



Full Length Research Paper

Evaluating the first three grades' curricula in Jordan in light of the total quality standards

Dr. Tahani Alebous

Department of Curricula, Science Educational College, World Islamic Sciences & Education University, Jordan
Email: tahaniabous@yahoo.com

Accepted February 12, 2016

This study investigated the degree of availability of comprehensive quality standards in the first three grades' curricula in Jordan through evaluating the basic elements (educational goals, textbooks' goals, content, means and activities and teaching methods) from the superiors', teachers' and parents' perspective. The sample of the study consisted of all the teachers of the first three grades in the public schools (170), all the supervisors of the stage (8) and the cooperative parents (100) in the governorate schools of Marka directorate in Amman, in the academic year (2015-2016) group. To achieve the objectives of the study, the instrument (a checklist) which is based on the international standards and on the quality standards of the Ministry of education was developed according to the desired goals. The total items was 117, divided into five fields; learning outcomes, content, evaluation, educational materials and activities. The reliability and validity were checked, after distributing the instrument into the sample of the study. Data were analyzed using MANOVA test, and Scheffe' Test for differences in the total quality standards compared to the achieved total quality standards in the sciences textbooks of the third grade. The results were as follows: there was difference in the total degree, learning outcomes quality standards, content quality standards, and the activities quality standards in favor of the supervisors. Additionally, there was a difference in the educational materials quality in favor of the supervisors. Based on the conclusion of these results, it is recommended to pay attention to reconsidering the committees of curricula to be consisted of experts in the sciences and quality standards, also, the view of parents should be considered when evaluating the curricula.

Key words: School curricula, evaluation, total quality standards, the first three grades

INTRODUCTION

The evaluation process is considered a necessity in the field of curricula. The curricula are very important educational tools, therefore, they should be good ones. Evaluating curricula areas and judging their efficiency in addition to diagnosing their points of weakness to overcome them and their points of strength to enhance them is important. Evaluation helps to know the degree of these areas' success in making desired changes in the students' behaviors regarding its feedback to help its users to make decisions for development and improvement (Rabea, 2010).

Developing and evaluating the school curricula in the first basic stage is a continuous process. The good school curricula in the first basic stage take into consideration the updates and development in the society and so it should be flexible. Building the curricula and its development in the first three grades should be based on scientific standards through adopting instrument characterized by validity, objectivity and evaluation is the appropriate instrument to achieve this as it helps in collecting information needed to make decisions concerning developing and improving the curricula

(Shahada, et al, 2006).

Many international standards and models of total quality have appeared as Baldrige Criteria (USA) and Deming Awards (Japan). And centers of excellence and quality, institutions of academic and professional accreditation in addition to international characteristics of quality (ISO). Furthermore, many application models of total quality in the pre-university education and the higher one have also appeared in many western countries (Mohammad, 2005: 14).

The concept of Total Quality has been common in the field of education since the 1990s in Jordan and therefore all the educational sectors were obliged to apply the quality as a standard to the educational product including the school textbook which is considered a challenge to any type of development in the school's performance.

The standards as a concept have appeared in USA and it was welcomed by all the states. Gandal & Vranek (2001) defined these standards as the clear ideas that focus on what should be learnt in every school year. And Taema (2004:471) believes that moving towards total quality in education should extend to cover all the aspect of the educational process starting by educational administrations till preparing the curricula and evaluating them as well.

As a result of the variance in the opinions of parents, teachers and students towards sciences curricula; some consider them higher than the students' level because they have difficult information that hinder their learning , they have inappropriate concepts to the students' abilities; in addition, they lack appropriate evaluation instruments and so there is a necessity to evaluate these curricula to check the extent of achieving the total quality standards which are adopted by the Ministry of Education in Jordan especially in the school textbooks in terms of content, learning outcomes, activities , evaluation and educational materials.

The education conference held in Jordan in 2013 assured the necessity of reconsidering the school curricula and revising them to keep up with the international changes and the importance of developing the school books according to total quality standards for its effect in the educational process.

Problem of the Study

The ministry of Education in Jordan has changed the curricula of the first three grades as well as other curricula in other different school stages in the academic year 2014-2015. There has been a change in learning outcomes, teaching strategies, activities, assessment tools, learning resources and content of the textbooks. Based on the researcher's experience as a member in curricula as well as an academic staff member in the university and through personal observation as a mother to her kids in this educational stage, a shortcoming in these curricula has been noticed in terms of taking the international quality standards into account and these

curricula were composed in 2014-2015. Accordingly, the researcher felt that there is a need to keep up with the international changes through evaluating school curricula from time to time especially after the development of the learning process concept which focused on all elements of curricula as goals, teaching methods, activities, and methods of evaluation. To achieve quality in the content of the first three grades, it is a necessity to evaluate it according to the total quality standards that should be available. And according to the researcher's knowledge, evaluating the first three grades has not been done before so there is a need to evaluate the first grade textbooks to reveal their points of weakness and strength.

The problem of the study is represented by answering the following question:

What is the degree of evaluating the curricula of the basic stage in Jordan in light of the total quality standards?

Questions of the study

- 1- What is the degree of the achievement of total quality standards in the fields (learning outcomes, content, evaluation, educational materials and activities) of the first basic grade's science textbook in Jordan from the teachers' perspective?
- 2- What is the degree of the achievement of total quality standards in the fields (learning outcomes, content, evaluation, educational materials and activities) of the first basic grade's science textbook in Jordan from the supervisors' perspective?
- 3- What is the degree of the achievement of total quality standards in the fields (learning outcomes, content, evaluation, educational materials and activities) of the first basic grade's science textbook in Jordan from the parents' perspective?
- 4- Does the degree of the achievement of total quality standards differ in the first basic grade's science textbook from the teachers' perspective?
- 5- Does the degree of achieving the total quality standards in the sciences textbooks of the first basic grade differ according to the perspective of teachers, supervisors and parents?

Significance of the Study

The study's significance is shown as it sheds light on evaluating the first three grades' curricula in light of total quality standards in addition to the following potential benefits of this study:

- It may help in developing the evaluation; its methods, tools and scientific application according to the total quality standards.
- It may help the decision makers in the Ministry of Education during the first experimental period of the textbook.
- It may help the authors of school textbooks during the compilation process of curricula for other schools stages.

– It may help the supervisors in implementing supervision in the basic stage as well the teachers in taking into account the international standards of total quality.

Objectives of the Study

1- To evaluate the first three grades' curricula in Jordan through evaluating the basic elements (educational goals, textbooks' goals, content, means and activities and teaching methods).

2- To apply the proposed standards of the total quality to check its achievement in the first three grades from the superiors', teachers' and parents' perspective.

Limitations of the study

The study is limited to the following:

Spatial: It is limited to the schools in Marka Directorate.

Time: This study was applied in the first semester in the academic year 2015-2016.

Tools of the study: They were prepared by the researcher to examine the following five areas: learning outcomes, content, evaluation, educational materials and activities.

Procedural Definitions

– School curricula: General educational plan for the educational experiences which achieves the total and integrated growth of the learners; mentally, emotionally, and physically (Ateia, 2008). Procedurally, it is defined in this study as the sciences curricula of the first basic grade in Jordan.

– Evaluation: Identifying the value of something and it is a comprehensive process aimed at collecting data and information to come up with some conclusions, or to judge according to specific criteria specified previously. In this study, it means issuing a judgment concerning the availability of total quality criteria in the sciences textbook of the first three basic grades in light of the developed scale.

– Total quality standards: The standard used to evaluate others and it is an achieved model to what things should look like (Anis, 1982:639). It is a set of rules and conditions that are considered the basis for qualitative and quantitative judgment by comparing what we have to find out: points of strength and weakness (Carte, 1973: 153).

– Quality: Achieving the good performance and it represents behavioral items that describe the teacher's performance after passing by specific experiences (Frag, 2006). The researcher defined it as a set of rules that are scientifically controlled, identifying the characteristics of the components of the first basic grade's curricula (learning outcomes, content, evaluation, educational materials and activities).

– The first three grades: it is the first basic stage in education that starts from the first grade till the tenth grade. In this study, it refers to the first, second and third basic grades.

Theoretical Framework and Previous Studies

The evaluation process has its own significance in the field of education, especially in the projects of innovation and development of the different aspects of the educational process. Evaluating the curricula is one of the issues that attracted the attention of the workers in the education sector. Therefore, the Ministry of Education has developed all the school curricula of all the stages to meet the students' needs and to develop the students' skills that enable them to keep up with knowledge explosion. Despite the great development in the curricula, they will be criticized which affects the school textbooks, class activities, teaching methods and evaluation tools. Michael's study (2003) was aimed at evaluating the biology curricula in light of the national standards of sciences. The study used the quasi-experimental approach. Results revealed great development in the Biology curricula that takes into account the national standard in contrast to the curricula that did not take these standards into consideration.

The study of Khataibah and Sheli (2007) aimed to reveal the extent of considering the fifth grade textbooks on Jordan the national standards of scientific education concerning the basic content. To achieve this goal, the scale of National Science Education Standards (NESE) was translated and presented to a set of arbitrators who are specialists in this field. Additionally, a model for content analysis of the scientific issues according to the American standards was prepared. Results revealed that the sciences textbook of the fifth grade have a high portion of issues included in the American standards but there is an obvious shortage in the issue of the history of science and technology, science from personal and social perspective and science history and its nature.

The study of Zahrani (2010) evaluated the content of science textbooks of the moderate stage in Saudi in light of the requirements of studying the international attitudes of mathematics and sciences in the field of content of physics, biology, environment in addition to the cognitive field and the scientific inquiry that should be available in the curricula of moderate stage's curricula of sciences. The researcher analyzed the content of the sciences curricula using tools that he prepared by himself. To answer the study's questions, the researcher used statistical methods, such as frequencies and proportions. Results showed some shortcomings in the content of the major and sub sciences' curricula in the content compared with the Trends in International Mathematics and Science Study (TIMSS). The study recommended the necessity to review the sciences curricula of the moderate stage in light of the international trends in the

field of teaching and learning sciences and to take into account the standards of following up and continuity.

Yasin's study (2008) examined the availability of the total quality standards in the content of the first moderate grade's science textbook in the following fields: goals, modern trends in teaching sciences, local environment from the female teachers' perspective. The researcher used the descriptive and analytic approach. A questionnaire was prepared responded to by the sample of the study which consisted of 100 science female teachers in Makah Mokarama. Results revealed that modern trends in teaching sciences got the highest portion in the availability of total quality compared to other fields of the study followed respectively by goals of teaching sciences, local environment and technology.

Al-Arja's study (2009) identified the level of quality of the content of the 8th and 9th grades' sciences textbooks in Palestine in light of international standards and the degree of the students' acquisition to them. The researcher used the descriptive and analytic approach. The instruments consisted of content analysis and scientific knowledge test.

The researcher prepared a checklist of the international standards to be used to investigate the textbooks of the 8th grade. Means, standard deviation and T test were all used to test the study's questions. Results showed the availability of the international standards respectively in the following subjects as follows : Physics (5.34%, sciences(2.31%) biology(9.7%) and chemistry (26%). The study recommended the necessity of the teachers' knowledge of the international standards. The study of Ismael (2005) identified the quality standards of teaching the content of the sciences of the elementary stage . A model of school unit for sciences was prepared in light of goals that enhance scientific culture and according to the quality standards of teaching sciences . The researcher prepared a scale for the scientific culture in light of the educational standards based on documents and studies in the field of forming and using quality standards for teaching the sciences, such as National Science Education Standards (NSES). Results showed the efficiency of the proposed unit in increasing the level of the study's sample' scientific level.

Khalifa & Shoblaq's study (2007) revealed standards of quality application in the field of school textbooks. The researchers designed a checklist of 68 standards used to evaluate the textbook and its components and distributed it to 53 supervisors. Results showed textbook's production field came first while the textbook's psychological and educational basis came last. The study recommended the necessity to reconsider the textbooks' content.

The study of Islam (2011) investigated the extent of the developed sciences curricula for the moderate first grade's achievement of the total quality standards in (production, goals, scientific concern, and evaluation) in Saudi Arabia. And to achieve this goal , a checklist of total quality standards that should be available in the

textbook was prepared . The researcher used content analysis method. Results showed that the quality of textbook's production came first followed respectively by the evaluation method, goals and content. Developing the scientific skills standards is considered the most achieved standards whereas the standard of correlation with the environment and the society came last as one of the content qualities standards.

The study of Mhmood (2011) discussed the characteristics of a quality textbook and investigate the presence or absence of these characteristics in the textbooks approved by the Ministry of Education in Pakistan. The data were collected from 51 experts in the field of curriculum material who evaluated these textbooks according to the following eight fields : Conformity to curriculum policy and scope, Vocabulary and format, Horizontal and vertical alignment of the text, Acceptability, Text reliability, Cognitive development and creative thinking and Learning and Assessment. Results showed the approved textbooks lack of many of the desired characteristics. Results also showed that experts with practical experience in curriculum material development and evaluation have deeper understanding of textbook evaluation in contrast to those who have theoretical knowledge of the subject .

The study of Uzuner, Serap; Aktaş, Elif; et al (2010). This survey dealt with Turkish teachers' evaluation of the illustrations (pictures, photos, and cartoons) in Turkish textbooks of grades 6, 7, and 8 prepared by the Ministry of National Education. Illustrations in Turkish textbooks for grade 6, 7, and 8 were found to be alright by the teachers.

Bibawi (2009) confirmed that the textbook design must be built on the local and international standards, so that what they put in it from the products of the content, and strategies for teaching, activities and sources of learning calendar and methods associated with the imagination of builders according to the stage of the age and needs of life, community and the world; and that to prepare a generation capable of dealing with the developments of the modern era of scientific and technological developments.

The study of Dyab (2004) prepared and produced an evaluation checklist to be used in measuring and evaluating the quality of the mathematics textbooks of high elementary stage's students. The study used the analytic and descriptive approach. The sample of the study consisted of 60 male and female mathematics teachers in the UNRWA (United Nations Relief and Works Agency) schools. Results showed that the evaluation data was less than the acceptable educational level in several items and there were no statistically significant differences in the evaluation estimation of the male and female teachers. The study came up with some recommendations as the necessity to develop an estimation card of evaluating the quality of the textbook and apply it to judge the quality of the Palestinian textbook.

The study of Leonard (2001) evaluated the biology curriculum at the secondary level in the light of science education standards. The study showed that science

education standards help identify aspects of scientific inquiry skills and activities that should be included in the biology curriculum, and recommended the development of traditional biology curriculum

The current study agrees with the previous studies in revealing the characteristics that should be available in the school curricula to achieve high quality in terms of content, goals, activities and others aspects related to the school textbooks. But it differs from the previous studies in addressing the parents' perspective.

METHODOLOGY

To achieve the study's goals, descriptive and analytical approach was used.

Population & Sample of the study

The population of the study consisted of 783 male and female teachers of the first three grades in the academic year 2014-2015 in the governorate schools of Marka directorate in Amman. The sample of the study consisted of all the teachers of the first three grades in the public schools (170), all the supervisors of the stage (8) and the cooperative parents (100).

Instrument of the study

The instrument which is based on the international standards was developed according to the desired goal is a checklist.

Validity of the instrument (checklist)

To check the instrument's validity, items based on the total quality standards were chosen and classified into six fields. The scale was presented to a group of arbitrators (12) representing members in the Educational Sciences

College in the Jordanian universities and Ministry of Education to check the appropriateness on its items. And in light of the arbitrators' views and comments, the total items were 117 distributed into five fields.

Reliability of the instrument

The internal consistency was calculated using Cronbach's Alpha and it was (0.90) for the whole instrument and concerning the sub –components they were as follows: content (0.90), activities (0.92), evaluation (0.88), learning outcomes (0.82), and educational materials (91).

Procedures

- Preparing the instrument of the study and checking its validity and reliability.
- Distributing the instrument to the sample of the study
- Collecting the questionnaires and analyzing them coming up with results.
- Discussing the results.

RESULTS

1- What is the degree of the achievement of total quality standards in the fields (learning outcomes, content, evaluation, educational materials and activities) of the first basic grade's science textbook in Jordan from the teachers' perspective?

Means, standard deviations and ranks of the degree of achieving total quality standards in the fields (learning outcomes, content, evaluation, materials, activities) of the elements of third grade's sciences textbook in Jordan from the teacher's perspective as it is illustrated in [Table 1](#).

Table 1: Means, standard deviations and rank of the degree of achieving total quality standards in the fields (learning outcomes, content, evaluation, materials, activities) of the elements of third grade's sciences textbook in Jordan from the teachers' perspective

N	Field	M	Std	Rank	Degree
4	Activities quality standards	2.80	0.45	1	Moderate
2	Content quality standards	2.78	0.44	2	Moderate
1	Learning outcomes quality standards	2.77	0.44	3	Moderate
5	Evaluation quality standards	2.72	0.45	4	Moderate
3	Materials quality standards	2.67	0.44	5	moderate
	Total degree of quality standards	2.76	0.44		moderate

Table 1 shows that the degree of achieving the total quality standards in the fields (learning outcomes, content, evaluation, educational materials, activities) of the elements of the first grade science textbook in Jordan from the teachers' perspective was moderate as the mean was (2.76) with a standard deviation of 0.44 and all the instrument's fields' degree was also moderate as the means ranged from 2.67 to 2.80. The field of activities' quality standards came first with a mean of 2.80 , standard deviation, 0.45 and with moderate degree of achievement followed respectively by content quality standards with a mean, 2.78 and standard deviation, 0.44 and with moderate degree of achievement, the field of evaluation quality standards came third with a mean, 2.72 and standard deviation, 0.45 and with moderate degree of achievement while the educational materials' quality standards field came last with a mean, 2.67 and standards deviation, 0.44 and with a moderate degree of achievement. These results can be interpreted that the school textbooks' designers paid little attention to the educational materials to the contrast of content and this result is compatible with results of the studies of Hamad (2011); Eislan (2011) and Khaleifa & Shiblaq (2007) which revealed the moderate degree of achieved content.

2- What is the degree of the achievement of total quality standards in the fields (learning outcomes, content, evaluation, educational materials, and activities) of the first basic grade's science textbook in Jordan from the supervisors' perspective?

To answer this question, means, standard deviations and ranks of the degree of achieving total quality standards in the fields (learning outcomes, content, evaluation, materials, activities) of the elements of third grade's sciences textbook in Jordan from the supervisors' perspective as it is illustrated in **Table 2**.

Table 2 showed the degree of achieving the total quality standards in the fields (learning outcomes, content, evaluation, educational materials, activities) of the elements of the first grade science textbook in Jordan from the supervisors' perspective was moderate as the mean was 3.06 with standard deviation, 0.20 and all the instrument's fields' degree was also moderate as the means ranged from 2.82 to 3.30.

The field of learning outcomes' quality standards came first with a mean (3.30) , standard deviation (0.30) and with moderate degree of achievement followed respectively by activities quality standards with a mean (3.10) and standard deviation(0.26) and with moderate degree of achievement, the field of evaluation quality standards came third with a mean (3.01) and standard deviation (0.23) and with moderate degree of achievement while the educational materials' quality standards field came last with a mean (2.82) and standards deviation (0.21) and with a moderate degree of achievement.

These results may due to the curricula authors' little attention to the educational materials.

3- What is the degree of the achievement of total quality standards in the fields (learning outcomes, content, evaluation, educational materials, and activities) of the first basic grade's science textbook in Jordan from the parents' perspective?

To answer this question, means, standard deviations and ranks of the degree of achieving total quality standards in the fields(learning outcomes, content, evaluation, materials, activities) of the elements of third grade's sciences textbook in Jordan from the parents' perspective as it is illustrated in **Table 3**.

Table 2: Means, standard deviations and ranks of the degree of achieving total quality standards in the fields(learning outcomes, content, evaluation, materials, activities) of the elements of third grade's sciences textbook in Jordan from the supervisors' perspective

N	Field	M	Std	Rank	Degree
1	Learning outcomes quality standards	3.30	0.30	1	Moderate
4	Activities quality outcomes	3.10	0.26	2	moderate
2	Content quality standards	3.09	0.29	3	Moderate
5	Evaluation quality standards	3.01	0.23	4	Moderate
3	Educational materials quality standards	2.82	0.21	5	Moderate
	Total degree of quality standards	3.06	0.20		Moderate

Table 3: Means, standard deviations and ranks of the degree of achieving total quality standards in the fields(learning outcomes, content, evaluation, materials, activities) of the elements of third grade's sciences textbook in Jordan from the parents' perspective

N	Field	M	Std	Rank	Degree
1	Learning outcomes quality standards	2.82	0.56	1	Moderate
5	Evaluation quality standards	2.66	0.43	2	Moderate
4	Activities quality standards	2.64	0.54	3	Moderate
2	Content quality standards	2.57	0.42	4	Moderate
3	Educational quality standards	2.50	0.42	5	Moderate
Total degree of quality standards		2.61	0.43		Moderate

Table 3 showed the degree of achieving the total quality standards in the fields(learning outcomes, content, evaluation, educational materials, activities) of the elements of the first grade science textbook in Jordan from the parents' perspective was moderate as the mean was (2.61) with standard deviation(0.43) and all the instrument's fields' degree was also moderate as the means ranged from 2.52 to 2.82.

The field of learning outcomes quality standards came first with a mean (2.82) , standard deviation(0.56) and with moderate degree of achievement followed respectively by evaluation quality standard with a mean (2.66) and standard deviation (0.43) and with moderate degree of achievement, followed respectively by the field of content quality standards with a mean (2.57) and standard deviation (0.42) and with moderate degree of achievement and the educational materials' quality standards field with a mean (2.50) and standards deviation(0.42) and with a moderate degree of achievement.

The results may be due to the little attention paid to the educational materials by the curricula composers and the parents are not aware of educational development processes, for example EREFKI (1&2).

4- Does the degree of the achievement of total quality standards differ in the first basic grade's science textbook from the teachers' perspective?

To answer this question, the means and standard deviations of the achieved total quality standards in the sciences textbook of the first three basic grades from the

teachers' perspectives were calculated as it is illustrated in Table 4.

Table 4 shows differences between the means in the degree of achieved total quality standards in the sciences textbook of the first three basic grades from the teachers' perspective while the supervisors' category got the highest mean in the total degree of quality standards with (3.06) followed respectively by the teachers' category with (2.76)and the parents' category with (2.61). To know if these differences were significant, MANOVA was used as illustrated in Table 5.

Table 5 shows statistically significant differences at ($\alpha \leq 0.01$) in the degree of achieved total quality standards in the science textbook of the third basic grades from the teacher's perspective in the total degree of quality standards as calculated F was (6.336) and sig(0.002). Furthermore, there were differences in most fields except evaluation quality standards as F was (2.563) and sig (0.079). And to know the significance of the differences in the other fields, **Scheffe'** Test was used as it illustrated in Table 6.

It is clear from the previous table that the difference was in the total degree, learning outcomes quality standards, content quality standards, and the activities quality standards in favor of the supervisors. Additionally, there was a difference in the educational materials quality in favor of the supervisors. These results could be attributed to the fact that the supervisors know much about the process of producing and composing the curricula in contrast with the teachers and parents.

Table 4: The means and standard deviations of the achieved total quality standards in the sciences textbook of the first three basic grades from the teachers' perspectives

Field	Characteristic	N	M	Std
Learning outcomes quality standards	Supervisors	8	3.30	0.30
	Teachers	169	2.77	0.44
	Parents	100	2.82	0.56
	Total	277	2.80	0.49
Content quality standards	Supervisors	8	3.09	0.29
	Teachers	169	2.78	0.44
	Parents	100	2.57	0.42
	Total	277	2.71	0.45
Educational materials quality standards	Supervisors	8	2.82	0.21
	Teachers	169	2.67	0.44
	Parents	100	2.50	0.42
	Total	277	2.61	0.43
Activities quality standards	Supervisors	8	3.10	0.26
	Teachers	169	2.80	0.45
	Parents	100	2.64	0.54
	Total	277	2.75	0.49
Evaluation	Supervisors	8	3.01	0.23
	Teachers	169	2.72	0.45
	Parents	100	2.66	0.43
	Total	277	2.71	0.44
Total degree of quality standards	Supervisors	8	3.06	0.20
	Teachers	169	2.76	0.44
	Parents	100	2.61	0.43
	Total	277	2.72	0.44

Table 5: MANOVA test of achieved total quality standards in the sciences textbooks of the third grade from the perspective of teachers

Source of variance	Field	Sum/seq	Fd	m of seq	F	Sig.
Characteristics	Learning outcomes quality standards	2.184	2	1.092	4.716	0.010*
	Content quality standards	4.013	2	2.006	10.790	0.000*
	Educational quality standards	2.312	2	1.156	6.391	0.002*
	Activities quality standards	2.691	2	1.345	5.823	0.003*
	Evaluation quality standards	.985	2	0.492	2.563	0.079
	Total degree of quality standards	2.327	2	1.163	6.336	0.002*
Error	Learning comes quality standards	63.452	274	0.232		
	Content quality standards	50.946	274	0.186		
	Educational materials quality standards	49.568	274	0.181		
	Activities quality standards	63.311	274	0.231		
	Evaluation quality standards	52.627	274	0.192		
	total degree of quality standards	50.312	274	0.184		
Total	Learning outcomes	65.636	276			
	Content	54.959	276			
	Educational materials	51.880	276			
	Activities	66.002	276			
	Evaluation	53.612	276			
	Total degree of quality standards	52.639	276			

Table 6: Scheffe' Test for differences in the total quality standards of achieved total quality standards in the sciences textbooks of the third grade from the perspective of teachers

Field	Characteristic	M	Supervis ors	Parents	Teachers
Learning outcomes quality standards			3.30	2.82	2.77
	Supervisors	3.30	-	0.48*	0.63*
	Parents	2.82		-	0.05
	Teachers	2.77			-
Content quality standards	Characteristic	M	Supervis ors	Teachers	Parents
			3.09	2.78	2.57
	Supervisors	3.09	-	0.31*	0.52*
	Teachers	2.78		-	0.23
Educational materials quality standards	Characteristic	M	Supervis ors	Teachers	Parents
			2.82	2.67	2.50
	Supervisors	2.82	-	0.15	0.32*
	Teachers	2.67		-	0.17
Activities quality standards	Characteristic	M	Supervis ors	Teachers	Parents
			3.10	2.80	2.64
	Supervisors	3.10	-	0.30*	0.46*
	Teachers	2.80		-	0.16
Total degree of quality standards	Characteristics	M	Supervis ors	Teachers	Parents
			3.06	2.76	2.61
	Supervisors	3.06	-	0.30*	0.45*
	Teachers	2.76		-	0.15
	Parents	2.61			-

CONCLUSION

The present study investigated the availability of comprehensive quality standards of the first three grades' curricula in Jordan through evaluating the basic elements (educational goals, textbooks' goals, content, means and activities and teaching methods). It was found that little attention is given to the educational materials in terms of contrast of content from the point view of teachers and supervisors. This result is compatible with results of the studies of Hamad (2011) and Eislán (2011). One thing to add is that it is necessary to take into account the parents' view about curricula because they give a useful feedback when they follow-up on their children. These curricula for the first three grades can be effective tools in the hand of good teachers, more so if accompanied by the adaptation of quality standards. Sometimes, the Ministry of Education focus on content rather than educational material, it is necessary for the Ministry of Education to carefully examine all aspects of the curricula for the first three grades and compare it with quality standards, considering the view of parents.

RECOMMENDATIONS

In light of the study's results, the researcher recommends the following:

- Developing the sciences curricula of the first three grades in the aspects that are not compatible with total quality standards of the sciences textbooks that suit the total quality standards adopted by the Ministry of Education.
- Reconsidering the committees of curricula composers to be consisted of experts in the sciences and educational curricula to achieve total quality standards.
- Paying attention to the educational activities that take into accounts the students' curricular and extra secular needs and interests.

REFERENCES

- Al-Rajah (2009). Quality level of 8th basic grade's sciences textbook in light of the international standards and the extent of the students'

- acquisition to them. Unpublished Thesis. College of Education. Islamic University, Ghaza.
- Al-Lolo F (2007). Level of physic issues' quality in the sciences textbooks of low basic grades in light of the international standards. 3rd Education Conference "Quality in the Palestinian Education, Islamic University, Ghaza.
- Ateia MA (2008). Total quality and curricula. Dar Manahaj for publishing and distribution. Amman, Jordan.
- Bibawi HM (2009). Standard is designed and directed by the book School. 9th Scientific Conference: Electronic Books Reading in the Arab world between Alanaqraiah and output, (July) 15-16. The Egyptian Society for reading and knowledge, Vol(2),. 253-270.
- Carter (1973). Dictionary of education" New York Mc Graaw- Hill Co.
- Dyab SR (2004). Math textbooks' quality in the Palestinian Curricula. Paper presented to the 1st education conference in Education College in Islamic University/Ghaza, 1-18.
- Eialan BK (2011). Evaluating the developed textbooks of Sciences of the first moderate grade in light of the total quality standards. Unpublished Thesis. Um Qurra University, Saudia.
- Gandal M and Vranek J (2001). Standards, Here today, here tomorrow: EducationalLeadership, 59, (1).
- Ibrahim A (1982). Mo'jam Al-Waseet. Beirut, Dar Torath Al-Arabi, vol (2).
- Ismael MR (2005). Efficiency of proposed school unit in light of the quality standards of teaching the sciences in developing the scientific culture. 7th conference : curricula and standard levels , Egyptian Association of curricula and methods of teaching, vol(2), 467-498.
- Khalefia A and Shiblaq W (2007) School textbooks quality in the basic stage from the perspective of the supervisors. A paper presented to the 3rd education conference (Quality in the Palestinian education), A way for Excellence, Isalmic University in Palestine, 30-31/10/2007.
- Leonard W (2001). Performance assessment of a standards-based High school biology Curriculum, American Biology Teacher , 63(5), 310-316.
- Mahmood K, Iqbal M Saeed (2009). Textbook Evaluation Through Quality Indicators: The Case "Pakistan" Bulletin of Education and Research , 31(2),1-27.
- Mahmood K (2011). " Conformity to Quality Characteristics of Textbooks: The Illusion of Textbook Evaluation in "Pakistan" Journal of Research and Reflections in Education, 5(2),170-190.
- Michael E, Adadan E, Gul F and Kutay H (2003). The changing face of biology with regard to the regard to the nation , Science Standar, ERIC Document Reproduction no ED 474716.
- Mohammad AA (2005). Total quality management in the educational institutions: an Islamic Vision. Unpublished thesis. Mansoura University, Egypt.
- Rillero (2010) *School Science & Mathematics*, Vol.110 Issue 5, p277-286. 10p. DOI: 10.1111/j.1949-8594.2010.00034.x.
- Teima R (2004). Content analysis in human sciences, Dar Fikr Arabi, Cairo.
- Uzuner S, Aktaş E, Albayrak L (2010). Evaluation of Illustrations in Turkish Textbooks for Grades 5, 6, 7 and 8. *Journal of Türklük Bilimi Arastirmalari.*, Vol. 15 Issue 27, p721-733.. Language: Turkish
- Yasin TM (2008). Content of science curricula if the first moderate grade and the total quality standards from the female teachers' perspective: evaluation study. Journal of Derasat in Curricula and methods of teaching. Egyptian Association of curricula and methods of teaching, vol 59(137).
- Zahrani GB (2010). Evaluating content of sciences textbooks of the moderate stage in light of The Trends in International Mathematics and Science Study (*TIMSS*). Unpublished Dissertation, College of Education,Um Qurra University,Saudi Arabia.