

# مؤشرات التنمية المستدامة للسكان المضمنة في كتب الدراسات الاجتماعية بسلطنة عمان



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## 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

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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)

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1970

(UN Population Fund, 1978;)

(Peer,2006)

(De Vargas,1993)

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(2000)

(Holl, Daily, DailyEhrlich & Bassin, 1999)

(2009)

(Rossi,1995)

(Palomba & Righi,1993)

(Kocourkova`, 1995)

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2009

(2009).

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(Harvey, 1984)

Warton and )

(Cooney ,1997

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2008

2009

1993 2003

(2002)

(2001)

(1992)

(Gritzner & Phillips, 1990)

(2006)

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## مشكلة الدراسة وأسئلتها:

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## أهداف الدراسة:

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## أهمية الدراسة:

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## مصطلحات الدراسة:

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## إجراءات الدراسة: مجتمع الدراسة وعينته:

(5)

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(1)

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

أداة الدراسة:

: (2009 )

( 29 )

:

(9)

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طدق الأداة وثبات التحليل:

(0.948).

## تصميم الدراسة وحدود الدراسة والمعالجة الإحصائية: منهجية الدراسة:

### حدود الدراسة:

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1 -

2 -

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### المعالجة الإحصائية:

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### 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 | %100  | 32  | 15   | 2    | 5    | 2    | 8  |        |
|   |   |       | 100 | 46.8 | 6.25 | 15.6 | 6.25 | 25 | %      |

( 9 )

(3)

29

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(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 | ( )<br>( ) |
| 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)

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## 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 | 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)

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## 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:

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### مقترحات ببحوث:

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- . (2006) .
- . (2002) .
- . (2000) .
- . (2001) . 17 (1)
- . 57 - 99
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- . (2009) . 21 - 23
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## The Inclusion of Sustainable Development Indicators in Oman Social Studies Textbooks

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### 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.