Evaluation of activities included in the computer books for the upper basic stage in Jordan from teachers' perspectives

Khalid Qudah, Mohammed Kh. Muflih, Fatemah Nahar

[1]Professor at Al al-Bayt University, P.O.BOX 130040, Mafraq;
[2]Associate Professor at Jordan University of Science & Technology, P.O.Box 3030, Irbid;
[3]Researcher at Al al-Bayt University, Mafraq,
JORDAN.

muflih@just.edu.jo

ABSTRACT

This study aimed at finding out the degree of evaluation of activities included in the computer books for the upper basic stage in Jordan from teachers' perspectives. The sample of the study consisted of (91) male and female teachers for the academic year (2017/2018). Participants were randomly selected to avoid the risk of selection bias. The descriptive – survey research methodology was used. The questionnaire was used to collect data after its validity and reliability were assured. The results indicated that the degree of evaluation of activities included in the computer books for the upper basic stage in Jordan from teachers' point of view was medium for the total score and the four domains. There were no significant differences at (α ≤ 0.05) in the degree of evaluation of activities included in computer books for the upper basic stage in Jordan attributed to sex and teaching experience variables. In light of the findings, the researchers recommended: a) To fill the shortage of technical equipment and to maintain and update them, as well as providing computer labs with adequate computer equipment and multi – media devices, b) The activities included in the computer books for the upper basic stage should be reviewed, so as to suit the age target.

Keywords: Evaluation, Activities, Computer books, Jordanian upper basic stage.

INTRODUCTION

The textbook is the primary reference for both teacher and learner, because of its concepts, terminology, facts, training, activities and exercise. It is for the teacher as a guide to help him in teaching. It also forms a set of cognitive, emotional, and skills goals.

The activities component is one of the main elements in the curricula and textbooks. Here, it is necessary to review the activities included in the textbooks and to evaluate them from time to time. The textbooks include, among other things, computer books. They include activities like other textbooks. The activities contribute to the formation of curriculum and textbooks, and this is consistent with what is intended for the

educational activities included in the textbook that is supposed to become a reality in the lives of students (Mare'i & Al-Hila, 2001).

The Study Problem

The researchers noted that the textbook with its activities can provide the student with the necessary experience. They also noted the keenness of many teachers to carry out activities. The researchers have been looking at a variety of perspectives and opinions on the interest of researchers in textbooks. The researchers believe that the textbook provide the student with the appropriate experience through the element of activities that are included and the teachers' keenness to follow up on their implementation by the students. Through field visits carried out to several schools in Mafraq governorate, the views and opinions of the teachers about the reality of teaching laboratories in which the activities contained in the computer books, as they follow up and supervise the follow up of the implementation of these activities by students, and had identified some of the problems and obstacles that prevent the implementation of the activities in computer school textbooks.

In reviewing the previous studies which dealt which the evaluation of activities included in the computer textbooks of the upper basic stage, which includes the seventh, eighth, ninth and ten grades, it was found that these studies dealt with the evaluation of all textbooks, while the computer books were not dealt with, according to the knowledge of researchers. As researchers have used (Altavista, Google, Yahoo) and surveyed the libraries of the Universities of Al – Bayt and Al – Yarmouk universities, but found no study on the evaluation on the activities included in the computer textbooks for the upper basic grades in Jordan.

From the interest of researchers and in view of the above – mentioned justifications, and because the computer is one of the cornerstones that generate modern technical creativity, and the most widespread means and the most influential among the educational tools, the researchers felt that the problem worthy of research and is represented by the following main question:

What is the degree of teachers' evaluation of the activities included in the computer textbooks for grades: seventh, eighth, ninth and tenth in Jordan from their point of view?

Study Questions

The following two questions stem from the main question:

1. What is the degree of teachers' evaluation of the activities included in the computer books of the upper basic stage from their point of view?

2. Are there significant differences at ($\alpha \leq 0.05$) in the degree of evaluation of activities included in the computer books of the upper basic stage in Jordan, attributed to sex, and teaching experience?

Objectives of the Study

This study aimed at evaluating the activities included in the computer books for the upper basic stage from teachers' point of view in Mafraq Governorate in Jordan, in order to find out the appropriateness of these activities for computer books, and students, to highlight their strengths and addressing their weaknesses. In addition to find out the degree of evaluation of the activities included in the computer textbooks for the upper basic stage from teachers' point of view, according to sex, and teaching experience variables, to take their views and suggestions for the development of these activities.

Importance of the Study

The importance of the study stems from the importance of the subject that was addressed, and is the degree of evaluation of the activities included in the computer textbooks of the upper basic stage, according to researchers' knowledge, this may be the first study to examine the degree of evaluation of the activities included in computer textbooks for the upper basic stage from teachers' point of view. The results may be of great benefit to the Jordanian educational institutions in general, and those who build the curricula and the preparation of textbooks in particular. The importance of this study is also highlighted in the detection of deficiencies in the activities contained in the computer textbooks of the upper basic stage and the obstacles to implementation and to identify strengths and reinforcing them and weaknesses to address them.

Conceptual and operational definitions

A set of terms that had been defined conceptually and operationally were used as follows:

Evaluation: is an organized process for collecting and analyzing information in order to determine the degree to which educational goals are met and decisions taken to address weaknesses and to provide sound and integrated growth (Oada, 2010).

The operational definition of evaluation is:

The process of analyzing data and raw materials and issuing decisions to pass judgement on the degree of evaluation of the activities included in the computer textbooks for the upper basic stage of the Ministry of Education, the seventh, eighth, ninth and tenth grades in Jordan, from teachers' point of view.

Activities: The activities included in each lesson are included in the computer textbooks for the upper basic stage in order to measure the student's information and experiences, and his understanding of the educational material and the consolidation of what was learned from the scientific material.

The operational definition is:

The activities included in each of the lessons in the computer textbooks for the upper basic stage of the seventh, eighth, ninth and tenth grades, and scheduled by the Ministry

of Education for the first and second academic semesters for the academic year 2017/2018.

Limitations and Delimitations of the Study

This study was limited to a sample of the teachers of the upper basic stage schools in Mafraq Governorate in Jordan for the first semester of the academic year 2017/2018. The generalization of the results of this study in light of the validity and reliability of the study tool, and the accuracy and objectivity of respondents' responses of the study tool.

REVIEW OF RELATED LITERATURE

The previous studies

This study dealt with previous studies related to the activities included in the textbook as follows:

- Al – Manea (2001) conducted a study aimed at finding out the extent to which second – secondary students practiced classroom activities in jurisprudence under the supervision of the teachers of the class, through an analytical study of the activities of the class of jurisprudence in secondary girls' schools in Riyadh. The analytical approach was used. The findings indicated that there were difficulties that prevent the implementation of activities, including: Density of classroom, lack of resources and possibilities available, from tools and sets, the length of courses, the abundance of subjects and the lack of correlation between the activity and curriculum.

- Al – Yacoubi (2002) conducted a study aimed at evaluating the activities included in the social studies courses in the third and fourth basic grades of the Sultanate of Oman. A list was prepared with knowledge, skills and emotional aspects. The study found that the most areas of activities in the basic third grade course came in the area of knowledge, as it reached (5.7%). In the area of skills, the percentage of activities was (36.6%). While in the emotional area, the percentage was (5.7%). For the basic fourth grade, the main focus was on knowledge area, with a percentage of (55.6%), the skill area with a percentage of (42.6%) while the emotional area, the percentage was (1.8%).

 According to the Man Yuno study (2002) which aimed at evaluating the curricula of Islamic education for high school stage in Thailand in terms of activities, the estimates of teachers and students were medium.

A study was conducted by Abdel Hadi (2003) aimed at determining the extent to which the booklet of activities and exercises accompanying the science book for grades fourth and fifth in the Arab Republic of Egypt were included for visual communication methods and basic science operations the descriptive research methodology was used. Two tools were used to analyze the activities and exercises in the two booklets. The most prominent results were that visual communication methods in the booklets of activities for the fourth and fifth grades came in the following order: Illustrations with a percentage of (53.25% - 22.055%), presentation of ideas and organization with a

percentage of (35.06% - 65.35), schedules with a percentage of (10.69% - 3.94%) and charts with a percentage of (0.00 – 0.79%) of the number of activities and exercises.

Al – Azri (2003) conducted a study aimed at identifying the basic language skills required for students of "the first cycle" of basic education, and to know the extent to which they take into account the activities of the Arab language books of this "cycle" in Oman. A questionnaire was used to determine the language skills required for the students of "the first cycle". An analysis card was also used after ascertaining its reliability, to analyze these activities in light of the skills reached. The study found that when the students carried out the activities of the Arab language books, the art of writing came in the first rank in terms of taking into account its skills by 100%.

Al – Maqqal (2004) carried out a study aimed at analyzing the reality of education activities in the courses of national education in Saudi Arabia. The content analysis method was used to monitor the types and number of activities and distribute them to the three stages with their nine grades. The descriptive – survey methodology was used. A questionnaire was developed to survey the views of (107) teachers on three axes of activities. The main results were: There were 277 activities in the national education courses distributed in 12 types of activities, and there was a defect in the distribution of these activities on the stages and grades. The teachers' views of the activities was modest in general, and there were no differences between the teachers, regarding the availability of factors for the success of the activities.

Al – Sayeh (2006) conducted a study aimed at measuring the impact of extracurricular activities on the use of the method of practical presentations in educational achievement when teaching the light unit in physics for students of secondary second grade, in Makkah. The sample of the study was represented in the experimental group of (118) students and the control group of (121) students, in three randomly selected schools. An objective achievement test was constructed. The main results were: There were significant differences between the experimental and control groups in scholastic achievement in the implementation of physics activities in cognitive levels (remembering, comprehension and application) as a while and understanding and application as a part, in favor of the experimental group.

Dahmash (2007) conducted a study to identify the compatibility of the content of the seventh grade science book with the objectives set in the International Scientific Education Standards in Yemen. The analytical descriptive research approach was used, by an analysis list that included US national scientific education standards as a tool for analyzing science books for grades 7-9. The main results were: There was a weak correlation between the purposes of each of the activities and lessons, and that the majority of questions focus on remembering and not to raise the motivation of the student and his thinking.

Al – Shami (2009) carried out a study aimed at identifying the extent to which the activities and questions of science books were included in the elementary stage of basic thinking skills. The sample of the study consisted of books of science for the elementary

stage using the method of content analysis, and prepared a list of basic thinking skills consisted of (11) skills. Among the results: The activities and questions of the science book for the elementary fifth grade gained the highest frequencies, which was (174) times, with a percentage of (25%). While the book of science for the elementary first grade gained (54) times, with a percentage of (7.8%). The recall skill in the activities and questions of all books obtained the highest frequency, with 101 times, with a percentage of (14.5%) while the activities and questions of science books included only six replicates, by (0.8%), and are the lowest skills in their presence.

Al – Mutrafi (2010) also conducted a study aimed at evaluating the books of computer and information principles for the first secondary grade in the Kingdom of Saudi Arabia, from teachers' point of view. The population of the study consisted of all male and female teachers who teach the subject of computer and information principles for the first secondary grade in Tabuk district. A stratified random sample consisted of (200) male and female teachers and (400) male and female students. A questionnaire was constructed consisted of five dimensions, to measure the specifications of activities, objectives, content, teaching aids, evaluation and technical direction of the book. The main results were: The teachers' assessments of the activities in the book were medium. There were significant differences at ($\alpha \leq 0.05$) in the five dimensions of the tool.

Hamza (2011) carried out a study aimed at finding out the inclusion of activities and questions of biology books in the middle stage of mental skills in light of Marazano model. The analytical descriptive methodology was used. A tool was constructed to classify the desired mental skills in the biology textbooks of the middle school. It is a list of the eight main mental skill categories. Among the findings of the study: The first grade book obtained the highest frequencies of mental skills by (92.33%). The activities of the second grade obtained a percentage of (30.80%). While concentration skills and evaluation skills were neglected by a percentage of (0.89%). While the classification and sub-representation were the least repetitive in all book activities.

Al – Sharaa (2010) conducted a study aimed at evaluating the mathematics book for the eighth grade from teachers' point of view. The sample of the study consisted of (78) male and female teachers who were selected randomly. The main findings were: The general assessment of the book, including the activities, methods, and aids, was of a medium degree.

The study of Faraj Allah (2011) aimed at evaluating the book of mathematics for the twelfth grade in the governorates of Gaza, from teachers' point of view in light of quality standards. The analytical descriptive methodology was used. The sample of the study consisted of (80) male and female teachers. A questionnaire consisted of five dimensions according to activities. The main findings of the study: The value of the evaluation of the mathematics book in activities as a whole, and for each of the five dimensions was very high.

Al – Thebani (2014) conducted a study aimed at identifying the reading comprehension skills needed for middle school students in the book of "my immortal language" and to

discover the extent to which the scientific and evaluative activities included in the book are considered for reading comprehension skills. A questionnaire was designed that included an initial list of reading comprehension skills and levels. The study sample was from the course of "My immortal language". Among the findings of the study: It was determined for the middle first grade students (35) reading comprehension skills. The scientific and evaluative activities included in the course of "My immortal language" took care of (34) skills out of (35) skills for reading comprehension. Some of them high rates, others in the middle and many of them with low percentages. The activities did not take into account any skill of creative thinking.

Hussein (2014) also conducted a study aimed at the evaluation of mathematics book for the secondary first garde in Saudi Arabia from male and female teachers' point of view, who taught the book. A questionnaire was used which included the activities and the necessary materials for their implementation. The questionnaire was applied to (22) male teachers and (29) female teachers. Among the most prominent findings of the study: The field of activities has a ratio of (60% - 75%), and is equal to the rest of the fields, and the overall degree of teachers' evaluation of the book was high by (72%), in favor of the female teachers, and for the academic qualification in favor of diploma holders.

Al – Moussawi (2014) carried out a study aimed at finding out the extent to which questions and activities were included in the physics books of the intermediate stage of mental skills in the Marazano model. The Marazano classification tool for mental skills was adopted to analyze the activities and questions of physics books for the third grade of the intermediate stage. The descriptive methodology was used. Among the findings of the study: The questions and activities of physics books largely address sensory information and special mental skills.

The Samiri (2015) study aimed at identifying the critical thinking skills that should be included in the activities of the book of jurisprudence for the first intermediate grade, and the extent of inclusion of the book for these skills in the Kingdom of Saudi Arabia. The descriptive methodology was used, as it prepared a list of critical thinking skills that should be included in the activities of the book of jurisprudence. The most prominent results: The listening skill got the highest percentage (37.13%) and that the skill of inference obtained (12.41%) at the level of activities. It is less skilled.

Comment on Previous Studies

Through the presentation of previous studies related to the variables of the study, it is possible to come up with the following:

Findings from Previous Studies

The results related to the study of the activities included in the textbooks have varied. The results of some studies have shown that the activities are conducted at high rates and different percentages, as the studies of Al – Shami (2010), Al – Thebani (2014), Al – Moussawi (2014) and Al – Azri (2003). While the results of other studies confirmed

that the practice of activities included in the textbook in medium ratios, such as the study of Al – Matrafi (2010). Some previous studies have confirmed that there were significant differences in the implementation of activities, such as the study of Al – Sayeh (2006). While the results of some studies confirmed the existence of difficulties that prevent the implementation of activities included in the textbook, as well as the presence of imbalance in the distribution of different stages and grades, such as the study of Al – Maqqal (2004).

The Objectives of Previous Studies

Different objectives of previous studies, some of them aimed at the analysis and evaluation of textbooks at the same time. The activities came as an aspect of several aspects that were analyzed and evaluated such as studies of Manionow (2002), Al – Sharaa (2010), Faraj Allah (2011) and Hussein (2014). While some of the previous studies aimed at evaluating the compatibility of the content of the book with the goals set for such as Dahmash study (2007), and some studies aimed at find out the extent to which the activities of the textbook included mental and sensory skills such as the study of Al – Moussawi (2014).

Benefits and Differences from Previous Studies in the Present Study

It is clear from the previous presentation of the relevant studies that the current study was characterized as aiming to identify the degree of evaluation of the activities included in the computer textbooks for the upper basic stage from teachers' point of view in the governorate of Al – Mafraq in Jordan, which is the problem of the study and its main focus. In addition, previous studies have been used to formulate the study questions and determine statistical treatments. The results of these studies can help explain the results of the present study.

The current study is similar to the previous studies in dealing with the field of activities as a main subject of the study, and the descriptive – survey methodology was used. While the current study differs from the previous studies in that the topic dealt with in evaluating the activities included in the computer textbooks. It was also characterized by the study stage, including the seventh, eighth, ninth and tenth grades, from teachers' point of view in the governorate of Al – Mafraq, as not dealt with other studies in terms of research tool and sample.

METHODOLOGY OF THE STUDY

The descriptive – survey methodology was used, to suit the objectives of the study.

Population of the Study

The population of the study consisted of all male and female teachers who teach computer for the upper basic stage grades (the seventh, eighth, ninth and tenth) in the governmental schools in the governorate of Al – Mafraq, for the academic year 2017/2018. Their number was (292) male and female teachers, according to the

statistics of the Ministry of Education for the academic year 2017/2018, as shown in table 1.

Population of all computer teachers for the basic grades (seventh, eighth, ninth and tenth) in the schools of the directorates of education in Al – Mafraq governorate.

Table 1. Population of the study

Name of directorate	Number of teachers	
	Male	Females
Directorate of education/ Mafraq governorate.	58	61
Directorate of North West Badia.	36	50
Directorate of North East Badia.	39	48
Total	**133**	**159**

The study sample

A representative sample of the study population was randomly selected by using one of the computer programs, as shown in table 2.

Table 2. Frequencies and percentages according to study variables

Variable	Category	Frequency	Percentage
Sex	Male	39	42.9
	Female	52	57.1
Years of experience	Less than (5) years	29	31.9
	From 5 years and above	62	68.1
Total		**91**	

The Study Tool

A tool was developed to identify the activities included in computer textbooks of the upper basic stage from teachers' point of view in Mafraq governorate in Jordan. It consisted of (40) items, distributed on four areas, by reference to the theoretical literature and previous studies related, such as: the studies of Diab (2006), Al – Ubaidat (2010) and Al – Dulaimi (2014).

Validity of the tool: The study tool was verified by presenting it to seven arbitrators from the faculty of educational sciences at Al – Bayt University. They were asked to express their views regarding the items of the questionnaire in terms of adoption for the purposes of the current study. The items that approved by (80%) of arbitrators were adopted. Thus, all items of the questionnaire were adopted, without deleting or adding. There number was (40) items.

Reliability of the tool: The reliability of the tool was confirmed by using test – retest method, by applying the questionnaire to (30) female teachers from outside the study sample. The internal consistency of the tool was calculated by using (Cronbach – Alpha0 formula. Table (3) shows the results.

Table 3. Reliability coefficient and internal consistency for the research tool

No	The Domain	Test – retest method by using Pearson Correlation Coefficient	Internal consistency by using (Cronbach – Alpha) formula
1	The degree of suitability of computer textbooks and the activities included therein.	0.87	0.73
2	The degree of suitability of activities included in computer textbooks for the computer teacher.	0.84	0.76
3	The degree of suitability of equipment and school facilities to carryout activities included in computer textbooks.	0.88	0.71
4	The degree of suitability of activities included in computer textbooks for the student.	0.90	0.77
	Total	**0.91**	

Correct Responses

The responses of the sample subjects were corrected by using the following formula:

$$\frac{\text{The upper value of the alternative} - \text{The minimum value of the alternative}}{\text{Number of levels}}$$

$$= \frac{3 - 1}{3} = 0.66$$

Thus, the low degree is from: (1 – 1.66)
The middle degree is from: (1.67 – 2.33)
The high degree is from: (2.34 – 3)

Statistical Manipulation

The following statistics were used:

1. To answer the first question: means, standard deviation, ranks and the degree of evaluating activities.
2. To answer the second question: the t-test was used for the sex variable and One-way ANOVA was used for the variable of years of experience.

Procedures of the Study

After reviewing the theoretical literature related to the subject and the previous studies, and the field visits to identify the views of teachers and their suggestions, the tool was developed in its final form. After the extraction of validity and reliability, the sample of the study was selected. The tool was distributed to them. After the collection of data, they were analyzed and the results extracted.

Variables of the Study

First: Demographic variables (mediator variables)

a. Sex: It has two categories: (1) male, (2) female.
b. Years of experience: It has three levels: (1) Less than five years, (2) from 5 – less than 10 years, (3) Ten years and above.

Second: Dependent variable: The degree of teachers' evaluation of the activities included in the computer books for the basic upper stage and includes the seventh, eighth, ninth and tenth grades.

THE FINDINGS OF THE STUDY

The first question: What is the degree of teachers' evaluation of the activities included in the computer books for the basic upper stage from their point of view?

To answer this question, means, standard deviations and ranks for the degree of teachers' evaluation of the activities included in the computer books for the basic upper stage.

Table 4. The degree of teachers' evaluation of domains of the activities included in the computer books for the basis upper stage in descending order

No	Domain	Mean	Standard deviation	Rank	Degree
3	Degree of suitability of equipment and activities facilities for implementing school.	2.25	0.15	1	Medium
2	The degree of relevance of the activities included in the computer books for the upper basic stage of computer teacher.	2.24	0.15	2	Medium
4	The degree of relevance of the activities included in the computer books for the upper basic stage of the student.	2.24	0.14	2	Medium
1	The degree to which the computer books are suitable for the upper basic stage and the activities included therein.	2.20	0.13	4	Medium
Total score		**2.23**	**0.99**		**Medium**

Table 4 shows that the means ranged from (2.25 – 2.20). The domain "Degree of suitability of equipment and facilities for implementing school activities" came in the first rank. Its mean was (2.25) with a standard deviation of (0.15). While the domain "The degree to which the computer books are suitable for the basic upper stage and the activities included therein", came in the final rank. Its mean was (2.20) with a standard deviation of (0.13).

In terms of each domain and its items, the results were as follows:

-   *The third domain:* Degree of suitability of equipment and facilities for implementing school activities.

To answer this domain, means, standard deviations and ranks for the degree of teachers' evaluation of the activities included in the computer books for the basic upper stage were calculated.

Table 5. The items of the degree of suitability of the equipment and facilities for implementing school activities domain in descending order

No	Domain	Mean	Standard deviation	Rank	Degree
9	Educational supervisors are keen to carry out frequent visits to computer labs and to evaluate the activities of the students in computer books.	2.50	0.50	1	High
1	A computer lab is readily available to carry out activities included in computer books.	2.34	0.48	2	High
3	Infrastructure and equipment are available in the computer lab to carry out activities.	2.27	0.45	3	Medium
4	The school provides appropriate awareness regarding public safety, and not to use the devices wrongly.	2.27	0.45	3	Medium
5	The time allocated for the activities included in the computer books is sufficient for all students.	2.26	0.44	5	Medium
6	Ventilation and lighting are available in the computer lab.	2.19	0.39	6	Medium
7	Comfortable seats are available for students at the computer lab.	2.18	0.38	7	Medium
10	The school administration is keen to inspect the equipment and software required to carry out the activities.	2.16	0.37	8	Medium
8	The administration of the school is keen to provide the necessary and quick maintenance in case of failure in the computer lab in cooperation with the directorate of education.	2.15	0.36	9	Medium
2	The internet is available permanently at the school.	2.12	0.33	10	Medium
	Total Score	**2.25**	**0.15**		**Medium**

Table 5 shows that the means ranged from (2.50 – 2.12). The item (9) which states that "Educational supervisors are keen to carry out frequent visits to computer labs and to evaluate the activities of the students in computer books" came in the first rank. Its mean was (2.50) and a standard deviation of (0.50). While item (2) that states "The internet is available permanently at the school" came in the final rank, with a mean of (2.12) and a standard deviation of (0.33). The total mean for this domain was (2.25) with a standard deviation of (0.15).

The second domain: The degree of relevance of the activities included in the computer books for the basic upper stage of computer teacher.

To answer this domain means, standard deviation and ranks for the degree of relevance of the activities included in the computer books for the basic upper stage of computer teacher were calculated.

Table 6. The items of the degree of relevance of the activities included in the computer books for the basic upper stage of computer teacher in descending order

No	Domain	Mean	Standard deviation	Rank	Degree
4	As a computer teacher, I encourage students and motivate them to carry out activities in computer books.	2.42	0.50	1	High
1	I think the activities in the computer books fit my scientific and practical qualifications to teach them.	2.40	0.49	2	High
7	As a computer teacher, I activate the role of the student in preparing for the activities included in the computer books.	2.31	0.46	3	Medium
10	As a computer teacher, I make sure to employ information technology and software when implementing activates.	2.22	0.42	4	Medium
2	I believe that the activities that are included in the computer books, students can follow up by a computer teacher permanently.	2.21	0.41	5	Medium
8	As a computer teacher, I take full advantage of the class to implement activities in computer books.	2.21	0.41	5	Medium
9	I believe that the implementation of the activities contained in the computer books is a fundamental element of the curriculum.	2.21	0.41	5	Medium
6	As a computer teacher, be sure to provide students with appropriate instructions when using the computer and raise awareness of the dangers of misuse.	2.20	0.40	8	Medium
5	As a computer teacher, I see that the activities included in computer books are necessary to equip students with computer skills.	2.16	0.34	9	Medium
3	As a computer teacher, I make sure that the student's carry out the activities included in the computer books.	2.10	0.30	10	Medium
	Total score	**2.24**	**0.15**	**-**	**Medium**

Table 6 shows that the means ranged from (2.42 – 2.10). The item (4) that states "As a computer teacher, I encourage students and motivate them to carry out activities in computer books" came in the first rank, with a mean of (2.42) and a standard deviation of (0.50). While item (3) that states "As a computer teacher, I make sure that the students carry out the activities included in the computer books" came in the last rank. Its mean was (2.10) with a standard deviation of (0.30). The total mean for this domain was (2.24) and a standard deviation of (0.15).

The third domain: The degree of relevance of the activities included in the computer books for the upper basic stage of the student.

To answer this domain means standard deviations and ranks for the degree of relevance of the activities included in the computer books for the basic upper stage of the student were calculated.

Table 7. The items of the degree of relevance of the activities included in the computer books for the basic upper stage of the student in descending order

No	Domain	Mean	Standard deviation	Rank	Degree
1	I think the activities included in the computer books for the upper basic stage help the student acquire basic computer skills.	2.45	0.50	1	High
4	I think the activities included in the computer books for the upper basic stage help increase student achievement.	2.31	0.46	2	Medium
9	I think the activates included in the computer books for the upper basic stage help the student in developing his/ her mental, emotional and psychomotor aspects in a balanced way.	2.25	0.44	3	Medium
3	I think the activates included in the computer books for the upper basic stage help the student develop his/ her talents and his personality.	2.23	0.42	4	Medium
6	I think the activities included in the computer books for the upper basic stage enhance the student collaborative and collective learning approach.	2.23	0.42	4	Medium
8	I think the activities included in the computer books for the upper basic stage help the student in developing his/ her scientific thinking and critical thinking.	2.23	0.42	4	Medium
7	I think the activities included in the computer books for the upper basic stage taking into consideration individual difference among students.	2.20	0.40	7	Medium
10	I think the activities included the computer books for the upper basic stage help the student writes abstracts and reports from sources related to the subjects of the book.	2.20	0.40	7	Medium
5	I think the activities included in the computer books for the upper basic stage help in developing student self-learning.	2.19	0.39	9	Medium
2	I think the activities included in the computer books for the upper basic stage raise the motivation of the student to learn and apply.	2.15	0.36	10	Medium
	Total score	**2.24**	**0.14**	**-**	**Medium**

Table 7 shows that the means ranged from (2.45 – 2.15). The item (1) that states "I think the activities included in the computer books for the upper basic stage help the

student acquire basic computer skills" came in the first rank. Its mean was (2.45) with a standard deviation of (0.50). While item (2) that states "I think activities included in the computer books for the upper basic stage raise the motivation of the student to learn and apply" came in the final rank, with a mean of (2.15) and a standard deviation of (0.36). The total mean of this domain was (2.24) with a standard deviation of (0.14).

The fourth domain: The degree to which the computer books are suitable for the basic upper stage and the activities included therein.

To answer this domain means, standard deviations and ranks for the degree to which the computer books are suitable for the basic upper stage and the activities included therein, were calculated.

Table 8. The items of the degree to which the computer books are suitable for the basic upper stage and activities included there in descending order

No	Domain	Mean	Standard deviation	Rank	Degree
1	The activities included in the computer books are related to the objectives and content of the book.	2.27	0.45	1	Medium
4	Activities in computer books focus on the use of information technology and various computer programs to enrich student learning.	2.24	0.43	2	Medium
6	Activities are distributed in a balanced way.	2.22	0.42	3	Medium
8	Activities take into account of student levels and grades.	2.22	0.42	3	Medium
3	The activities included in computer books take into consideration Bloom's classification of the six mental abilities (remembering, comprehension, application, analysis, synthesis and evaluation).	2.19	0.39	5	Medium
2	The activities included in the computer books are adequate and varied in form and content.	2.18	0.38	6	Medium
5	The activities included in the computer books are realistic, easy and feasible.	2.18	0.38	6	Medium
7	The activities contained in the computer books are in keeping with the spirit of the times.	2.18	0.38	6	Medium
10	The activities that included in the computer books promote professional values such as: trust, cooperation and love of work.	2.18	0.38	6	Medium
9	There is a special guide to the activities and their objectives and how to implement them in school.	2.11	0.31	10	Medium
	Total score	**2.20**	**0.13**	**-**	**Medium**

Table 8 clarifies that the means ranged from (2.27 – 2.11). Item (1) that states "The activities included in the computer books are related to the objectives and content of the book", came in the first rank. Its mean was (2.27) with a standard deviation f (0.45). While item (9) which states "There is a special guide to the activities and their objectives and how to implement them in school" came in the final rank. Its mean was (2.11) with a standard deviation f (0.31). The total mean of this domain was (2.20) and a standard deviation of (0.13).

The Second Question

Are there significant differences at ($\alpha \leq 0.05$) in the degree of evaluation of activities included in the computer books of the upper basic stage in Jordan attributed to sex and teaching experience?

This question was answered as follows:

1. Sex Variable

The means and standard deviations of teachers' evaluation were calculated for the activities included in the computer books of the upper basic stage according to sex variable. "t-test" was also applied. Table (9) shows that.

Table 9.Means and standard deviations of teachers' evaluation of activities included in the computer books and t-test for two independent samples according to sex variable

Variable Sex	Number	Mean	Standard Deviation	t-value	Level of Sig.
Male	38	2.21	0.13	1.21	0.274
Female	53	2.18	0.12		

The results in Table (9) indicated that there were no significant differences at ($\alpha \leq 0.05$) in the degree of evaluation of activities included in the computer books of the upper basic stage in Jordan from teachers' point of view attributed to sex variable. The "t" value was (1.21) at (0.274).

2. Years of Experience Variable

Means and standard deviations of the degree of evaluation of the activities included in the computer books for the upper basic stage in Jordan from teachers' point of view were calculated, according to years of experience variable. Table (10) clarifies that.

Table 10. Evaluation of the activities included in the computer books for the upper basic stage in Jordan from teachers' point of view according to years of experience

Years of experience	Number	Mean	Standard deviation
Less than 5 years	13	2.16	0.14
5 years – 10 years	52	2.20	0.12
More than 10 years	26	2.18	0.12
Total	**91**	**2.18**	**0.13**

Table 10 shows that there were apparent differences between the means of the degree of evaluation of the activities in included in the computer books for the upper basic stage in Jordan from teachers' point of view according to years of experience variables. The teachers received, from the experience category (5-10) years at the highest mean of (2.20). The teachers from the experience category more than 10 years came in the second rank. Their mean was (2.18). The mean of the category less than five years came last. It reached (2.16). To determine whether the differences between the means are significant at the level of ($\alpha \leq 0.05$), One-way ANOVA has been applied. The results are shown in Table (11).

Table 11. One – way ANOVA to find the significance of differences for the degree for evaluation of the activities included in the computer books for the upper basic stage in Jordan from teachers'' point of view according to years of experience

Source of variation	Sum of squares	Degrees of freedom	Mean squares	F-value	Level of significance
Between groups	0.532	2	0.266	0.193	0.826
Within groups	123.761	88	1.38		
Total	**124.293**	**90**			

Table 11 indicates that there were no significant differences at ($\alpha \leq 0.05$) in the degree of evaluation of the activities included in the computer books for the upper basic stage in Jordan from teachers' point of view, according to the years of experience variables. The F-value was (0.193) with a level of significance (0.826).

DISCUSSION OF RESULTS

Discussion of the results of the first question:

The results in Table (4) indicate that the degree of teachers' evaluation of the activities included in the computer books for the upper basic stage from their point of view came at a medium level with a mean of (2.23). The domain that states "Degree of suitability of equipment facilitates for implementing school activities", came in the first rank. Its mean was (2.25) with a medium degree. Followed by the domain that states "The degree of relevance of the activities included in the computer books for the upper basic stage of computer teacher", and the domain that states "the degree of relevance of the activities included in the computer books for the upper basic stage of the student". Both domains came in the second rank. Their mean was (2.24) with a medium degree. While the domain that states "The degree to which the computer books are suitable for the upper basic stage and the activities included therein" came in the fourth and final rank. Its mean was (2.20) with a medium degree too.

This result was agreed upon with Al – Mutrafi (2010), Man Yuno (2002) studies, and differed with Faraj Allah (2011) study.

With regard to the first domain "Degree of suitability of equipment and facilities for implementing school activities, included in the computer books for the upper basic

stage" came in the first rank. The item (9) that states "Educational supervisors are keen to carry out frequent visits to computer labs and to evaluate the activities of the students in computer books" came in the first rank for this domain.

This result may be attributed to the fact that educational supervisors visit schools periodically. It is their task to evaluate teachers' computer classes and activities included in computer books.

While item (2) that states "The internet is available permanently at the school" came in the final rank. This result may be attributed to the fact that the Ministry of Education is keen to provide the internet permanently in schools, but the great pressure on the network from all schools in the Kingdom during official working hours may prevent the internet from reaching all schools at these times.

As for the domain "The degree of relevance of the activities included in the computer books for the upper basic stage of computer teacher" came in the second rank. The item (4) that states "As a computer teacher, I encourage students and motivate them to carry out activities in computer books" gained the first rank for this domain.

This high result may be attributed to teachers' awareness about the importance of activities and the practical application of the lessons, which help to facilitate the learning of students, so the teachers motivate students to implement the activities included in the computer books.

While item (3) that states "As a computer teacher, I make sure that the students carry out the activities included in the computer books" came in the final rank, with a medium degree.

This result may be attributed to several reasons: The time of the lesson may be insufficient to implement these activities. In most cases, the students have two computer classes per week, so the teacher does not have enough time to explain the curriculum and implement the educational activities at this time. This may be due to the fact that the computers may not be sufficient for the number of students in the class, so it is difficult for all students to implement these activities and practical application.

With regard to the domain "The degree of relevance of the activities included in the computer books for the upper basic stage of the student" it came in the second rank too. The item (1) that states "I think the activities included in the computer books for the upper basic stage help the student acquire basic computer skills" came in the first rank for this domain.

This result is due to the fact that computer books all focus on subjects and activities that include computer basics, and to provide the student with these basics, due to its importance in learning how to use the computer well.

While item (2) that states "I think the activities included in the computer books for the upper basic stage raise the motivation of the student to learn and apply" came in the final rank, with a medium degree.

This result may be attributed to the fact that the activities included in the computer books after the theoretical material that is explained by the teacher and the activities come to implement what was learned in advance. Therefore, they may motivate students to learn and apply them.

With regard to the domain "The degree to which the computer books are suitable for the upper basic stage and the activities included therein", it came in the fourth rank. The item (1) that states "The activities included in the computer books are related to the objectives and content of the book" came in the first rank for this domain.

This result may be attributed to the interest of the authors in composing computer books by linking activities to the book's objectives and content. They are knowledgeable and have a long practical experience and are familiar with the best methods of selecting activities that fit the objectives and contents of the book.

Discussion of the results related to the second question which states "Are there significant differences at ($\alpha \leq 0.05$) in the degree of evaluation of activities included in the computer books of the upper basic stage in Jordan, attributed to sex and teaching experience?

This question has been discussed according to sex variable and experience, and as such:

1. Sex variable:

The results in Table (9) indicated that there were no significant differences at ($\alpha \leq 0.05$) in the degree of evaluation of activities included in the computer books of the upper basic stage in Jordan from teachers' point of view attributed to sex variable, which mean that teachers' perceptions of both sexes don't differ with respect to the degree of evaluation of activities in computer books. This result can be explained by the fact that there is a common understanding among all teachers from both sexes, about the activities contained in computer books. This may be due to their unified view of the subject of activities, and that sex as a variable does not affect teachers' perceptions. This result differed with the study of Garayba (2013).

2. Teaching experience variable:

The result in Table (11) indicated that there were no significant differences at ($\alpha \leq 0.05$) due to the impact of teaching experience. This result means that the sample of the study from the teachers, don't differ in their opinions according to the difference in their teaching experience regarding the medium degree for evaluating the activities included in the computer books.

The researchers attribute this result to the fact that teachers with different experiences have sufficient knowledge of the books they teach. They know the advantages and disadvantages of these books and their activities because they teach them every year and on a daily basis. This result was agreed upon with the study of Shari (2010).

RECOMMENDATIONS

In light of the findings of the study the researchers recommended the following:

1. To fill the shortage of technical equipment, to maintain and update them, as well as providing computer labs with adequate computer equipment and multi – media devices.

2. Taking the opinions of the computer teachers of the upper basic stage in Jordan, when updating the computer books, because they are the most knowledgeable and know what to add or delete.

3. The need to employ effective teaching strategies by computer teachers, in order to modify or change the attitudes of students toward computer curricula and increase their scientific achievement.

4. The activities included in the computer books for the upper basic stage should be reviewed, so as to suit the age target.

5. Ensure that the internet is always accessible to schools and that necessary software is provided, so that computer teachers can effectively implement the activities contained in the books.

6. The need to prepare teachers specialized in teaching computer and have sufficient experience in the school curriculum.

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