

مؤشرات التنمية المستدامة للسكان المضمنة في كتب الدراسات الاجتماعية بسلطنة عمان

كلية التربية - جامعة السلطان قابوس

تاريخ القبول : 2010/02/23

تاريخ الاستلام : 2009/10/14

الخلاصة:

سعت هذه الدراسة إلى تعرف مدى تضمين مؤشرات التنمية المستدامة للسكان في كتب الدراسات الاجتماعية بسلطنة عمان، وقد تم جمع البيانات من خلال بطاقة تحليل تضمنت مجالي: المؤشرات السكانية بواقع (29) مؤشراً، والمؤشرات الخاصة بالقوى العاملة بواقع (9) مؤشرات. وتكونت عينة الدراسة من كتب الصف الخامس، السابع، التاسع والعاشر؛ وذلك لتضمنها موضوعات سكانية.

وتوصلت الدراسة إلى أن كتب الدراسات الاجتماعية تضمنت عدداً قليلاً من هذه المؤشرات، وأن المؤشرات المضمنة لم تتضمن تحليلات تبين مدلولاتها. كما توصلت الدراسة إلى أن مؤشرات المجال الديموغرافي كانت أكثر تضميناً مقارنة بمجال القوى العاملة. وكذلك اقتصر تضمين المؤشرات على كتابي الصف السابع والتاسع فيما لم تتضمن باقي الكتب أي من هذه المؤشرات. وقد أوصت الدراسة بضرورة الاهتمام بتضمين هذه المؤشرات.

الكلمات المفتاحية: مؤشرات التنمية المستدامة، كتب الدراسات الاجتماعية، السكان.

خلفية الدراسة:

1983

:

1974

(Singh, 1992; Sen, 1994)

1984

Keebeer, 1994;)

1994

(Ashford & Noble,1996

.(United Nations,1995; Seltzer, 2002)

(Lutz,1994; Westoff,1994; Aarsson,2005)

(Robinson-Pant, 2000)

Jeffrey & Basu, 1996;)

Stromquist, 1997; Pillsbury, Maynard-Tucker & Nguyen, 2000; Boyle;

.(Brock; Mace, & Sibbons, 2002

Lown &)

.(Banerjee, 2006

(UNCED,1992)

Ross)

.(& Smith,1992; Sleeter, 1995

Arrow, Bolin, Costanza, Dasgupta, FolkeHolling.)

(Jansson, Levin, Mäler, Perrings & Pimentel ,1995

(Peer, 2006)

(Arcury,1990)

(Rath,1993)

1970

(UN Population Fund, 1978;)

(Peer,2006)

(De Vargas,1993)

(2000)

(Holl, Daily, DailyEhrlich & Bassin, 1999)

(2009)

(Rossi,1995)

(Palomba & Righi,1993)

(Kocourkova`, 1995)

:

2009

() (2009).

()

(Harvey, 1984)

Warton and)

(Cooney ,1997

2008

2009

2003 1993

(2002)

(2001)

(1992)

(Gritzner & Phillips, 1990)

(2006)

()

()

مشكلة الدراسة وأسئلتها:

- 1

- 2

أهداف الدراسة:

:

•

•

أهمية الدراسة:

:

■

مصطلحات الدراسة:

() ()
() .

إجراءات الدراسة: مجتمع الدراسة وعينته:

(5)

:

(1)

2005 / 1426	()	
2005 / 1426	()	
2005 / 1426	()	
2004 / 1425		
2005 / 1426		:

أداة الدراسة:

: (2009)
(29)
:
(9)

صدق الأداة وثبات التحليل:

(0.948).

تصميم الدراسة وحدود الدراسة والمعالجة الإحصائية: منهجية الدراسة:

حدود الدراسة:

:

- 1

- 2

- 3

المعالجة الإحصائية:

()

نتائج الدراسة:

السؤال الأول:

(2)

		%							
0	0	82.05	32	15	2	5	2	8	
0	0	17.94	7	2	1	4	0	0	
0	0	%100	39	17	3	9	2	8	
0	0		%100	43.5	7.6	23	5.1	20.5	%

(2)

(39)

(%17.94) (%82.05)

(%20.5)

(4 3)

أولاً: مجال مؤشرات السكان:

(3)

		%							
0	0	%9.3	3	0	0	1	0	2	
0	0	%15.6	5	3	0	0	0	2	
0	0	%3.1	1	0	0	0	0	1	
0	0	%3.1	1	0	0	0	0	1	
0	0	%0	0	0	0	0	0	0	
0	0	%9.3	3	2	0	0	0	1	
0	0	%0	0		0	0	0	0	
0	0	%34.4	11	7	0	3	1	0	
0	0	%6.6	2		0	1	1	0	
0	0	%6.6	2	1	0	0	0	1	
0	0	%0	0	0	0	0	0	0	
0	0	%0	0	0	0	0	0	0	
0	0	%0	0	0	0	0	0	0	
0	0	%0	0	0	0	0	0	0	
0	0	%13.3	4	2	2	0	0	0	
0	0	%0	0	0	0	0	0	0	
0	0	%0	0	0	0	0	0	0	
0	0	%0	0	0	0	0	0	0	
0	0	%0	0	0	0	0	0	0	(14-0)
0	0	%0	0	0	0	0	0	0	(65)
0	0	%0	0	0	0	0	0	0	
0	0	%0	0	0	0	0	0	0	
0	0	%0	0	0	0	0	0	0	100
0	0	%0	0	0	0	0	0	0	100
0	0	%0	0	0	0	0	0	0	
0	0	%0	0	0	0	0	0	0	
0	0	%0	0	0	0	0	0	0	
0	0	%0	0	0	0	0	0	0	
0	0	%0	0	0	0	0	0	0	
0	0	%100	32	15	2	5	2	8	
			100	46.8	6.25	15.6	6.25	25	%

(9)

(3)

29

:

(20)

ثانياً: مجال القوى العاملة:

(4)

		%							
0	0	28.5	2		1	2	0	0	
0	0	14.2	1	0	0	1	0	0	
0	0		0	0	0	0	0	0	
0	0	28.5	2	1		1		0	
0	0	0	0	0	0	0	0	0	
0	0	28.5	2	1		1			
0	0	0	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	0	()
0	0	0	0	0	0	0	0	0	()
0	0	0	0	0	0	0	0	0	
0	0	%100	7	2	1	4	0	0	
0	0		100	28.5	14.2	57.14	0	0	%

(9)

(4)

:

()

السؤال الثاني:

(5)

0	0	0	0	0	0	0	0		
0	0	0	0	0	0	0	0		
0	0	0	0	0	0	0	0		
0	0	8	3	2	2	1	0		
0	0	0	0	0	0	0	0		
0	0	8	3	2	2	1	0		
0	0	24	12	0	3	1	8		
0	0	7	2	1	4	0	0		
0	0	31	17	3	9	2	8		
0	0	0	0	0	0	0	0		
0	0	0	0	0	0	0	0		
0	0	0	0	0	0	0	0		
0	0	0	0	0	0	0	0		
0	0	0	0	0	0	0	0		
0	0	39	17	3	9	2	8		
0	0	%100	43.5	7.6	23	5.1	20.5		%

(5)

« »

مناقشة النتائج:

2003

Peer, 2006; Arury,1990; Arrow et al, 1995; Rath,1993; De)
(Vargas,1993).

(1990)

(2002)

(2001)

(Gritzner & Phillips, 1990)

1993

2003

(Rossi,1995; Palomba & Righi,1993; Kocourkova`, 1995).

التوصيات:

:

- 1

- 2

- 3

- 4

مقترحات بحوث:

:

•

•

•

المراجع:

- 2009 9 .(2009) . 1430
.12881
- .(1992) .
.132 – 131 (30 – 29) 8
- .(2006) .
- .(2002) .
- .(2000) .
- .(2001) .
(1) 17
- .99 – 57
- .(2006) .
- 23 – 21 .(2009) .
.2009
- Aarsson, L. W. (2005). Why is fertility lower in wealthier countries? The role of relaxed fertility selection, **Population Development Review**, 31 (1), p. 113
 - Arcury, T. A. (1990). Environmental attitude and environmental knowledge. **Human Organization**, 49, 300–4.
 - Arrow, K. , Bolin, B., Costanza, R., Dasgupta, P., Folke, C., Holling, C. S., Jansson, B. O., Levin, S., Mäler, K. G., Perrings, C. & Pimentel, D. (1995). Economic growth, carrying capacity, and the environment. **Science**, 268, 520–1.
 - Ashford, L. S. & Noble, J. A. (1996). **Population policy: consensus and challenges, Consequences**, 2 (2). Available online at:
www.gcric.org/CONSEQUENCES/vol2no2/article3.html (accessed 14 July 2004).

- Boyle, S. , Brock, A. , Mace, J. & Sibbons, M. (2002). **Reaching the poor the 'costs' of sending children to school: a six country comparative study**. Synthesis report (London, Department for International Development).
- De Vargas, D. M. E. (1993). Can population topics form the subject of educational action? The educator's point of view, **International Review of Education**, **39** (1-2), 19-24.
- Gritzner, C & Philips, D (1990) **By numbers: population studies and the curriculum**, **Curriculum Report**, **20** (2) November, ISSN- 0547 – 4205.
- Harvey, M. (1984). Pupil awareness of the career pathways and choice points in high school. **Educational Review**, **36** (1), 53-66.
- Holl, K; Daily, G; Daily, S; Ehrlich, P & Bassin, S. (1990). Knowledge of and attitudes toward population growth and the environment: university students in Costa Rica and the United States, **Environmental Conservation**, **26** (1): 66-74
- Jeffrey, R. & Basu, A. M. (1996). Schooling as contraception?, in: R. Jeffrey & A. M. Basu (Eds) **Girls' schooling, women's autonomy and fertility change in South Asia**, London, Sage Publication.
- Kabeer, N. (1994). **Reversed realities gender hierarchies in development thought** London: Verso.
- Kocourkova`, J. (1995). Teaching of population issues at the secondary school level in the Czech Republic, in: R. Rossi (Ed.) **Les questions de population dans l'enseignement secondaire**, EOPEI Studies and Documents Nu1.
- Lown, B. B. & Banerjee, A. A. (2006). **The developing world in the New England Journal of Medicine, Globalization and Health**, **2** (3). Available online at: <http://www.globalizationandhealth.com/content/pdf/1744-8603-2-3.pdf> (accessed 12 April 2006).
- Lutz, W. (1994). Epilogue, in: W. Lutz (Ed.) **The future population of the world what can we assume today?** London: Earthscan.
- Palomba, R. & Righi, A. (1993). **Information and education in demography**. Council of Europe.

- Peer, C. (2006). Survey among students in five European countries, **Compare**, 36 (1), p 105 – 123.
- Pillsbury, B. , Maynard-Tucker, G. & Nguyen, F. (2000). **Women's empowerment and reproductive health: links throughout the life cycle**. Los Angeles, UNFPA.
- Rath, F. (1993). Population problems: a constituent of general culture in the 21st century", **International Journal of Education**, 39 (1-2), 5-13.
- Robinson-Pant, A. (2000). **Why eat green cucumbers at the time of dying?** (Hamburg, Women's Literacy and Development in Nepal, UNESCO).
- Ross, D & Smith, W. (1992). Understanding preservice teachers' perspectives on diversity, **Journal of Teacher Education**, 43, 94 – 103.
- Rossi, R. (1995). Les questions de population dans l'enseignement secondaire en Italie, in: R. Rossi (Ed.) Les questions de population dans l'enseignement secondaire, EOPEI Studies and Documents Nu1.
- Seltzer, J. (2002). **The origins and evolution of family planning programmes in developing countries**. Available online at:
<http://rand.org/publications/MR/MR1276> (accessed 29 April 2003).
- Sen, G. (1994). Development population and the environment: a search for balance, in: G. Sen, A. Germain & L. C. Chen (Eds) **Population policies reconsidered health empowerment and rights**. Cambridge, Harvard University Press.
- Singh, K. (1992). Contraception is the best development cited in 'noticeboard', **The Lancet**, 340 (8828), 1155.
- Sleeter, C. (1995). White preservice students and multicultural education coursework. Larking, M & Sleeter, C (Eds) **Developing multicultural teacher education curricula** (pp 17 -29) Albany, NY: SUNY Press.
- Stromquist, N. P. (1997) **Increasing girls' and women's participation in basic education**. Paris, UNESCO.
- UN Population Fund. (1978). **Population education, Population profiles 11**. New York.
- UNCED. (1992). ``Agenda 21'', **United Nations Conference on Environment and Development**, Riode Janeiro.

- United Nations. (1995). **Report of the International Conference on Population and Development, Cairo, 5–13 September 1994**. New York, United Nations.
- Warton, P. M. & Cooney, G. H. (1997). Information and choice of subjects in the senior school. **British Journal of Guidance and Counselling**, 25 (3), 389-397.
- Westoff, C. F. (1994). Reproductive preferences and future fertility in developing countries, in: W. Lutz (Ed.) **The future population of the world what can we assume today?**. London: Earthscan.

* * *

The Inclusion of Sustainable Development Indicators in Oman Social Studies Textbooks

- **Dr. Ahmed Hamed Al-Rabaani**
College of Education - Sultan Qaboos University
Muscat - Sultanate of Oman

ABSTRACT

This study investigates the extent to which sustainable development indicators for populations are included in Oman social studies textbooks. Data was collected by using an analysis card including two domains: Demographic indicators (29) and workforce indicators (9). The sample of the study consisted of four social studies textbooks (grades, 5, 7, 9 and 10) because they included topics related to populations. Results show that social studies textbooks included very few indicators without interpretations. Results further indicate that textbooks are concerned more about demographic indicators than workforce indicators and found that all indicators were present in grade 7 and 9 textbooks. The study recommends including these indicators in future textbooks.

Keywords: Sustainable development indicators, social studies textbooks, population.