

Evaluation of the financial Literacy curriculum of the 7th grade from the perspective of the teachers of the Directorate of Irbid

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Abstract

The study aimed to evaluate the financial literacy curriculum of the 7th grade from the perspective of the male and female teachers of the directorate of Irbid. The study sample consisted of 94 male and female teachers who were all selected because of the small size of the study community during the second semester of the school year (2016/2017). To achieve the objective of the study, the researcher prepared a study tool consisting of 54 items distributed in three areas: the art direction of the book, the scientific material presented, and the method of presenting the material; the study's validity and reliability were checked. To answer the study questions, the descriptive and analytical statistical methods have been used through the (SPSS 25). The results of the study showed that the arithmetic mean of the degree of evaluating the financial literacy curriculum as a whole was 2.4 by a high degree where the scientific material contained in the book ranked first with an arithmetic mean of (2.43) by a high degree while the method of presenting the material came in the last rank (2.37) by a high degree. The results of the study also showed statistically significant differences for

the axes as a whole in favor of the females in addition to the statistically significant differences for the axes as a whole, which were in favor of more than 11 years of experience. The study recommended conducting more studies covering the evaluation of financial literacy curricula and for all study levels in addition to preparing specialized teachers and those with theoretical and practical experience to teach the financial literacy curricula.

Keywords: (Evaluation of the financial literacy curriculum, teachers of financial literacy, financial literacy)

Introduction

In cooperation with Injaz, non-profit Jordanian institution, the Ministry of Education prepared for the process of including the community financial literacy as a separate article in the curricula of the Ministry of Education by teaching it once a week like other teaching materials; the classes set by the program were chosen to be those ranging between the 7th grade and 12th grade; the general framework of the community financial literacy and the outcomes of the targeted learning were identified too. The 7th grade curricula were taught as of 2015/2016 academic year after approving and printing the curricula of the material and training teachers who would teach it (Central Bank of Jordan, 2016).

There are several studies showing the need of teaching the financial skills at an early age. Teaching the financial skills or the financial literacy is a priority of education in the developed countries that is supported by international institutions and organizations such as the OECD - Organisation for Economic Co-operation and Development, the group of 20, the European Union and the American Financial Literacy Organization followed by many developing countries such as Mexico, Brazil, Turkey and Arab countries like Morocco, Lebanon and Jordan .

Financial literacy stimulates the young to do pilot projects and works on enhancing the team spirit among young people, developing their values in themselves by virtue of their effective role in the social development and economic development, directing them to learn the skills necessary for making and managing their projects, expanding the choices of students and developing their abilities for innovation through encouraging students to cope with the environment in which they live with difficulties with innovative spirit and wide ability for visualization instead of teaching them ready-made answers.

The process of developing and evaluating textbooks is considered one of the first processes enjoying a great attention from the officials in the ministry of education of Jordan, especially in light of the modern trend towards the knowledge economy, which started in Jordan in the early twenty-first century in addition to the students' need of the financial literacy that allows them to adapt to the social environment and the right financial decisions which help them raise their living standards and improve their economic status when they grow up.

Study Problem and Questions

The problem of the study stems from many baselines, most important of which is that acquiring the financial knowledge and concepts is important contributing in building the integrated personality of the learner and helping learners face the challenges of the twenty-first century. To achieve these objectives, textbooks are prepared according to specific standards and criteria. Through my career as an educational supervisor for the financial literacy, which was introduced for the first time in Jordan in 2015/2016 for the seventh grade as an independent curriculum, I found that it is suitable to have this textbook evaluated to find out its weaknesses and strengths. Through examining the literature, the researcher found rare studies examining the

evaluation of the financial literacy curricula. Accordingly, this study evaluated the financial literacy of the seventh grade students from the perspective of the teachers in the directorate of education of Irbid through answering the following questions:

1. What is the level of the evaluations of the financial literacy teachers of the financial literacy curriculum for the seventh grade in the directorate of education of Irbid in terms of the (art direction — material presented – and method of presenting the material)?
2. "Are there statistically significant differences ($\alpha = 0.05$) between the degree of evaluating the financial literacy curriculum of the 7th grade from the perspective of the financial literacy teachers in the directorate of education of Irbid according to the different variables of (gender and teaching experience)?

Study Objectives:

1. figure out the level of the teachers' evaluations of the financial literacy of the seventh grade in the directorate of education of Irbid in terms of (art direction — material presented – and method of presenting the material).
2. find out the differences between the perspectives of the financial literacy teachers of the seventh grade according to the variables of gender, academic specialization, and teaching experience

Study Importance:

The importance of the current study stems from two dimensions: theoretical and practical:

Theoretical Importance

1. The importance of the study stems from the importance of the topic it examines, which is the evaluation of the financial literacy curriculum of the seventh grade from the perspective of the teachers of financial literacy.
2. Modernity of the "financial literacy", which is the first book of Jordanian production which is taught to the seventh-grade students in Jordan; therefore, it needs an evaluation to identify its weaknesses and strengths. This enriches the Arab library with information on the evaluation of this book.

Practical Importance

1. This study provides information and feedback on the financial literacy of the seventh grade for the authors of the Jordanian curriculum.
2. This study provides an objective tool for the criteria of good curriculum which are used to evaluate the financial literacy curricula; such tool is used by researchers and curriculum development centres at the Jordanian Ministry of Education.
3. the present study presents the officials in the Jordanian Ministry of education with the most important problems facing the financial literacy teachers of the seventh grade when implementing the new curriculum, which provides them with an opportunity to fix the problems in the next editions since it is the first attempt to evaluate this curriculum to the knowledge of the researcher.

Idiomatic and procedural definitions

-Financial literacy: a group of ideas, and skills that help individuals learn appropriate ways in managing their financial affairs; it is also known as a method acquired through learning, or life experience while dealing with money, sources and

methods of acquiring it to identify the way of investing it in many issues related to personal or professional expenses or any other expenses (Khadir, 2016).

-financial literacy of the 7th grade: a textbook approved by the board of education in the Ministry of education of Jordan as an independent material by one class per week as of 2015/2016 (Ministry of education, 2015).

-evaluating the financial literacy for the 7th grade: the researcher procedurally defines it as a process to issue an objective judgment on achieving the objectives sought by the financial literacy curriculum approved by the Jordanian Ministry of education, which is measured through the questionnaire prepared by the researcher.

-Financial literacy teachers: all the male and female teachers of the financial literacy who teach the financial literacy for the seventh grade in the public schools of Jordan for the academic year 2016/2017.

Study Limitations and Determinants

The study is limited by:

-Temporal limitations: the study is limited to the "financial literacy" prepared to the seventh grade in the directorate of education of Irbid for 2016/2017.

-Spatial limitations: the study will be applied on the public schools in Irbid.

-Human limitations: the evaluation of the textbook is limited to the perspective of male and female teachers in the public schools.

- study determinants: the outcomes of the study depend on the validity and reliability of the tool used, the extent of representing the study community by the sample and the statistical analyses used in analyzing the study results.

Theoretical Framework

Definition of financial literacy or financial education

A group of ideas, and skills that help individuals learn appropriate ways in managing their financial affairs; it is also known as a method acquired through learning, or life experience while dealing with money, sources and methods of acquiring it to identify the way of investing it in many issues related to personal or professional expenses or any other expenses (Khadir, 2016).

The Organisation for Economic Co-operation and Development (OECD, 2005) defined the financial literacy as "a mechanism that enables consumers and investors to improve their understanding of the financial products and risks through information and education and/or substantive advice that enables them to develop their skills to become more aware of the financial risks and available opportunities and make them better able to make appropriate choices "(Al-Suhaibani et. al., 2016).

Objectives of Financial Literacy

The financial literacy seeks to achieve many goals, including: the need to pay attention to the financial literacy that it is no longer limited to undergraduate learners or people with experience in financial matters; it is important that it becomes a part of the lives of all individuals in various age group, which helps them in guiding their consumer behaviour correctly. This also clarifies the nature of financial services since there are many services offered by the financial sector for different groups in society and there are many individuals who do not know enough information on such services and the method of dealing with them especially during the commercial and banking transactions. Accordingly, the financial literacy contributes in increasing the experience of people on the varied financial services. In regards to linking the

financial impact with the population increase, the financial literacy pays attention to studying the nature of the population growth, and its role in influencing the financial situation of countries and families as well as the method of preparing studies and plans to set the financial budgets and link them with the social and economic effects (Khadir, 2016).

Importance of Financial Education

Approximately, half the G-20 countries prepared and applied national strategies for the financial literacy, which are: Australia, Brazil, Japan, Netherlands, Singapore, South Africa, Spain, United Kingdom, and the United States. Another group of countries reached to a developed stage in preparing the financial literacy strategies as the case in Canada, India, Indonesia, Korea, Mexico, Russia, and Turkey. Finally, a group of countries presented some initiatives for the financial literacy that might support the national strategy, including: Argentina, China, France, Italy and Saudi Arabia. However in fact, there is no single model for developing a national strategy for the financial literacy that the strategy should suit the needs of people and the circumstances of each country, including the maturity of the financial system, the regulatory framework and the market behavior. Accordingly, the main objective of the national strategy of the financial literacy in some emerging countries (for example India, Indonesia and Mexico) is promoting the financial inclusion, which means allowing all individuals and companies to reach to appropriate financial services from the institutions authorized to provide such services. In return, the strategy of the financial literacy in some other countries aimed to help individuals and companies meet the challenges of the financial, economic and social scene. Furthermore, most countries that teach the financial literacy in schools provided various resources to

help teachers teach topics related to finance, such as printed materials, interactive tools through the Internet, and students' competitions, etc.

Adopting the financial literacy in the school curricula

In line with the recommendations of the OECD in 2005, an increasing number of countries adopted the financial literacy in the school curricula. However, there are still many obstacles that must be overcome to achieve this recommendation, such as: lack of political will, lack of financial resources, overcrowded curricula and lack of experience. It is obvious that the most developed countries in the field of financial literacy are the ones that adopted the guidelines of the OECD as well as its International Network on Financial Education, which states that:

1. the financial literacy in schools and universities should be within a national coordinated strategy. It must participate in building the national strategy in cooperation with the educational and vocational system.
2. There should be a learning framework that clarifies the educational objectives, outcomes, content, methodology, resources and evaluation technique; such framework should also include the knowledge, skills and values. It might be national, regional or local.
3. the financial literacy must start at an early stage, preferably from basic education and last until the end of the university education.
4. the financial literacy should be an important part in the basic school textbooks. It might be taught as a separate course or as a course included in the economics, mathematics and humanities.

5. teachers must be trained to explain the financial topics and provide all the sources available to deliver information and efficiently acquire students with skills.
6. modern and diverse educational tools must be provided to ensure the effectiveness of the financial literacy.

Jordan's experience in the field of financial education (financial literacy)

The Central Bank Governor, Dr Ziad Fraiz, asserted the importance of the community financial literacy that drove towards starting the financial literacy in the schools, which is considered a main pillar within the financial inclusion policy set by the bank in collaboration with the parties concerned (Al-Issawi, 2016).

Fraiz clarified that the national program of the financial literacy will enable students understand the basic principles of the banking and financial field, educate the community on the method of managing and investing the savings and personal property in the right method, and provide them with the knowledge, behaviors and ethics related to the financial tasks, that enable them take effective and sound financial decisions in their daily lives and in their practical future (Ministry of education, 2016).

The Ministry of education has also worked on conducting a financial literacy program in the schools of the Kingdom as of 2015-2016 that the financial literacy was presented as an independent material for the students from seventh grade until twelfth grade. The 7th grade textbook and teacher's guide were also prepared and applied in all the schools throughout the Kingdom (Ministry of education, 2016).

Previous Studies

This chapter deals with the most important Arabic and foreign previous studies on the subject of the study which were arranged from the oldest to the newest.

(Al-Obeidat, 2010) conducted a study that aimed to evaluate the social and national education books for the eighth grade from the perspective of teachers in Madaba. The results showed that the teachers' evaluative estimations for each field of the tool and the three books were medium, and that the estimations of the social and national education textbooks for every item of the tool were medium. In light of the results of the study, the researcher recommended that the ministry of education reconsider the social and national education textbooks of the 8th grade.

(Al-Ruwaily, 2012) conducted a study that aimed to evaluate the social and national education textbook of the middle second grade from the perspective of the teachers in Al-Grayat, Saudi Arabia. The study included the following results: the results of evaluating the social and national education were accepted by the teachers of the social education and that the order of the fields is: the content, objectives, questions, activities and means, art direction, method of presentation and the introduction. It is evident that teachers agree with the items of the questionnaire to a high degree. The study recommended many points, such as: paying attention to the introduction and taking into account the psychological aspects of the student in the textbook.

(AL-Badou, 2013) conducted a study aiming to evaluate the vocational education curricula for the upper elementary stage from the perspective of the teachers of vocational education in the schools of the capital. The study results showed no statistically significant differences for the study fields due to the variable of gender, statistically significant differences for the study fields due to the variable of specialization in favor of those with occupational education, no statistically

significant differences for the study fields due to the variable of experience, and no statistically significant differences for the fields of evaluating the vocational education curricula for the upper primary stage as a whole due to the study variables. The study recommended the need to reconsider the vocational education curricula and preparing specialized teachers to teach the vocational education curricula with theoretical and practical experiences.

(Hussein, 2014) conducted a study aiming at evaluating the mathematics textbook for the first secondary grade from the perspective of the male and female teachers in the secondary schools for the variables of gender, scientific qualification and teaching experience. The total results of the study showed the teachers' evaluations of the mathematics of the first secondary were high and that there were no statistically significant differences at the level of significance ($\alpha = 0.05$) according to the variables of gender, scientific qualification and years of experience on the level of teachers' assessment of the mathematics they taught.

(Al-Ansari, 2015) conducted a study with the objective of evaluating the national and social education textbook of the fifth grade from the perspective of teachers and supervisors and the relation of that with some variables. The study concluded that all the fields of the evaluation of the national and social education textbook were high.

(Al-Bdairat, 2015) conducted a study that aimed at evaluating the advanced textbook of science for the third grade from the perspective of the female teachers in Karak. The results of the study showed that the degree of the teachers' evaluative estimations of science of the third grade in Karak were high, statistically significant differences in the teachers' degree of evaluative estimations of the third grade science due to the variable of the scientific qualification in favor of those with higher studies, and other differences for the variable of experience in favor of those with an experience

exceeding ten years, and no statistically significant differences in the teachers' degree of estimation for the variable of the training courses. In light of these findings, the study recommended conducting evaluation studies of science textbooks for the other classes after a suitable period of application and examining them from the perspective of supervisors and students in addition to administrators and students, and also conducting analytical studies for such textbooks.

(Oqaila, 2017) aimed to identify the evaluation of the English language textbook of the sixth grade from the point of view of the teachers and supervisors in Tripoli, Libya. The study concluded the following results: the degree of the evaluation of the teachers and supervisors were medium for all the fields of the study tool and the total fields of the tool, there are statistically significant differences between the viewpoints of teachers and supervisors in favor of the supervisors and there were statistical significant differences according to the variable of gender between the estimations of males and females in favor of the males.

(Al-Balwi and Al-Ozi, 2017) aimed to identify the degree of the availability of the international quality standards in the social and national education textbook of the fourth grade in Saudi Arabia from the perspective of the teachers and supervisors of the social and national education. The study concluded that the four study fields obtained medium estimation degrees and there were no statistically significant differences at the level of statistical significance ($\alpha = 0.05$).

(Al-Salamat, 2017) aimed to evaluate the old and advanced textbooks of mathematics of the 9th from the perspective of mathematics' teachers in Karak. The most important results of the study include: the teachers' evaluative estimations of the mathematics' textbooks for each field of the study were generally medium and that the teachers' evaluative estimations of the textbooks for each item of the tool were

also medium. In light of the results of the study, the researcher recommends that the ministry of education should involve teachers and supervisors in the process of developing the mathematics curricula and setting criteria for developing textbooks so that they reach to the level desired.

Comment on Previous Studies

There are many studies on evaluating the textbooks from the perspective of teachers. Aqil, 2017, Al-Salmat, 2017 and Al-Obeidat, 2010 had a medium evaluation degree of books from the perspective of the teachers in all fields. However, Hussein, 2014, Al-Bdairat, 2015 and Al-Ansari, 2015 had a high evaluation degree of the books from the perspective of teachers. As for Al-Ruwaily, 2012, the teachers' estimations of books' evaluations were acceptable.

With regards to the presence of statistically significant differences, Aqila, 2017 showed statistically significant differences for the variable of gender and Al-Bdairat, 2015 showed statistically significant differences for the variable of scientific qualification in favor of those with higher studies as well as other differences in the variable of experience in favor of those with more than ten years of experience. As for the results of Hussein, 2014, Al-Balqi and Al-Ozi, 2017, and Al-Badou, 2013, they showed no statistically significant differences for the variables of gender, scientific qualification and experience in teaching.

Method and Procedure:

Here is a description of the study community, sample, tool, methods of validity and reliability, variables and statistical processes used by the researcher to reach to conclusions.

Study Methodology

the study followed the descriptive analytical approach which examines the reality and properties of the phenomenon in quality and quantity so that the researcher could identify the extent of the evaluation estimates of the financial literacy of the seventh grade by the financial literacy teachers reaching to conclusions that help understand the reality of the textbook and possibilities of develop it.

Study Sample

The sample of the study on evaluating the financial literacy of the seventh grade from the perspective of teachers consisted of 94 male and female teachers distributed according to gender, scientific specialization and experience as shown in table 1.

Table 1: number and percentage of male and female teachers, the sample of the study on evaluating the financial literacy of the seventh grade from the perspective of teachers of the directorate of education of Irbid according to gender, scientific specialization and practical experience

variable	number	percent
gender		
male	32	%34
female	62	%66
Scientific specialty		
Accounting/ banking and financial sciences	25	%26.6
Vocational education	49	%52.1
other	20	%21.3
experience		

1-5 years	6	%6.4
6-0 years	56	%59.6
11 years and above	32	%34

Table 1 shows that the male teachers of the study sample was 32 by 34% while the female teachers were 62 by 66%. It shows that the number of those whose educational specialization is accounting (financial and banking Sciences) was 25 by 26.6%, those with the professional education were 49 by 52.1% while those other than that were 20 by 21.3%.

It also shows that there were 6 male and female teachers whose practical experience ranges from 1 to 5 years by 6.4%, there were 56 male and female teachers whose experience ranges from 6-10 years by 59.6% , while there were 32 teachers whose experience is 11 years and above by 34%.

Study Tool

The questionnaire of the study of evaluating the financial literacy curriculum of the seventh grade from the perspective of male and female teachers in the directorate of education of Irbid contains 54 questions which were all written to measure the impact of this evaluation. The items were distributed to three axes which were examined where the first axis contained the art direction of the books with 17 questions, the second axis contained the scientific material contained in the book with 29 questions and finally the third axis which contained the method of presenting the material with 8 questions.

Tool Validity

To validate the tool, the researcher presented it to a group of experts with enough experience and academic reputation amounting to (14) who work in different educational universities and institutions. The agreement percent among the referees was 87%, which makes this tool valid for conducting the study. After arbitration, the final tool consisted of (54) items distributed to three fields.

Tool Reliability

The internal consistency coefficient was extracted for the study tool depending on Cronbach alpha to each axis of the study in addition to Cronbach alpha for the axes as a whole, as shown in table (2).

Table 2: value of the reliability coefficient (internal consistency)

Axis	Cronbach Alpha reliability coefficient
Axes as a whole	0.912
Art direction of the book	0.776
Scientific material contained in the book	0.787
Method of presenting the material	0.700

Table (2) shows that all the values of Cronbach alpha through using cronbach alpha equation for all axis were (0.912) which is greater than (0.60) indicating that the requirement of the internal consistency for all the study variables is available. The reliability coefficient of Cronbach alpha for the first axis was 0.776, 0.787 for the

second axis and 0.700 for the third axis, which meet the internal consistency condition.

Skills' Correlation

Below are the correlation coefficients between the study questions and the key axes needed to be studied in addition to the correlation coefficients between the axes' questions and the main objective of evaluating the financial literacy textbook of the seventh grade from the perspective of male and female teachers in the directorate of education of Irbid to study them to get to know the value and strength of this correlation. The correlation value and strength were identified through the study axes of: the art direction of the textbook, the scientific material contained in the book and the method of presenting the material along with the key objective of the study which is evaluating the financial literacy book for the seventh grade from the perspective of male and female teachers in the directorate of Irbid as shown in table 3.

Table 3: correlation value between the art direction of the book, the scientific material contained in the book, and the method of presenting the material along with the main objective of the study that is evaluating the financial literacy of the seventh grade from the perspective of male and female teachers in the directorate of education of Irbid

Axis	Correlation coefficient with the axis itself
Art direction of the book	0.965
Scientific material contained in the book	0.962
Method of presenting the material	0.882

Table 3 shows that the correlation coefficient between the art direction of the textbook, the scientific material contained in the book, the method of presenting the material and the main objective of the study of evaluating the financial literacy of the seventh grade from the perspective of teachers in Irbid directorate of education was high; this shows the strong relation between the axes and the main objective; the strong correlation of the art direction of the book with evaluating the financial literacy was high by 0.965, the correlation coefficient of the axis of the scientific material contained in the books was 0.962, which is high and the correlation of the axis of the method of presenting the material and the main goal was also high by 0.882.

Study Scale

Likert scale was used to find out the extent of evaluating the financial literacy curriculum of the seventh grade from the perspective of male and female teachers in the directorate of education of Irbid

Significance	property	degree	evaluation
1	low	1-1.67	low
2	medium	1.67 -2.33	medium
3	large	2.33 -3	large

Study Procedures:

After selecting the study title, the study community was selected that it contained the teachers of the financial literacy in the directorate of education of Irbid. The study tool was prepared and verified in terms of validity and reliability according to the scientific procedures followed in setting the tools and calculating validity and

reliability. The study sample was selected by a random stratified method to be representative of the study community. The questionnaires were distributed to the members of the study sample amounting to (94) male and female principals. As a final step, the statistical analyses were conducted and the results were drawn.

Study Variables

The study contained the following independent and dependent variables:

1. Independent variables; they include:

-**Gender:** it has two categories (male, female).

-**Years of Experience:** they have three levels: (1 - 5 years, 5-10 years, and 11 years and above).

Dependent Variables: it included evaluating the financial literacy curriculum of the seventh grade from the perspective of male and female teachers in the directorate of education of Irbid as a whole. They are represented by the arithmetic means of the estimates of the members of the study sample for the items of the tools of evaluating the financial literacy curriculum.

Statistical Treatment:

To answer the questions of the study, the descriptive and analytical statistical methods were used through the (SPSS 25); they include the descriptive statistic scales to describe the characteristics of the study sample through the percentage, arithmetic means, standard deviation values, answering the study questions, and arranging the dimensions in a descending order according to the relative importance in addition to the deductive statistical analysis so that teachers would make an analysis to see whether there were any statistically significant differences attributable

to gender and experience among the teachers in the directorate of education of Irbid on evaluating the financial literacy curriculum of the seventh grade, where the Independent t-test and One Way ANOVA were used to find out these differences.

Study Results

In this part, the results of the study on evaluating the financial literacy curriculum for the seventh grade from the perspective of the male and female teachers in the directorate of education of Irbid are presented through analyzing the study questions on various skills where the arithmetic mean of the initiative impact was high by 2.4 and a standard deviation of 0.1.

To answer the first question "what is the level of the estimates of the financial literacy teachers for the financial literacy of the seventh grade in the directorate of education of Irbid?" to get details and answer that question, the arithmetic mean and standard deviation for each item of the study were calculated in addition to the skills to which they belong as shown in table 4.

Field I: art direction of the curriculum

Table 4 shows the arithmetic means, standard deviations and order according to the arithmetic mean of each item of the art direction of the curriculum as well as the arithmetic mean and standard deviation of the axis.

Table 4: means and standard deviations of each item of the art direction of the curriculum (n = 94)

No.	Content of items	Arithmetic mean	Standard deviation	Rank according to median	Level according to median
1	attractiveness of the cover	2.44	.50	8	high
2	quality of packaging or binding in terms of quality and durability	2.38	.59	14	high
3	the length of the book is suitable to its height and thickness	2.35	.48	15	high
4	cover image suits the book content	2.38	.59	12	high
5	the 2- parts division (part I and part II) is suitable	2.43	.50	9	high
6	quality of paper and clarity of print	2.40	.55	10	high
7	balance in the distribution of pages for each module	1.80	.65	17	medium
8	book is free of typos	2.27	1.11	16	high
9	the index match the lessons' sub-addresses	2.36	.55	13	high

10	balanced spaces among lines	2.39	.59	11	high
11	sufficient width of margins	2.50	.56	4	high
12	clarity of headings and subheadings	2.45	.56	6	high
13	Appropriate font size of the print	2.53	1.10	2	high
14	pages' number is suitable with the grade level	2.51	.56	3	high
15	Clarity of pages' numbers	2.45	.63	7	high
16	the book contains an index clarifying its contents	2.47	.56	5	high
17	The attractiveness of the colors	2.57	.50	1	high
total mean		2.39	0.21		

The table shows the arithmetic mean and standard deviation of the axis of the art direction of the book where the arithmetic mean was (2.39) that the highest arithmetic mean was " The attractiveness of the colors to students"(2.57) by a high degree and the least arithmetic mean was for "balance in the distribution of pages for each module" (1.80) by a medium degree; the rest arithmetic means ranged between 2.27-2.53 with a high degree.

Field II: scientific material contained in the book.**Table 5: arithmetic means, standard deviations and order according to the arithmetic mean of each item of the field of the scientific material contained in the book (n = 94)**

No.	Content of items	Arithmetic mean	Standard deviation	Rank according to median	Level according to median
1	the presence of general outputs at the beginning of each unit	2.50	.50	12	high
2	the clarity of the outputs that they describe the students' expected results of learning after studying the topics	2.54	.50	8	high
3	Logical objectives that they can be achieved and measured	2.50	.50	10	high
4	the objectives are linked with the real needs of learners	2.44	.50	20	high
5	The targets are able to be implemented and verified	2.07	.42	28	Medium

6	There is a description of the contents of each unit at the beginning	2.45	.50	19	High
7	the material presented is suitable with the education basics in Jordan and its general objectives	2.50	.50	11	High
8	diversity of objectives in terms of knowledge, emotions and skills	2.47	.50	17	High
9	the objectives take into account a balance between the theoretical aspects and the practical aspects	2.41	.50	23	High
10	the content takes into consideration the individual differences among students.	2.43	.50	21	High
11	The content connects students with the problems of society.	2.56	.50	6	High
12	The book's content suits the number of classes prepared	2.11	.40	27	Medium

13	The content keep abreast of modern developments	2.49	.50	13	high
14	The book's content is organized in terms of the logical coherence, integration and sequencing between the content's ideas , topics and units.	2.53	.50	9	high
15	The objectives' consistency with the nature of society	2.46	.50	18	high
16	The content focuses on developing the social, political and environmental awareness	2.48	.50	15	high
17	The content takes care of the integration with other school objects	2.62	.49	5	high
18	The objectives encourage using multiple sources of knowledge and advanced technology	2.71	.45	1	high
19	the textbook is free of spelling mistakes and	2.65	.48	3	high

	grammatical and scientific mistakes.				
20	The objectives take into account the individual differences	2.64	.48	4	high
21	There is a correlation between the school activities and the content of the textbook.	2.56	.58	7	high
22	The activities take into account the students ' needs, inclinations and level of maturity	2.67	.47	2	high
23	activities vary between being related to class or not and between being collective or individual	1.62	.67	29	Low
24	the activities develop cooperation and teamwork among students	2.36	.48	25	high
25	the educational means achieve the purpose they are set for	2.36	.48	24	high

26	the evaluation questions are suitable to the mental levels of students and their correlation with the book's content	2.48	.50	14	high
27	the evaluation tests are varied between the article-related and objective in addition to considering the individual differences	2.47	.50	16	high
28	there are comprehensive tests at the end of each unit and each lesson	2.12	.38	26	medium
29	using the modern means of evaluation (control lists or evaluation ranks)	2.41	.50	22	High
Total mean		2.43	0.15		

The table shows the arithmetic mean and standard deviation of the axis of the scientific material contained in the book, where the arithmetic mean of the axis as a whole was (2.43) by a high degree; the highest arithmetic mean related to the item "The objectives encourage using multiple sources of knowledge and advanced technology" had the arithmetic mean (2.71) by a high degree, and the least arithmetic mean was " activities vary between being related to class or not and between being

collective or individual" by an arithmetic mean of (1.62) by a low degree and the other arithmetic means were high ranging 2.02-2.67.

Field III: Method of Presenting the Material

Table 6: arithmetic means, standard deviations and order according to the arithmetic mean of each item of the field on the method of presenting the material (n = 94)

No.	Content of items	Arithmetic mean	Standard deviation	Rank according to median	Level according to median
1	clear and easy language is used in presenting information	2.14	.60	7	medium
2	short sentences expressing a specific and clear idea is used in the presentation	2.29	.45	6	high
3	the material is presented in a way that evokes thinking through asking questions	2.34	.48	5	high
4	the presentation shows important points through different printed means	2.39	.49	4	high
5	the content is presented in the form of coherent units	2.12	.65	8	medium

	that are integrated in their topics				
6	The presentation works on involving students in thinking, research and discovery	2.56	.50	2	high
7	The new scientific term is defined directly after it is presented	2.40	.49	3	high
8	each unit ends with a suitable conclusion linked with the objectives	2.79	.41	1	high
Total mean		2.37	0.23		

The table shows the arithmetic mean and standard deviation of the third field of the method of presenting the material where the arithmetic mean of the axis as a whole was (2.37); the highest arithmetic mean associated with the item "each unit ends with a suitable conclusion linked with the objectives" had the arithmetic mean of (2.79) by a high degree and the least arithmetic mean associated with the item "the content is presented in the form of coherent units that are integrated in their topics" had the arithmetic mean of (2.12) while the arithmetic means of the rest ranged between 2.14 and 2.56.

Question II: "are there statistically significant differences ($\alpha = 0.05$) between the degree of evaluating the financial literacy of the 7th grade from the perspective of the financial literacy teachers in the directorate of education of Irbid according to the different variables of (gender and teaching experience)? The deductive analysis, independent t-test, and One Way ANOVA were adopted to identify such differences and the one causing them, as shown in table 7.

Table 7: arithmetic means and standard deviations of the art direction axes of the book, scientific material contained in the book and the method of presenting the material in addition to the arithmetic mean and standard deviation of the evaluation of the financial literacy of the seventh grade from the perspective of male and female teachers in the directorate of education of Irbid according to gender and practical experience

Main characteristics	Art direction of the book		Scientific material contained in the books		Method of presenting the material		Axes as a whole	
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation
Gender								
Male	2.33	0.21	2.38	0.12	2.36	0.20	2.36	0.11
female	2.43	0.21	2.46	.150	2.39	.2500	2.44	.120
Experience								
1-5 years	2.33	0.17	2.37	0.09	2.48	0.21	2.37	0.09

6-10 years	2.30	0.18	2.42	0.14	2.35	0.23	2.37	0.11
11 years and above	2.52	.200	2.46	.160	2.41	.240	2.47	.110

From the previous table, we note the presence of virtual differences among the arithmetic means that are attributed to gender and the practical experience of teachers in the directorate of education of Irbid at the level of all the axes set to study the evaluation of the financial literacy of the seventh grade from the perspective of the teachers in the directorate of Irbid; the arithmetic mean of the males were 2.38 2.36, 2.33, 2.36 for the art direction of the book, the scientific material contained in the book, and the method of presenting the material and the axes as a whole respectively ;however, the arithmetic means of the females were at the same order 2.43, 2.43, 2.39, 2.46.

On the other hand, the arithmetic means according to the practical experience of those whose experience ranges between 1 to 5 years in terms of the art direction of the book, the scientific material contained in the book, and the method of presenting the material and the axes as a whole were 2.33 2.37 2.37, 2.48 at the same order of the axes , the arithmetic means of those with an experience ranging between 6-10 years were 2.30, 2.35 2.37, 2.42; however, for those with an experience exceeding 10 years, the arithmetic means were at the same order of the axes 2.52, 2.46, 2.41, 2.47 respectively.

To identify the statistical significance, we conducted the independent t-test for the axes as a whole according to the level of gender for both male and female teachers at the level of significance 0.05, as shown in table 8.

Table 8: Independent t-test to find out the evaluation of the financial literacy of the seventh grade from the perspective of teachers in the directorate of education of Irbid according to gender at the level of separated axes and the axes as a whole (n = 94)

Axes	t-test value	Degrees of freedom	Significance level
Art direction of the book	-2.115	92	0.037
Scientific material contained in the book	-2.647	92	0.010
Method of presenting the material	-0.581	92	0.563
Axes as a whole	-3.211	92	0.002

Table 8 shows statistically significant differences for the axis of the art direction of the book where the value of t-test was 2.115- by a statistical significance of 0.037, which is less than the error factor 0.05; these differences were in favor of the females by an arithmetic mean greater than that for the males amounting to 2.43.

We also note that there are statistically significant differences for the axis of the scientific material contained in the book where the value of the t-test was 2.647-by a statistical significance of 0.010 which is less than the error factor of 0.05; such differences were in favor of the females by an arithmetic mean of 2.46.

We note no statistically significant differences for the axis of the method of presenting the material where the value of the t-test was 0.581- by a statistical significance of 0.563, which is greater than the error factor 0.05.

Furthermore, we find that there are statistically significant differences for the axes as a whole where the value of the t-test was 3.211- by a statistical significance of 0.002, which is less than the error factor of 0.05; such differences were in favor of the females by an arithmetic mean greater than the arithmetic mean of the males by 2.44.

As for the statistical significance of the practical experience, we adopt the One Way ANOVA for the axes as a whole at the significance level 0.05, as they are shown in table 9.

Table 9: one way Anova to evaluate the financial literacy book for the seventh grade from the perspective of teachers in Irbid directorate of education according to experience at the level of separated axes and the axes as a whole (n = 94)

Significance level	Degrees of freedom	one way Anova (F-test)value	Axes
.000	2	14.785	Art direction of the book
.279	2	1.293	Scientific material contained in the book
.276	2	1.305	Method of presenting the material

.000	2	9.121	Axes as a whole
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Table 9 shows statistically significant differences for the art direction of the book where the value of F-test was 14.785 by a statistical significance of 0.000, which is less than the error factor 0.05; these differences were in favor of experience exceeding 11 years with a greater arithmetic mean of 2.52.

We find that there were no statistically significant differences for the scientific material contained in the book where the value of F-test was 1.293 by a statistical significance of 0.279 that is greater than the error factor of 0.05.

We also note no statistically significant differences for the method of presenting the material where the value of F-test was 1.305 by a statistical significance which is 0.276 that is greater than the error factor of 0.05.

Furthermore, it is evident that there were statistically significant differences for the axes as a whole where the value of F-test was 9.121 by a statistical significance of 0.000, which is less than the error factor of 0.05. Such differences were in favor of the experience exceeding 11 years with a greater arithmetic mean of 2.47.

Comment on Findings and Recommendations

This chapter deals with a discussion of the study questions sequenced as follows:

First, discussion of the results of Question I stating: what is the level of the estimations of the financial literacy teachers of the financial literacy of the seventh grade in the directorate of education of Irbid in terms of (art direction — material presented – and method of presenting the material)?

The results of question I showed that the total degree of the teachers' evaluation of the financial literacy taught to the seventh grade was high (2.4). This result showed that the officials at the Jordanian Ministry of education made great efforts so that the book reach to such high level and they adopted the new global standards in setting the curricula.

As for the three fields of evaluating the book (art direction, the scientific material contained in the book, and the method of presenting the material), the results showed that the three fields were high, which shows that teachers are fully satisfied with the financial literacy textbook of the seventh grade. These results are consistent with (Hussein, 2014), (Al-Bdirat,2015) and (Al-Ansari, 2015).

II: discussion of the findings on question II stating: "are there statistically significant differences ($\alpha = 0.05$) between the degree of evaluating the financial literacy of the 7th grade from the perspective of the financial literacy teachers in the directorate of education of Irbid according to the different variables of (gender and teaching experience)?

The study results showed statistically significant differences for the axes as a whole in favor of the females. Thus, the result of this study is inconsistent with (Aqila, 2017) which found that there were statistically significant differences in favor of the

males. This may be due to more attention paid by the female teachers to finding out the estimation of the evaluation of the financial literacy of the 7th grade in the directorate of education of Irbid.

The results also showed statistically significant differences for the axes as a whole in favor of experience (11 years and above). This is consistent with (Al-bdairat, 2015), which may be due to the awareness of the foundations of preparing curricula and the ability to distinguish the quality of the curricula through being applied through years of experience that exceed eleven years.

Recommendations

In the light of the results of this study, the researcher recommends the following points:

1. conducting further studies on evaluating the financial literacy curricula for all grades to identify the strengths and weaknesses so as to reach to development for the benefit of the society and students.
2. preparing specialized teachers to teach the financial literacy curricula who acquire theoretical and practical experiences.
3. Asserting the importance that textbooks include suitable means to help students understand the content and motivate them.
4. Identifying the viewpoints of students in the secondary stage regarding the new financial literacy curriculum and their trends towards studying it.

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