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(750)

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.2008/11/30

2008/7/27

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(2008)

(1994)

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(Paker

and Jorolimek,1984)

(2008)

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(Holsti, 1969, 38)

(1994

(2008)

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(2008)

(%99.4)

(%0.4) (%0.2)

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2008/2007

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(116)

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(6)

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(Holsti, 1969)

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(Bouck, 1992)

(11-8)

(10)

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(Boateng and Thomson, 1991)

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(7-5)

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(Cullen, 1998)

(2005)

(58)

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(Pralleng, 1990)

(Lartey, Price &

Joseph, 2007)

(630)

(Hotz, et al., 2004)

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The Traffic Concepts in the Primary stage Textbooks of National and Civic Education in Jordan

*Hadi M. Tawalbeh**

ABSTRACT

This study aimed at exploring all the traffic concepts in the textbooks of national and civic Education for the primary stage in Jordan. To achieve the purpose of this study, the content of these textbooks was analyzed using a list of (116) traffic concepts distributed to (6) fields. Validity and reliability of this list were established prior to analysis.

Results of the study indicated that the national and civic concepts were not addressed equally in each textbook. Those concepts appeared in the following descending order: first grade, sixth grade, fourth grade, second grade, tenth grade, seventh grade, fifth grade, ninth grade, eighth grade, and third grade respectively. Results also showed that the total percentage of those concepts in all primary stage textbook of national and civic education was (2.71%). As for the descending order of the sub - fields, the pedestrian behavior came first-followed by traffic behaviors, responsibility of government to words public traffic, morals of using public transportation means, contributions of various national associations in solving the traffic problem, and moral traffic duties, respectively.

Keywords: Traffic Concepts, Textbooks of National and Civic Education, Content Analysis.

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