
Development of the history curriculum for secondary school in the state of Kuwait the light of the requirements of women's rights

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The development of awareness of the importance of women's rights is a fact imposed by the global changes the current politicization of communities and the interdependence of parts of the world and the complexity of problems has made the development of awareness of women's rights, particularly in the Arab societies one of the most important issues that should be on educational thought and educational interest in all political, economic and social development. A woman who is aware of her rights and abide by its obligations in the community informed of development and advancement, so there must be a holistic view of the cultural environment conditions and social, economic and political vision to try to configure the awareness of the role of Kuwaiti women, where the history of Kuwaiti women confirms the revival of its role since the beginning of the twentieth century, coupled with its role to get out of learning and education. The rulings of Islam on women's rights to be integrated with the humanitarian community and the integration of Arab and Islamic nation Perhaps the divergence of views toward women's rights issues contributed to the lack of awareness of the rights of political, social and economic development. It was confirmed by many of the educational studies need to incorporate the culture of women's rights in education, and revise curricula so as to make them more positive images while respecting the values and human rights recognized by international covenants and in proportion to the teachings of the Islamic religion, customs and traditions of the community. It was therefore necessary to conduct the current study to development the awareness of women's political, social, and economic rights. This is evident by the following: First problem of the study: To determine the problem of the study by the following questions: 1. What are the requirements of women's rights that must be met in the of history curriculum in high school? 2. To what extent these requirements are included in the history curriculum, the current high school? 3. What scenario proposed for the secondary school history curriculum in the light of these requirements? 4. How effective is the application of a unit of perception proposed in light of its objectives of the development of awareness of women's rights through awareness scale of the test for behavioral performances. To identify it the following hypotheses was tested. The first hypothesis: - There are differences of statistical significance in the measure of awareness of learners in the pre and post in the unity of the requirements of women's rights • The second hypothesis: There are significant

differences when the learners through a measure awareness pre and post in all dimensions of the scale in the unit requirements for women's rights. (Political, economic, social and common)• The third hypothesis: There are significant differences in the scale of educated awareness pre and post in the unity of the requirements of women's rights• the fourth hypothesis: There are significant differences when the educated in every dimension of the requirements of women's rights (political, economic, social and common)• the fifth hypothesis: There are differences of statistical significance test learners in attitudes in the two measures pre and post• the sixth hypothesis: There are statistically significant differences in the test attitudes pre and post for each dimension of the requirements of women's rights• the seventh hypothesis: There are differences statistically significant educated in the test attitudes pre and post the requirements of women's rights• The Eighth hypothesis: There are significant differences in the testing of educated two measures attitudes pre and post the requirements of the rights of women each of them separately.:

Objectives of the study:The current study aimed to:1 - define the requirements of the rights of women should be included secondary school history curriculum.2 - Identifying the extent of women's rights include the date in the curriculum of history.

Conceived proposal for a secondary school history curriculum in the light of the requirements of the rights of women and measure its effectiveness.

Procedures of the study:The researcher used the experimental analytical method to determine the requirements of women's rights that must be included secondary school history curriculum and by doing the following steps:

The first step:First: The answer to the first question by doing a survey of research and studies that address the following:• the rights of women in general in the Arab and Islamic• women's rights in general in Kuwait• women's rights in general in the Education• development of curricula for social studies in the light of women's rights.

Through these studies has been detected on the nature of the requirements of the rights of women and their image in the history books, are as follows:

1. Study the nature of history and their relationship to women's rights in accordance with the requirements of the following items:
 - * Objectives for the teaching of history secondary level.
 - * Global trends in the development of history curriculum.
 - * Efforts to develop curricula of history in Kuwait.
 - * The relationship of history requirements of women's rights.
2. Study the nature of the properties of high school and their relationship to women's rights in accordance with the following items:
 - * properties of the growth of secondary school learners.
 - * The needs and requirements of secondary school learners
 - * the importance of including high school history curriculum requirements for women's rights.
3. Disclosure requirements for women's political rights and economic and social development for each of:
 - WorldArab
 - WorldKuwait

The researcher prepared a list in the requirements of women's rights has been presented to the arbitrators in the faculties of Education Department of Curriculum and Teaching Methods in the Egyptian universities and the University of Kuwait, and experts in curriculum and teaching methods have reached a sub-items as follows:

- (19) an item of political rights.
- (22) Item of economic rights.
- (24) Provision of social rights.

Second: The answer to the second question assesses the current approaches to secondary school history in terms of how it involves the requirements of women's rights through the following:

1. Building standards in light of the

previous menu prepared for setting out principles and the main axes of these requirements, which must be met by high school history curriculum.2. Display standards on arbitrators to ensure the safety of the building and then its applicability so that the finalized standard items, as follows:* Items normative political rights for women (19)* Items to standard economic rights of women (22)* Items normative social rights of women (22).Secondary school history curriculum (objectives - content - of activities) were assessed in the light of the standard, which was prepared .The researcher found the following results:* For the objectives identified for the researcher that the objectives of the curricula of history high school in Kuwait did not include any of the requirements for women's rights, and are considered the result in favor of the current study, which is an indication of the need to prepare general objectives of the curricula of history in accordance with the requirements of political, economic and social rights of women and based on criteria overall objectives of the Ministry of Education in Kuwait.* For the content of the curriculum for grades History X and XI and XII, the researcher analyzed the content of school history, as it hit consistency in the content analysisAccording to the standard items to the requirements of women's rights to decision units selected for the tenth grade is stable because the stability coefficient is higher than (0.9), and this indicates the stability of the analysis of the content of the standard items.

The coefficient of self-honesty of the analysis of (94), and on this clear to the researcher and the objectives of curriculum history classes X and XII and the atheist Did not reflect the requirements of women's political rights and economic and social development directly and indirectly, which confirms the need for preparing a proposal in accordance with these requirements in the curriculum of the history of the three phases.Step Two:First: Setting the scenario proposed for the secondary school history curriculum in the light of the requirements of the rights of women for each of the units and topics among the classes grade 10, 11.and12, and presented to the panel of judges for an opinion and make the necessary adjustments.Second:

Measuring the effectiveness of the unit is put through its terms of perception proposed as follows:1. Determine the goals of the unit, objectives for each lesson for the areas of cognitive, affective and skill based on a document the overall objectives of the Ministry of Education.2. Formulate and organize the content of the proposed unit (for the Islamic conquests in the Umayyad and Abbasid) 11th..Grade high school in Kuwait.3. Identify strategies for teaching and educational methods and activities used to teach the unit.4 a guide for the teacher in the unit so that each can help the teacher in teaching are as follows:• General guidance• The -objectives of public-private unity of the Islamic conquests.• The proposed time bound plan• lesson plan for each subject• activities and means• Calendar 5 Preparation of assessment tools, such as:* A measure of awareness of the requirements of the rights of women contained unit.* Test performances in the form of behavioral (positions) to measure the requirements of women's rights to Kuwaiti women in her community.6. Display of unity and teacher's guide and calendar tools on a group of arbitrators to be informed and express an opinion on their appropriateness and suitability for the application.7. Selection of the study group and the application of both (test behavioral performances - a measure of consciousness) by the application of tribal.8. Teaching Unit for the study group at

school (Thabet bin Qais) high Boys School (Al-temeaa) High School girls.⁹ The application of behavioral test renderings and scale awareness post -test applied to the study group (boys and girls) sample previously identified. Third: Data monitoring, analysis and interpret the results: The researcher used the "t-test" (T. Test) to compare means of scores of individuals in my sample of the study (boys and girls) in both pre and post application of the tools of the study, and to identify the significance of the differences between these averages using the following equation, which fit the comparison between the degrees of students Group One (One Group), and reached researcher to answer the following assumptions: . For the imposition of research I: The researcher concluded through the value of T calculated which indicate the differences between the mean scores of boys in the two measures pre and post the results of a measure of awareness as a whole we find that it amounted to (6.57) thus becomes clear that there are significant differences with statistical significance between the mean scores of boys in the two measures, and these differences in favor of telemetric because the arithmetic average of the largest, reflecting the high level of boys after the study unit developed in awareness as measured by the scale for him. 2. The second research hypothesis: The researcher concluded that there were statistically significant differences at least in the proportion of uncertainty where than 0.01 only between the averages of two measures pre and post each dimension (political - social - economic - Common), each separately, these differences were all in favor of boys in the telemetric given the high value average, which means that the improvement of boys in the scale as a whole. 3. The third research hypothesis: The researcher concluded Alyartvaa level of girls through the value of v Natwest function on the differences between the mean scores of girls in the two measures pre and post the results of a measure of awareness as a whole we find that it amounted to (7.91), and by comparing the value of T spreadsheets and found that they function on the existence of significant differences at the level of doubt, did not exceed (0.01), and these differences for the benefit of telemetric because the arithmetic average of the largest. 4. The fourth research hypothesis: The researcher concluded that there were statistically significant differences at least in the proportion of uncertainty where than 0.01 only between the averages of two measures pre and post each dimension (political - social - economic - Common), each separately, these differences were all in favor of girls in the telemetric. 5. The fifth research hypothesis: The researcher concluded that there were significant differences statistically significant between the mean scores of boys in the two measures in at a level (0.01), and these differences in favor of telemetric because the arithmetic average of the largest, reflecting the high level of boys developed following a study unit. 6 The sixth research hypothesis: The researcher concluded to the existence of statistically significant differences at least in the proportion of uncertainty where than 0.01 only between the averages of two measures pre and post each dimension (political - social - economic), each individual, and these differences were all in favor of boys in the telemetric given the high value average, which means to improve the performance of boys in the positions of the test as a whole. 7. The seventh research hypothesis: The researcher concluded that the differences between the mean scores of girls in the two measures pre and post test results for positions as a whole we find that it amounted

to (6.95), and by comparing the value of T spreadsheets and found that they function on the existence of significant differences at the level of doubt, did not exceed (0.01), and these differences for the sake of measurement dimensional because the arithmetic average of the largest, reflecting the high level of girls following a study unit developed in the performance of attitudes associated with the requirements of the rights, as measured by the test devoted to this whole.⁸ The eighth research hypothesis: Researcher concluded that the presence of statistically significant differences at 0.01 only between the averages of two measures pre and post each dimension separately, and these differences were all in favor of girls in the telemetric due to the high average value, and thus improve their level in the performance behavior of the positions of each dimension of test the political, economic and social, each of them individually In terms of percentage loss rate.