

The issue of the importance of incorporating values in school textbooks in the era of globalization: A sociological approach

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Abstract---The article seeks to examine the importance of values and their integration into educational materials in the context of globalization. Values are often referenced in discussions that go beyond national issues to include individual behavior, functioning as key indicators for distinguishing between the lifestyles of individuals and groups. They reflect a specific culture of any society, including its system of values, since what most characterizes it is the level of preservation of this deeply rooted system and the external risks and transformative pressures it faces. Based on this, we will attempt to discuss the issue of incorporating values into school textbooks through a sociological approach to their cultural and social significance within human societies.

Keywords---values, society, globalization, school textbook.

The issue

Values constitute an essential element in the lives of individuals and societies, as the value system has emerged as a fundamental aspect of education. Values form a evaluative process that influences educational philosophies, goals, and methodologies, and they govern educational institutions and school curricula at all levels and stages. In their absence, education turns into chaos. Most scholars affirm that manifestations of chaos arise from the lack of adherence to a coherent and balanced value system that regulates human behavior and attitudes, and that applies to all cultures. Maslow described the current era as one characterized by a lack of standards, a state of emptiness, and a loss of fundamental roots, where individuals lack hope.

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The concept of values has gained significant importance in discussions about globalization and the future of humanity, especially due to the invasion and erosion of cultural values, whether intentional or unintentional. This has reduced the ability to resist, destabilized societal structures, disrupted behavior, and led to a chaos of values. This has revived interest in values, leading to the establishment of a value system, which requires studying these topics in a systematic, objective, and purposeful manner, and moving from the stage of organization to the stage of application and guidance among youth—something necessary and urgent, and a duty for all those concerned with social education, given its importance in the lives of individuals and societies. Based on the above, we raise the following question: How are values incorporated into school textbooks, and what is their significance?

Introduction to values:

Definition of values according to sociologists:

Definition of values according to Emile Durkheim:

He describes them as a set of personal characteristics that an individual must possess, which are preferred or sought by people within a given culture, similar to socially constructed phenomena that carry the power of obligation despite being desirable. (Al-Arabi, 2002, p. 18)

Definition of values according to Talcott Parsons:

He defines them as a shared symbolic systemic element considered a standard or level for choosing among the guiding alternatives present in a situation. He also defines them as the standards by which we judge whether something is desirable or undesirable. (Al-Khayyat, 2010, p. 90)

Definition of values according to Howard Becker:

He defines them as subjects that express needs. (Emad, 2007, p. 141)

Definition of values according to Clyde Kluckhohn:

He describes them as reflections on what is desirable or undesirable. (Al-Khatatneh & Al-Nawaiseh, 2011, p. 251)

Characteristics of values:

Values are considered one of the important determinants of social behavior, as they are the result of the interests and activities of the individual and the group. Researchers refer to values as a type of human characteristic, not merely personal inventions, nor are they confined to a specific group. The characteristics of values can be identified as follows:

- A socio-cultural concept related to the essence of entities and the perspectives of groups and societies toward them.
- More stable, enduring, and harder to change and develop than attitudes.
- Acquired and taught by institutions.
- Describable in precise and explicit logical forms.
- Form part of the culture of the individual and society, and thus they are social values.
- Measurable and assessable through observing behavior.
- Cannot be hidden; individuals strive to display them in their behavior, express them clearly, and are willing to proclaim them.
- Considered a social concept and a positive human belief.
- Their goal is to align the individual's values with the values of their cultural group and the society in which they live.
- Work to create consistency between the individual's values and the values of the civilizational framework to which they belong and live in.

- Serve as determinants for choosing a particular profession and setting long-term paths.
- The individual's principles should align well with the principles of the society to which they belong. (Malham, 2015, pp. 337-338)

Classification of values:

The German scholar Spranger proposed a classification of values according to personality types, suggesting the division of individuals into six categories based on the predominance of one of the following values among them. He classified values into six types based on their essence or their reflection on human activity, which are:

- Theoretical value: Involves a deep interest in discovering the truth or the dominance of theoretical orientations. It is a value that embodies the pattern of the scholar or philosopher.
- Economic value: Involves the dominance of practical and utilitarian interests, as well as the cognitive dimensions of life. It is a virtue usually associated with entrepreneurs.
- Aesthetic value: Involves evaluating changes through the lens of beauty and harmony, reflecting the traits, hobbies, and attractive tendencies of individuals, especially among artists.
- Social value: Involves love for people and perceiving them as ends rather than means to other purposes, embodying the pattern of the social person.
- Religious value: Involves concern with religious matters and the pursuit of them; it is a trait of the clergy.
- Political value: Involves orientation toward social relationships not out of love but for control and the desire for power; it is a value observed among warriors, politicians, and leaders in various fields.
- There are other classifications besides this one, such as Hoppit's classification, Richter's classification, and Morris's classification. (Badeer, 2008, pp. 217-218)

Among the concepts intertwined with values – Value system

Definition of value system:

Value system: It is the hierarchical arrangement of a set of values adopted by an individual, group, or society, which governs their behavior, often without conscious awareness by the individual or members of the society (Flih & Abdelmajid, 2009, p. 196)

Value system: A set of interrelated values that governs an individual's behavior and actions, often occurring without awareness.

Value system according to Kazem: Kazem defines the value system as a set of values adopted by an individual or society, organized according to priority, resembling a ladder where its elements are arranged by importance.

Value system according to Rokich: Rokich defines it as an organization of ideas characterized by relative stability, which prioritizes an existential goal or the behavioral form that facilitates this goal, taking into account its significance for the individual. (Dweidar, 2012, pp. 233-234)

Value system: It is the framework or arrangement of an individual's values, where different components interact to achieve a specific function for the individual. (Al-Afoun, 2012, p. 314)

Value system: It is the hierarchical organization of values adopted by an individual or members of society, which organizes their behavior unconsciously.

Functions of the value system within society:

- Providing members of society with a purpose in life and a unifying goal for survival is important, because the more aligned the group's values are, the greater the harmony and stability achieved in society.
- The value system links parts of culture so that they appear coherent.

The value system determines the problems of each society, as a problem does not have an entity or existence as long as it has not been defined through values. (Al-Arabi, 2002, pp. 33-34)

Interpretation of values in light of sociological theories:

- Among the major classical theories that discussed values, we will limit ourselves to mentioning the main principles of each theory:

First: Functionalist theory:

In this theory, scholars believe that values exist independently of individuals; they existed before them and will continue after them. They are the product of the collective mind, as seen by Emile Durkheim. This eminent scholar focused on moral values based on his belief that morality is a social phenomenon. He saw that the value system plays a major role in determining social behavior, addressing how the value system is affected by changes occurring in society. The value system and the moral evaluation of the value system cannot be separated from the true nature of societies. Here, he emphasized that morality and social evaluation originate from society. According to Emile, values are a social product, meaning that values have social foundations (Berko, 2014, p. 110)

The functionalist theory holds great importance in society because it fulfills individuals' desire for security and stability. The means through which individuals can meet their needs in a socially acceptable way are determined by values, which work to maintain social cohesion. Values reflect the collective interests of society and aim to benefit all its members. They are subject to change in response to the unique requirements of each individual, and their primary goal is to preserve the unity of society.

Second: Conflict theory:

Its proponents, led by Karl Marx and Weber, have a different theoretical perspective regarding values. They see that values in any society reflect the interests of a particular group, namely the elite (the ruling class). Here, the ruling class controls the other social classes through values, which are exploited and directed to serve the objectives of a specific group in society, namely the ruling class.

Third: Social interaction theory:

Here, Normahan attempted to study the moral development of the individual through daily life and proposed a theory emphasizing the role of social factors in forming skills and values in the individual. It holds that an individual's concept of justice or correctness is not an inherent concept as Piaget and Kohlberg suggested; rather, the individual learns what is right and just through interaction with others and the numerous situations encountered during childhood. A young child, through interaction with their parents, engages in continuous interaction, which shapes the child's moral values.

Normahan focused on the function of social events and experiences in developing the capacities that enable individuals to overcome ethical problems they face, rather than solely on the moral development of the child. She sees moral development as a stage every human passes through, an evolutionary process dependent on the various circumstances encountered throughout life. These are capacities acquired over a lifetime, not a fixed platform (Al-Khatatneh & Al-Nawaiseh, 2011, pp. 265-266)

Here, I note that sociologists have focused on values in terms of their source and role in society, unlike psychologists, social psychologists, and economists.

Importance of values:

The importance of values cannot be overstated when it comes to any aspect of human behavior related to the individual. One way to understand their significance from an educational perspective is that they

serve as a source for shaping behavior. These are the standards used by both students and teachers to determine what constitutes normal or deviant behavior. In this context, values are responsible for creating an acceptable learning environment that leads to increased levels of understanding and feedback from students, as well as from the active relationship between teacher and student. There is a reciprocal relationship between the teacher's increased acceptance of their students and the heightened enthusiasm of children in schoolwork, along with an increased ability of students to innovate and achieve academic success efficiently. (Al-Atoum, 2009, p. 223)

As values constitute the cognitive structure of the individual, they enable the person to socially adapt and harmonize within their society, because the function of values is to provide the individual with a sense of purpose in their actions and to guide them toward achieving it. (Adnan & Bassam, 2006, p. 218)

As a result, the individual becomes capable of discerning right from wrong. (Jadou, 2007, p. 207)

Thus, they become able to understand what others expect from them and the nature of their reactions toward them. (Maghli et al., 2002, p. 167)

As a result, they use these values as a basis for judging the behavior of others. Consequently, this lays the foundation for both individual work and unified group work. (Al-Ma'aytah, 2007, p. 183)

The individual becomes capable of achieving all the ideal modes of behavior and thinking in society, which are primarily embodied in values.

Values have a very close relationship with education and teaching, as they are a force in themselves within society. They fulfill their role and carry out their mission through their institutions and various means, including educational systems that consider the reference values of any society, and their ongoing work to incorporate them into curricula, textbooks, and study materials. For any educational system in a society, an essential component is the school textbook.

The school textbook – society – globalization: (A conceptual approach)

The school textbook between definition and authorship methods:

Decourt defines the school textbook as all printed and used documents, including exercises, applications, reading books, and prescribed textbooks.

Melody defines the school textbook as the set of educational experiences that the school intends to provide to its students, regardless of whether they occur inside or outside the school, with the aim of helping them achieve comprehensive growth and correct their behavior.

Mar'i Al-Hayla defines the school textbook as a comprehensive system that takes into account the content element along with other elements such as objectives, subject matter, activities, and assessment. To achieve the identified objectives, its primary task is to assist teachers in facilitating the dissemination of information to students within the classroom environment and in a specific field. (Al-Khraysha, 2012, pp. 209-210)

Yakoun defines the school textbook (1935):

A book carefully authored by specialists who are experts in a field of knowledge, filled with educational tools useful for students, and intended for use in classrooms. (Bahri, 2019, p. 229)

Zaki Naguib Mahfouz defines the school textbook:

There is a common belief that the book is the memory that preserves what happened in the past as a basis for what is to come. The book is an important element in the educational process and is one of the most widely used tools.

Robin Decourt defines the school textbook:

It is a book that includes all or a specific part of a particular curriculum, commonly used in several institutions.

Abdel Hafiz Salama defines the school textbook:

He views it as a resource available to every student that can be effectively utilized. (Bilal, 2019, pp. 137-139)

Operational definition of the school textbook:

It is an official text directed, produced, and organized to serve as an introduction to the information to be read. It is designed for use in educational environments and contains a variety of resources, such as words, texts, illustrations, exercises, aids for the student in the learning process, as well as aids for the teacher in the teaching process.

Methods of authoring a school textbook:

Here are some of the many methods for writing a school textbook:

Assignment method:

In this scenario, the party responsible for the textbook writing process appoints an individual or a group of individuals to write the textbook according to a set of principles and regulations determined for a specific period.

Announcement method:

Here, the responsible party announces a competition for writing textbooks. The competition specifies the subjects, grades, educational levels, conditions, requirements, rules, and fees required for participation.

Committee method:

On this occasion, the responsible party establishes several committees for writing textbooks. These committees include a committee for authoring mathematics, a committee for authoring English, a review committee, a production committee, a printing committee, and so on.

The process of writing a school textbook involves several additional subprocesses, including planning, authoring, preparing the book project, book production, book testing, book monitoring, book evaluation, and book development (Al-Khraysha, 2012, pp. 214-215)

Society:**Definition of society according to Emile Durkheim:**

Society cannot persist unless a sufficient degree of homogeneity exists, and education consolidates and supports this homogeneity. The function of society, therefore, is to achieve homogeneity, and the means of achieving it are education. (Mansour, 2014, p. 51)

Herbert Spencer defines society:

He asserts that the characteristics of the components of society—the individuals—entirely determine the distinctive characteristics of society as a whole (Ali, 2016, p. 114)

Augbran Winemkoff defines society:

It is a community or a group of communities residing in a specific territory (Badawi, 2002, p. 114)

MacIver defines society:

He defines it as a system that includes action and object, organized processes, authority, mutual aid, various groups and divisions, and other aspects governing human behavior and freedoms. He also describes society as a mixture of these elements. (Gharib, 2009, p. 18)

Operational definition of society:

It is a group of people who have lived on a specific piece of land for a long period of time and have formed consistent and long-lasting relationships.

Components of society:

- Defined land.
- Humans, i.e., the population.
- Continuity over time, i.e., historical relationships.
- A minimum level of self-sufficiency.

Classification of society:

- **Comparative classification:** Describes a classification Binary system classification: Includes rural, urban, industrial, and agricultural societies.

- Classification according to the theory of evolution: Primitive, slave, feudal, communist, capitalist, and Islamic societies.
- system based on population indicators in different societies (Khader, 2012, p. 28)

Components of society:

- Social systems or social rules.
- Social phenomena or facts, which are recurring patterns of collective behavior experienced by members of society.
- Mental or intellectual forces, or cultural and intellectual currents, that govern social behavior or action. (Mansour, 2014, p. 51)

Globalization: from definition to types and its positive and negative manifestations

Definition of globalization according to a professor of management at Cambridge University:

This professor sees globalization as having two concepts: First, globalization is merely the expansion of the American capitalist system, as the USA, which has successfully integrated immigrants, seeks to incorporate the countries of the world into this new system. Second, globalization in its other sense sees that the convergence of nations should be based on dialogue and on strengthening connections between human rights organizations across different countries of the world. (Saeed, 2008, p. 37)

Another definition:

Globalization: It is a political, economic, and cultural system based on an advanced Western model that has extended beyond its borders with the aim of globalizing the “other.” The goal of this system is to achieve objectives and purposes imposed by modern progress. In other words, it is a phenomenon that originated in the West from more advanced societies and is directed toward more developing and less advanced societies. To deal with it properly, it is necessary to build and advance oneself in various sectors, which would ensure that interacting with this phenomenon becomes a positive experience. (Ahmed, 2003, p. 17)

Types of globalization:

An Indian researcher sees two types of globalization:

- **Top-down or hegemonic globalization: This is the stronger type.**
- **Popular globalization: This has a weaker voice, represented by environmental conservation advocates, opponents of hegemonic globalization, and human rights organizations.**

Manifestations of globalization:

The positive aspect appears in the economic field, where the free movement of goods and information between markets, especially for internationally active companies, has become easy. This has led to a shift from private economy to a general aggregate economy.

The negative aspect appears in the political field, as globalization seeks to impose Western democracy, multiparty systems, and suppress any state that presents a different vision of life. The most significant is the cultural aspect: globalization relies on the control of information and communication networks by Western companies, leading to the imposition of a single culture—American culture—on the world’s population. It also promotes the creation of universal global values applicable to all societies. This generalization of values integrates the entire world into a single culture, facilitating communication and alignment between countries through the adoption of a global-local value system with no foundational basis. (Saeed, 2008, p. 37)

Problematic: The importance of integrating values into school textbooks in the context of globalization. It is well known that every culture has its own cultural roots and a set of values encompassing various aspects of life. Values resemble distinguishing markers that set cultures apart due to the great

importance they hold for both individuals and society as a whole. They permeate all aspects of human behavior, guiding actions and shaping paths, thereby developing strong personalities capable of adaptation. Values represent the true essence of a human being; without them, humanity is lost. They protect individuals from psychological, physical, and social deviations, enhance active life energies, and foster positive interactions with others (Al-Muslimani, 2009, pp. 137–138).

Values help preserve the social structure and culture of any society because they constitute a central axis of culture, linking its parts coherently to reflect patterns of human behavior practiced within it. By maintaining values ingrained in individuals, society distinguishes itself and retains its identity, as identity is shaped according to a prevailing value system through social interactions (Al-Jallad, 2007, p. 45). Since values form the behavioral foundations and standards upon which the progress of societies depends, the existence and continuity of societies rely on the values they possess. Therefore, a value system functions as a safe haven for society, ensuring its security and stability, and protecting the social structure from any negative human behavior (Al-Muslimani, 2009, p. 139).

The importance of values becomes particularly evident considering the industrial revolution, scientific and technological advances, and the emergence of a new concept: globalization. Initially positive in the economic sphere—the driver behind its emergence—globalization soon extended to all aspects of life, causing concern and tension with the rise of cultural globalization. European societies in general, and Arab societies in particular, perceived the threats to their cohesion and cultural continuity, as globalization discourse represents Western civilization, especially American civilization, as a dominant force in shaping values and culture globally (Martin & Schumann, 2003, p. 83). This occurs through the dismantling of traditional values and practices in societies, producing and reshaping cultural values, notably via computers and the Internet, targeting youth primarily with harmful values carrying socially and ethically rejected behaviors.

Globalization, through its claims, presents humans as independent individuals capable of overcoming the social and cultural conditions they adapted to, granting them the right to challenge inherent cultural values in favor of universal human values (Abu, 2000). Consequently, globalization disregards all values of citizenship, loyalty, and national belonging, viewing them as obstacles to its objectives and seeking to remove them. This aims to destabilize individual values, replacing them with universal global values applicable to all societies, leading individuals to unconsciously adopt a value system lacking local foundations and imposing a single global culture—known as American global culture. This results in the disappearance of distinct cultures and nationalities, rendering discussions of North, South, the Third World, and developed nations meaningless in contemporary cultural terms.

As a response, societies have recognized the need for a counter-globalization approach to preserve their culture, raising awareness and carefully studying incoming values in terms of their nature and compatibility with original values. Individuals must observe and manage the conflicts between differing values, identify changes, and provide appropriate solutions. This facilitates life for individuals, protects them from disorientation, preserves their cultural-value identity, and ensures societal stability by maintaining a proper value system inherited across generations. Failure to do so leads to societal weakness, disintegration, and collapse—a natural human consequence.

Hence, the significance of values is clear: each society possesses values as foundational elements of the educational process, which must be transmitted and embedded through socialization institutions. Children are nurtured within a desirable framework, growing according to coherent and aligned objectives and values. Every educational and social system serves as a primary channel for conveying values, instilling them in society, and ensuring their social circulation. Educational institutions adopt pedagogical goals by embedding values in curricula and study materials, with the school textbook serving as a critical tool for implementation.

To achieve direct educational objectives, values must be integrated into the textbook, given its practical role as the official curriculum's implementation tool. The textbook is pivotal in education, shaping behavioral experiences, and influencing learners' development. It equips students with knowledge and values necessary for holistic preparation for life, fostering responsibility, decision-making abilities, and rational engagement with global developments, scientific revolutions, and technological advancements. Adherence to a proper value system allows learners to resist detrimental changes and preserve their society.

Thus, the youth are shaped in terms of values, emotions, and culture, forming a value-based consciousness guiding behavior, resulting in positive individuals. The textbook holds a prestigious role in the educational system, especially when curricula contain societal culture and values intended to be instilled in students, providing them with useful and new knowledge. This broadens horizons and facilitates openness to external cultures and values after aligning them with societal norms, allowing individuals to acquire values through textbook content. Consequently, their social standing is defined by the values they exhibit, and they are accepted by society based on behaviors aligned with communal expectations (Barkou, 2014).

Conclusion

In light of the above, it is essential for all societies to recognize the importance of values. This leads to the adoption of a unique value system and the transmission and integration of these values, particularly through school textbooks, due to their crucial role in establishing the foundations of a child's socialization. These values serve as a safety valve for every individual against the diverse and multiple temptations that constantly attempt to penetrate and dismantle the societal system, undermining its foundations—especially in the face of sweeping globalization and its associated threats to culture and values. This has necessitated the state's commitment to expressing its values and integrating them through a variety of modern multimedia channels.

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