

# Gender in Islamic Education Textbooks for the Higher Primary Stage in Jordan---An Analytical Study

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Received: February 22, 2022

Accepted: April 14, 2021

Published: May 1, 2022

doi:10.5296/jse.v12i2.19584

URL: <https://doi.org/10.5296/jse.v12i2.19584>

## **Abstract**

The study aimed to investigate gender in Islamic education books for the higher preliminary stage, in the eighth, ninth, and tenth grades, and in order to achieve the objectives of the study, a content analysis card for these books was developed, and after making sure of their psychometric properties (truthfulness and consistency), they were applied to these books, the results showed that the education books The Islamic education handled various personalities such as: The Prophets, wives of the Prophet and his Companions, in addition to a number of scientists. The results also showed that there is a great variance in the genders mentioned in these books and in favor of males, and in light of the results the study recommended the necessity of a balanced distribution of the gender in these books.

**Keywords:** Gender, Islamic Education Books, Higher primary Stage

## 1. Introduction

School books are the most important supporting factor in the teaching process, as students receive basic information from them, and through these books the necessary cognitive structures are formed in the various fields of knowledge, and what is presented in these books in terms of pictures, stories and characters; shall have the deepest impact on developing the students' personalities morally, practically and behaviorally. The textbook includes the proposed educational units to build various competencies, starting from the basic competencies leading up to the final competencies. These books are also a guide for the teacher and a reliable source for the learner (Al-Jilali and Wahaidi, 2014).

The textbook is a fundamental pillar of the educational process in general, and despite what modern technology has reached and its effects that touched the educational aspect greatly; however, the textbook cannot be dispensed in any way due to its advantages and characteristics (Al-Btoush, 2016). Also, the textbook is also a main tool for implementing the curriculum, and it is the teacher's right arm that helps him to earn his students the desired tendencies and directions, and it is the basis and essence of education (Ahmed, 1989), and it is known that textbooks vary from one academic stage to another, as well as being linked to the prevailing social, political and economic systems in those societies that directly reflect on their content, which gives a clear idea of the dominant social philosophy (Al-Sarabi, 2010).

Islamic education textbooks in particular have a special importance in the educational process as a whole; because they present the Islamic point of view in various domains and sciences, and various social, moral, ideological and ritual issues, and several other fields. In Jordan, Islamic education books occupy an important center place in all educational stages that students go through, and the reason for this is due to the nature of the role that these books play in good upbringing of individuals and correcting their behavior (Odeh, 2001).

The knowledge contained in the Islamic education books has a pivotal role in shaping the personality of the learner, especially in the aspect of setting role models and leading by example through the characters discussed in the Islamic education books. People in general and children in particular tend to imitate characters who are believed to have good qualities and decent morals. The choice of characters and the way they are portrayed in textbooks is a decisive factor in creating what is called role models in students' lives. Students attach great importance to following the ideal models of people who are honest and sincere (Khalifa, 2019).

It is known that Islamic education books consist of a group of knowledges, like all other textbooks, as these knowledges are considered the essential axis in providing information, trends and tendencies to students, therefore, the importance of analyzing the content of these books surfaces in order to identify the values, trends and models of characters contained in these books (Al-Tamimi and Al-Khawalda 2011).

In view of the importance of this topic, which deals with gender in textbooks, as it directly affects students; some studies have discussed it with research and scrutiny, but it must be pointed out that to the best of the researcher's knowledge, no study was conducted that

examines comparing genders in Islamic education books, as Al-Tamimi and Khawaldeh (2011) conducted a study aimed at investigating women's issues in Islamic education books in the higher preliminary grades in Jordan, and to achieve the objectives of the study, a list of analysis was designed that included (70) issues distributed on five main axes. The results showed that the most important women's issues that these books addressed in ascending order are: humanitarian and social, then economic issues, then Political, and finally legislative issues related to women.

Al-Sa'idah (2011) also conducted a study aimed at identifying the perceptions of students and teachers about the necessity of differentiating the content of vocational education curricula according to gender. Two tools were developed, one for students and the other for teachers. The study sample consisted of (422) students, (210) of which were males, (212) were females, in addition to (121) male and female teachers, the results showed that the issue of difference according to gender is not clear in the curriculum, and that students do not prefer training on subjects that are not aligned with their gender, and the results also showed that teachers of vocational education try to take into account individual differences according to gender.

Al-Sarabi (2010) conducted a study that aimed at identifying the image of women in Jordanian school books, the analytical method was used. The results showed that the image of women is primarily dependent, while the results showed that the image of the man was independent, woman occupied the traditional specified positions, while the man occupied several key positions, and language is not activated in a gender-neutral manner.

Al-Jarbawi and Al-Sa'afin (2004) conducted a study aimed at showing the extent of depth of the concept of gender in the curriculums of Arabic language, mathematics, sciences and social studies from the second until the eighth grade, and a special form was prepared for the analysis process, the results showed that the male linguistic expressions have prevailed over female expressions, also women appeared in limited roles and activities outside the home, which emphasizes the stereotype connected to the gender.

Shteivi (1999) conducted a study aimed at identifying the stereotypical image of males and females in textbooks for the primary stage in Jordan and the content analysis was used to achieve the objectives of the study. The results showed that the female roles are concentrated in the family field, while the male role is concentrated in self-employment, politics, skilled labor and professions. The study concluded that there is a clear bias for males at the expense of females with regard to roles.

Al-Matlas (1999) also conducted a study aimed at revealing stereotypes and gender and their theoretical reference in reading books, social and national education for preliminary education schools in Yemen, the study used the method of content analysis. The study has shown that the representation of women is very poor against men, which makes these books seem as if they were written for male students.

Through reviewing the previous studies, it appears that some of them focused on examining single gender issues in textbooks such as the study of Tamimi and Khawaldeh (2011), which aimed to investigate women's issues in Islamic education books, and the study of Al-Sarabi

(2010). Some studies also aimed to identify the stereotype of the gender in textbooks as a comparison, such as a study such as the study of Shteivi (1999) and Al-Matlas (1999), while the current study aims at the degree of observance of Islamic education books to the higher primary stage.

### *1.2 The study problem*

Islam gives great importance to the formation of the value system among the members of the Islamic community as a whole, and among the methods used to achieve this goal is modeling or education by model, and since the books of Islamic education are a reflection of the image of Islam, it is necessary to promote personal models within these books that have a positive impact on the personality of students in all aspects, many studies have emphasized the importance of role models such as the study of Abu Nimer (2008), and it is known that the learners are divided into males and females, and therefore the consideration of gender is of great importance to ensure a positive impact on the personalities of the learners, so it was important to take into account the diversifying the presentation of characters that are broadcasted in the folds of Islamic education books in terms of gender, in addition to the importance of the way these characters are presented and highlighted in the correct way to have the desired effect, so this analytical study came to shed light on this topic in detail.

### *1.3 The study questions*

Question one: What characters are included in the Islamic education books for the higher preliminary stage in Jordan?

Question two: What is the degree of observance of the gender in the Islamic education books for the higher preliminary stage in Jordan?

### *1.4 The study objectives*

This study seeks to achieve the following objectives:

- Unveiling the characters included in the books of Islamic education for the higher preliminary stage in Jordan.
- Unveiling the degree of gender observance in the Islamic education textbooks for the higher preliminary grades in Jordan.

### *1.5 The importance of the study*

The importance of the study appears in the following aspects:

- As far as the researcher knows, this is the only study that investigated this topic.
- It is expected that teachers will benefit from it, as it will give them insight of the aspects of the characters included in the Islamic education books.
- Researchers in this field will benefit from it, as this study will serve as a reference on this topic.

- It is expected that this study will contribute to giving a clear idea to curriculum makers and authors about gender in Islamic education textbooks for the higher preliminary stage.

### 1.6 The study limitations

The limitations of the study are summarized as follows:

- Islamic education books for the upper preliminary grades (eighth, ninth, tenth).
- Academic year: 2020/2021
- The generalization of the results of this study depends on the study tool and its psychometric characteristics.

### 1.7 The study terminology

- Gender: The males and females whose names or titles are mentioned in the Islamic education textbooks for the higher preliminary grades.
- Islamic education textbooks: The curriculums that were approved by the Jordanian Ministry of Education to be taught in Jordanian schools.<sup>3</sup>

### 1.8 The study methodology

The current study used the descriptive and analytical method (content analysis) because it is most appropriate to achieve the study objectives.

## 2. Method

In this part of the study, the study community and sample will be reviewed, in addition to the study tool and its psychometric properties.

### 2.1 The study community

The study community consisted of all Islamic education books for the higher preliminary grades (seventh grade, eighth grade, ninth grade, and tenth grade).

### 2.2 The study sample

The study sample is same as the study community, as shown in table no. (1):

Table 1. Description of the Islamic education books

Grade	Semester	
	First	Second
	No. of lessons	No. of lessons
Eighth	28	26
Ninth	32	29
Tenth	33	34

Analysis category: All names mentioned in the Islamic education textbooks for the higher preliminary stage, male and female.

Analysis unit: For the purposes of calculating frequency and percentages of gender; the explicit name, and nickname, is adopted.

### 2.3 The study tool

After making an investigative study of Islamic education books, and referring to studies close from this study; a content analysis card was developed in its initial form, and to ensure its validity for analysis (truthfulness), it was presented to a group of specialists in curricula and teaching methods in some Jordanian universities, and after collecting opinions, they were modified and finalized, and to ensure the stability of the analysis card, the researcher uses a time-lapse analysis and re-analysis method, and the (Scott) equation was used, and it was found that the reliability coefficient is equal to (0.91), which is a suitable value for the purposes of analysis.

## 3. Results

In this axis of the study, the results that aimed to identify gender and the extent to which Islamic education textbooks take into account the higher preliminary stage for it were presented.

**Question one: What characters are included in the Islamic education books for the higher preliminary stage in Jordan?** To answer this question, the content of the Islamic education books was analyzed, as it was found that they contained various personalities such as the Prophets, peace be upon them, and Companions who followed the Prophet Muhammad, and the wives of the Prophet, peace be upon him and some of his sons and daughters were mentioned, in addition to names of scientists. Also, the books presented the names of some of the opponents of the Prophet Muhammad, peace and blessings be upon him, and these names will be indicated when answering the second question.

**Question two: What is the degree of observance of the gender in the Islamic education books for the higher preliminary stage in Jordan?** To answer this question, frequencies and percentages of gender presentation were used in Islamic education textbooks for the secondary stage, and it should be noted that the name was only mentioned once in order to avoid prolongation, and Table No. (2) shows the results of the analysis of the preliminary eighth grade textbook - first semester:

Table 2. Results of analysing the textbook of the preliminary eighth grade - first semester

No.	Character name	Gender		No.	Character name	Gender	
		Male	Female			Male	Female
1	Prophet Muhammed Peace be upon him	√		18	Khadija Bint Khuwailed		√
2	Moses Peace be	√		19	Al-Habbab	√	

	upon him				Bin Al-Munther		
3	Noah Peace be upon him	√		20	Um Salamah		√
4	Abraham Peace be upon him	√		21	Abu Mahmoud	√	
5	Jesus Peace be upon him	√		22	Anas	√	
6	Anas Bin Malik	√		23	Abu Juwad	√	
7	Um Malik		√	24	Abdullah Bin Saloul	√	
8	Ali Bin Abi Talib	√		25	Musa'ab Bin Omair	√	
9	Omar Bin Al-Khattab	√		26	Abdullah Bin Jubair	√	
10	Abu Hurairah	√		27	Al-Zubair Bin Al-Awwam	√	
11	Abdullah Bin Omar	√		28	Abu Dujanah	√	
12	Abdullah Bin Amr Bin Al-Aa's	√		29	Hamza Bin Abdulmuttal eb	√	
13	Saleh Peace be upon him	√		30	Khalid Bin Al-Waleed	√	
14	Omar Bin Abdulaziz	√		31	Anas Bin Al-Nudher	√	
15	Ahmad Bin Hanbal	√		32	Nusaibah Al-Mazineya h		√
16	Al-Bukhari	√		33	Al-Najashi	√	
17	Muslem	√		34	Hisham Bin Abdulmalik	√	
Grand total & percentages of gender		Count		Percentage			
		Males	Females	Males	Females		
		30	4	88%	12%		

It appears from the above table that the number of males in the Islamic Education textbook for the eighth grade of the first semester reached (30), with a percentage estimated at (88%). As for females, the book only mentioned (4) women, with a percentage estimated at (12%) Also, Table No. (3) indicated the results of the analysis of the Islamic Education Book for the eighth grade – second semester:

Table 3. Results of analysing the textbook of the preliminary eighth grade - second semester

No.	Character name	Gender		No.	Character name	Gender	
		Male	Female			Male	Female
1	Prophet Muhammed Peace be upon him	√		20	Abdullah	√	
2	Abu Hurairah	√		21	Zainab daughter of the prophet		√
3	Al-Bukhari	√		22	Ruqaiyah daughter of the prophet		√
4	Muslem	√		23	Fatima daughter of the prophet		√
5	Abdulrahman	√		24	Um Kulthoum daughter of the prophet		√
6	Khadijah		√	25	Al-Hassan	√	
7	Soudah		√	26	Al-Hussein	√	
8	Aeisha		√	27	Jesus Peace be upon him	√	
9	Hafsah		√	28	Dawood Peace be upon him	√	
10	Zainab		√	29	Talout	√	
11	Um Salamah		√	30	Suleiman Peace be upon him	√	
12	Zainab Bint Jahsh		√	31	Mariam Peace be upon her		√
13	Juwaireiah		√	32	Abdullah Bin Omar	√	
14	Ramlah		√	33	Abu Ahmad	√	
15	Safyyah		√	34	Basem	√	
16	Maymounah		√	35	Idrees Peace be upon him	√	
17	Maria		√	36	Noah Peace be upon him	√	



18	Hafsah		√	37	Suhaib	√	
19	Al-Qasem	√		38	Abdullah Bin Saloul	√	
Grand total & percentages of gender		Count		Percentage			
		Males	Females	Males	Females		
		19	18	51%	49%		

It appears from the above table that the number of males in the Islamic Education Book for the eighth grade of the second semester reached (19) with a percentage estimated at (51%), while the number of females reached (18) women, with a percentage estimated at (49%). It indicates that the total number of males and females in the Islamic education textbook for the eighth preliminary grade in in both semesters reached (72) individuals, of which (49) males with a percentage of (68%), and (22) women with a percentage of (30%), and this indicates the bias of males at the expense of females, and the reason for this may be attributed to the nature of the topics presented in the book necessitating more names of males than females, and table no. (4) shows the results of the analysis of the Islamic Education Book for the preliminary ninth grade – first semester.

Table 4. Results of analysing the textbook of the preliminary ninth grade - first semester

No.	Character name	Gender		No.	Character name	Gender	
		Male	Female			Male	Female
1	Abu Baker Al-Naisaboury	√		21	Naieem Bin Masoud	√	
2	Burhan Al-Din Al-Beqa'ai	√		22	Prophet Moses	√	
3	Prophet Muhammad Peace be upon him	√		23	Abu HAneefah	√	
4	Fatima		√	24	Malik Bin Anas	√	
5	Omar Bin Al-Khattab	√		25	Al-Shafe'ei	√	
6	Abu Baker Al-Siddeq	√		26	Ahmed Bin Hanbal	√	
7	Khalid	√					
8	Al-Hassan Al-Basri	√					
9	Noah Peace be upon him	√					
10	Mahmoud	√					
11	Al-Khansaa		√				
12	The prophet	√					
13	Haroun Al-Rasheed	√					
14	Abu Al-Waleed Al-Baji	√					
15	Houda	√					
16	Amr Bin Al-Aas	√					
17	Yousef	√					
18	Asama Bin Zaid	√					
19	Al-Bukhari	√					
20	Saad Bin Muath	√					
Grand total & percentages of gender		Count		Percentage			
		Males	Females	Males	Females		
		25	1	96%	4%		

The above table indicates that the number of males in the Islamic education textbook for the ninth grade of the first semester reached (25) males, with a percentage estimated at (96%), while it only mentioned one female, with a percentage estimated at (4%). Table No. (5)

indicates the results of the analysis of the Islamic Education Book for the second semester.

Table 5. Results of analysing the textbook of the preliminary ninth grade - second semester

No.	Character name	Gender		No.	Character name	Gender	
		Male	Female			Male	Female
1	Abu Lahab	√		29	Abdullah Bin Amr	√	
2	Abdullah Bin Mas'oud	√		30	Younis Peace be upon him	√	
3	Orowa Bin Al-Zubair	√		31	Jareer Bin Abdullah	√	
4	Aesha		√	32	Bilal Bin Rabah	√	
5	Abu Hurairah	√		33	Al-Nouman Bin Basheer	√	
6	Abu Al-Hassan Al-Wahedi	√		34	Orowa Bin Al-Ja'ad	√	
7	Al-Aqra'a Bin Habis	√		35	Um Habibah Bint Abi Sofian		√
8	Omar Bin Al-Khattab	√		36	Mou'aweiah Bin Abi Sofian	√	
9	Abu Baker Al-Siddiq	√		37	Ashj Abdulqais	√	
10	Abdulla Bin Abbas	√					
11	Yousef Peace be upon him	√					
12	Ali Bin Abi Talib	√					
13	Fatima daughter of the Prophet		√				
14	Hafsah Bint Omar		√				
15	Al-Abbas Bin Abdulmuttaleb	√					
16	Al-Hassan Bin Ali	√					
17	Al-Hussein Bin Ali	√					
18	Sukainah Bin		√				

	Al-Hussein						
19	Othman Bin Affan	√					
20	Amenah Bint Al-Hussein		√				
21	Yakoub	√					
22	Huthaifah Bin Al-Yaman	√					
23	Omar Bin Abdulaziz	√					
24	Al-Khalil Bin Ahmad Al-Farahidi	√					
25	Suhail Bin Amr	√					
26	Um Salamah		√				
27	Abi Saeed Al-Khudari	√					
28	Saad Bin Malik Bin Sinan	√					
Grand total & percentages of gender	Count		Percentage				
	Males	Females	Males	Females			
	30	7	81%	19%			

The above table indicates that the number of males in the Islamic education textbook for the preliminary ninth grade of the second semester reached (30) males, with a percentage estimated at (81%). As for the females, their number reached (7), with a percentage estimated at (19%), and from the analysis of the Islamic Education Book for the ninth grade in its first and second semesters, it became clear that the total number of males reached (55) males with a percentage estimated at (87%), while the number of females reached (8) with a percentage (12%), and table no. (6) indicates the results of the analysis of the Islamic Education Book, for the tenth grade - first semester:

Table6. Results of analysing the textbook of the preliminary tenth grade - first semester

No.	Character name	Gender		No.	Character name	Gender	
		Male	Female			Male	Female
1	Moses Peace be upon him	√		29	Al-Hassan Al-Basri	√	
2	Jesus Peace be upon him	√		30	Yousef Peace be upon him	√	
3	Saleh Peace be upon him	√		31	Al-Azeez woman		√
4	Prophet Muhammad Peace be upon him	√		32	Abdullah Bin Omar	√	
5	Al-Waleed Bin Al-Mugheerah	√			Udai Bin Hatem	√	
6	Al-Asma'ei	√			Al-Najasi	√	
7	Al-Bukhari	√			Abraham Peace be upon him	√	
8	Muslem	√			Abu Obaidah Amer Bin Al-Jarrah	√	
9	Al-Nesa'ei	√			Talhah	√	
10	Ibn Majah	√			Abdulrahman Bin Ouf	√	
11	Ibn Abbas	√			Muath Bin Jabal	√	
12	Abu Baker Al-Siddiq	√			Dherar Bin Al-Azwar	√	
13	Sa'ad Bin Malik	√			Shurahbil Bin Hasnah	√	
14	Al-Hareth Bin Omair	√			Malik Bin Ouf	√	
15	Shurahbil Bin Amr	√			Doraid Bin Al-Sammah	√	
16	Zaid Bin Haretha	√					
17	Ja'afar Bin Abi Talib	√					
18	Abdullah Bin	√					

	Rawaha						
19	Thabet Bin Aqram	√					
20	Khalid Bin Al-Waleed	√					
21	Mustah Bin Athatha	√					
22	Amr Bin Salem Al-Khoza'ei	√					
23	Abu Sofian	√					
24	Omar Bin Al-Khattab	√					
25	Ali Bin Abi Talib	√					
26	Al-Zubair Bin Al-Awwam	√					
27	Sa'ad Bin Obadah	√					
28	Bilal Bin Abi Rabah	√					
Grand total & percentages of gender	Count		Percentage				
	Males	Females	Males	Females			
	43	1	98%	2%			

The above table indicates that the number of males in the Islamic Education Book for the tenth grade, first semester, reached (43) males, with a percentage estimated at (98%), while the book only mentioned one woman, with a percentage not exceeding (2%), Table No. (7) indicates the results of the analysis of the Islamic Education Book for the tenth grade, the second semester:

Table 7. Results of analysing the textbook of the preliminary tenth grade - Second semester

No.	Character name	Gender		No.	Character name	Gender	
		Male	Female			Male	Female
1	Addas	√		29	Ja'afar Bin Abi Talib	√	
2	Younis Peace be upon him	√		30	Shurahbil Bin Amr	√	
3	Al-Buhari	√		31	Zaid Bin Harethah		√
4	Muslem	√		32	Abu Hurairah	√	
5	Abu Dawood	√					
6	Al-Termethi	√					
7	Al-Nesa'ei	√					
8	Ibn Majah	√					
9	Mua'wyah Bin Jahmah	√					
10	Abraham Peace be upon him	√					
11	Abu Omamah	√					
12	Abdullah Bin Qais	√					
13	Salamn Al-Faresi	√					
14	Abu Al-Darda'a	√					
15	Abu Baker	√					
16	Othman Bin Affan	√					
17	Omar Bin Al-Khattab	√					
18	Abu Sofian	√					
19	Al-Mugheerah Bin Shoba'ah	√					
20	Dhammam Bin Tha'alabah	√					
21	Osama Bin Zaid	√					
22	Aisha Bint Abi Baker		√				
23	Prophet Muhammed Peace be upon him	√					

24	Noah Peace be upon him	√					
25	Abdullah Bin Huthafah Al-Sahmi	√					
26	Abu Thar Al-Ghafari	√					
27	Al-Azeez woman		√				
28	Wives of the Prophet		√				
Grand total & percentages of gender		Count		Percentage			
		Males	Females	Males	Females		
		28	4	87%	13%		

The above table indicates that the number of males in the Islamic Education Book for the tenth grade of the first semester reached (28) males, with a percentage estimated at (87%), while the number of females was mentioned in it only (4), with a percentage estimated at (13%).

Upon reviewing the results indicated in the previous tables; it can be said that the Islamic education books for the higher preliminary stage did not take into account the diversity of the gender, have clearly biased towards males at the expense of females, and this may be due to the focus on certain topics that require addressing males at the expense of females, but it is the first and most correct that the authors of these books take into account Social diversity within the book, because students at this stage are divided into males and females, so it was better to create a balance within the content of these books so that one gender does not overpower the other, which will positively affect students in terms of acceptance and the transmission of the learning effect.

#### 4. Recommendations

In light of the results that have appeared, the study recommends the following:

- It is necessary observe the gender diversity in Islamic education textbooks.
- It is necessary to diversify the topics presented in the Islamic education textbooks so that they call for social diversity.
- Conducting more studies on gender in Islamic education textbooks for other academic stages.

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