)

(6)

				(8)	
					(4.73)
(9)					(3.7)
(194.64)					
(191)					
T-Test					
			(10)		
			(11)		
				(8)	
					.1
					.4.73
					.2
				.4.69	.3
		.4		.4.64	.4
				.4.63	.5
				.4.6	.6
				.4.6	.7
				.4.56	.8
				.4.56	.9
				.4.54	.10
			.4.53		

.4

:

)

-

(1998

1997

:

-

.1

.2

-

.3

44

2005

.8-7

1984

.1956

1995

1985

1992

2004

.118-108

21 101

1987

.77 -37

21 84

:

1982

.43 -34

1985

1998

1997

1993

-151

1

.184

1991

1996

33

.59-21

2003

1980

.8 - 1

2004

- 1998 .
- .101-17 19 67
- 1991 1995
- .3241 - 3217 6 22
- 1990
- Chau Tat sing, 2004. *A Forgiveness Education Programme with Primary School Students*, Ms Therses, the University of Hongkon. :
- Heaggans, Rapheal. 2003. A Tolerance Initiative Versus Multi Culrural Education, Portraits of Teachers in Action, *DAI-A* 65 1 59. 1995
- Jacobs, Mighnom. 2000. Tolerance and Education: Learning to Live with Deveristy of Difference . By: Roght, W. Paul, 1997. Book Review., *Teaching Theology and Religion*, 3.1. 52-59, Feb. .212 - 205 58
- 1993
- Kalina, Barbeck. 2001. Justification for and Implementation of Peace Education and Conflict, *Journal of Peace Psychology*, 7. 1. 85. .232-214 55
- 1984
- Rodden, John. 2001. Education for Tolerance, Education for National Identity. The Unusable German past, *Review of contemporary German affairs*, 9.1. 56-78, may. 1 224
- 1968
- Stephens, Earenest. 2003. An Examination of the Effectiveness of a Program on Cultural Tolerance and Diversity for Teacher Education Candidates, *DAI-A*. 63. 2 3
10. 3495, Apr. 23
- Unesco. 1995. *Ten Ideas for observing the International Day for Tolerance 16 November*, [http://www. Unesco. Org tolerance/teneg-htm](http://www.Unesco.Org/tolerance/teneg-htm), 2005, 1-5. 1997

Tolerance Values Included in the Tenth-Grade's Islamic Education Textbook in Jordan and the Assessment of their Importance from Islamic Education Teachers's Perspective

*Saleh Th. Hindi and Maha S. El-Ghweiri**

ABSTRACT

This study aimed at identifying the tolerance values that are included in the Tenth-Grade Basic Islamic Education Textbook and the manner in which these values are distributed. In addition, the study sought insights into differences among Islamic Education teachers in their level importance assessment of these tolerance values based on gender through answering three questions related to this issue:

The population of the study consisted of 104 teachers of Islamic Education distributed in 35 basic public schools in the First Directorate of Education at Zarqa Governate. Seventy one male and female teachers were randomly selected from 27 basic public schools to represent the sample of the study.

Data were collected via an analysis list and a 45- item questionnaire. Validity of the two instruments was addressed by a panel of 13 experts in the areas of Islamic Education and curriculum and instruction. Reliability of the analysis list was 0.89 which calculated by using Cooper Equation. However, reliability of the questionnaire was 0.95 which calculated by Cronbach's alpha coefficient. To answer the three questions of the study, percentages, frequencies, and- t-test techniques were utilized.

Results of the study indicated that:

1. There are 31 tolerance values included in the Tenth- Grade Islamic Education Textbook mentioned 85 times.
2. Most of tolerance values inserted more frequently in the paragraphs of the book than in titles or subtitles.
3. All tolerance values included in the questionnaire were rated by Tenth- Grade Islamic teachers to be high.
4. There were no significance differences at the 0.05 level in the importance assessment of these tolerance values between tenth- Grade Islamic teachers based on their gender.

Finally, the study recommended that authors of Islamic Educations textbooks should give more attention to tolerance values while preparing these textbooks. Furthermore, the study suggested conducting more studies related to the topic of tolerance values.

Keywords: Values, Tolerance, Islamic Education Text Books, Basic Teaching, Importance Assessment.

* Faculty of Educational Sciences, The Hashemite University, Al-Zarqa, Jordan. Received on 26/9/2006 and Accepted for Publication on 17/5/2007.