

Content Analysis of social studies Textbook Grade V

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Abstract: *The objective of this qualitative study is to examine the content of the fifth-year social studies textbook taught by the country, whether the content is relevant to the country's goal of a Single National Curriculum, and whether it addresses the future needs of society. The textbook contains Pakistan studies, history, geography, and economics. The findings show that the contents of the social studies textbook were relevant to the objectives of SNC but activities and model work were not as mental age of students as per psychological development mentioned in Piaget's theory of cognitive development. Children of age 7-11 can learn rules and responsibilities effectively, but logically in the developing stage, they might experience difficulty in grasping the legitimate implications of those standards in uncommon environments. It was recommended that content distribution should follow Piaget's developmental stage-based model and content selection should be based on the breadth and depth of concepts contained in the SNC.*

Key Words: Ideological, Social and Psychological Foundation, Social Studies Textbook

Introduction

A textbook is an essential part of the curriculum. It is used to transform the knowledge, values and skills of students through teachers in a very organized way systematically.

Ar Pravilnik o potrjevanju učbenikov (2015) characterized the course book as the "Fundamental training material to accomplish the instructive goals and principles of Information characterized in the educational plan and the list of information."

As indicated by this standard, school-suggested books are delegated course readings since they are assortments of material chosen by curricular objectives. Reading material can be printed or electronic (Pravilnik o potrjevanju učbenikov, 2015). The course book is the preeminent material of the educational plan

and assumes the conspicuous part in instructing and learning in schools (Hadar, 2017). The reading material upgrades the educating growing experience with the utilization of other visual and sound instruments and actuates by educators to cultivate far-reaching information on students. For gaining the different degrees of information, items in the course book rely on the school subject and the instructive level (Pravilnik o potrjevanju učbenikov, 2015, Article 2). A national education policy is developed to maintain consistency in achieving curricular goals across the country. Policymakers create curricula that are practical, actionable, and easy to understand and implement. (Ali, 2012; Aly, 2007). Moreover, teachers face the problem of providing adequate instruction, especially in primary

education, due to the lack of availability of valuable textbooks. This creates confusion for both instructors and students (Channa, 2014; Khan, 2011). However, the National Curriculum Council (NCC) was established to establish the Uniform National Curriculum and strives to achieve this goal. (Pakistan News Agency, 2017).

The textbook of social science was designed to fulfil the objectives of society their rights and responsibilities, As Social Studies deals with Social behaviour, personality growth and development, individual and social responsibilities, relations, use of resources and study of different institutions that perform duties of legislation to carry out life smoothly. All these aspects of life are interlinked with each other and interdependent on one another. So anyone who desires to adopt the profession of a doctor, engineer, chartered accountant, artist or teacher wishes to become an honourable member of society.

The significance of social studies can be easily valued in that it is included in the curriculum from primary to an elementary classes. The purpose of inclusion in the syllabus is to develop a sense in children to deal with multicultural people and respect others. Social studies is a mix of subjects like history, topography, culture, financial matters, political theory, humanism and psychology. These subjects help children follow rules and regulations, and understand social studies classes related to issues such as civil rights and human rights, the importance of free speech, and peace and conflict help students understand how their behaviour is social. It helps to understand the impact. Study of history, Indus Valley Civilization, Revolution and leaders enables students to enlighten how different societies have elevated in the world. Lessons included in a textbook about the physical features of Pakistan, map, weather and climate, Natural Disasters, Water Resources Disaster Management, enable students to learn about how to use resources, manage them and the impact of disasters on our and our future generations. Thus, social studies eventually help to develop the relationship between the natural environment and human behaviour.

Overall critical thinking abilities are being proven in students of 5th grade according to Piaget's theory (concrete operational stage age group 5-11) the concrete-operational stage is a significant stage in the cognitive development of children. According to Piaget, thinking in this stage is described by logical operations such as classification, and comparisons by sanctioning logic.

Students at that point, need to realize, examine and assess the links between topics and real situations through activities to get and handle the solutions to the problems in classrooms students are given an opportunity to share their thoughts in discussions in groups or class projects.

Literature Review

Lately, a ton of examination has been finished on computerized citizenship and its intervention. AGoltash, Taheri, and Marahel (2014), in their review named "Instructive Majority rule government in Schools and Its Effect on the Improvement of Basic and Social Reasoning Abilities in Students," discovered that citizenship training is significant in the advanced education framework. Knowing the main perspectives and areas of training and giving figures on how created nations can best accomplish these objectives, citizenship schooling in our government-funded schools faces difficulties progressively There were likewise tremendous contrasts in decisive reasoning and interactive abilities scores among not-for-profit and government-funded school understudies.

Farmahini Farahani (2014) fills in as an educator of worldwide citizenship schooling for world harmony and security and contends that a large number of the present emergencies, like conflict, contamination, psychological oppression and atomic multiplication, are established in social misconceptions and We perceive that this is the consequence of newness to an alternate culture. Frequently such emergencies can be settled with the assistance of citizenship training, particularly at a significant level.

Yavari, Keshti Aray and Ahmadi (2013) in

the examination of defining the objectives of training educational plan in secondary schools with the focal point of citizenship training showed that, tragically, the prevailing citizenship schooling approach in the ongoing optional schooling system is detached, and practically speaking, every one of the parts of the instruction of citizenship of auxiliary school understudies hasn't gotten extensive and important consideration and there is no reasonable harmony between citizenship privileges and citizenship tasks according to the specialists of the country's school system and educational plan organizers, and thus, the items in the reading material ought to be audited.

Taleb-Zadeh Nobariyan, Abolghasemi and Jamali Tazeh kandeh (2012) have directed a concentrate on the job of sociologies educational programs in the improvement of citizenship abilities and found that out of a sum of 3194 determined units in the book content of optional school sociologies, simply 99 units were distributed to exceptional citizenship abilities.

Jamali Tazeh Kandeh and Zamani Manesh (2011), in the pathology of citizenship training in secondary school sociology books, observed that the situation with citizenship training in sociology reading material is low and the parts of citizenship training have been thought about unevenly. Thusly, the substance of the course readings on the situation with citizenship training ought to be looked into.

Mahmoudi (2011), in his exploration named "Content Examination of Sociologies Reading material in the Auxiliary School according to the point of view of the sort of citizenship training approach" saw that as the greater part of the substance of the books has been committed to

showing regulation administered residents with 45.5%. Participatory citizenship instruction is next level at 36.06% and basic citizenship training is the most minimal at 18.44%. One of the main points of interest for the citizenship schooling approach is equity and balance.

Thompson et al. (2015) found that in their exploration, of educators' viewpoints on

understudies' encounters in taking part in the local area and community training, instructors accepted that understudies had a feeling of having a place in an alternate society. rice field. Understudies utilize explicit abilities to take part in these networks successfully. The attributes of this kind of organization appear to differ enormously contingent upon the understudy's singular necessities and general conditions. The unquestionable proof was introduced of the outcome of schools in giving direction to encourage comprehension of the understudy's job as a resident. Subsequently, to help understudies, take part successfully, schools need to help understudies who are less ready to take part in friendly exercises.

Golly (2014), in his review entitled *Gaining from the Local area: An Activity Plan for City Schooling, Instruction (ENRE) programs in view of perceptions from environmental (biological) and regular assets* are: worked by three local non-administrative associations. A piece of India's West Bengal state, it guarantees that gaining from the local area can assume a part in quality schooling and citizenship (a majority rules system). As NGOs and nearby networks have been deficient in such a manner, government contribution to the improvement of citizenship training work plans is fundamental.

Rivelli (2010) led a concentrate on citizenship training in Italian secondary schools from 2004 to his 2007 and a similar report in Bolzano and Padua. This review researched the information level and community interest of secondary school understudies in his two territories of Padua and Bolzano. Her 49.5% of understudies demonstrated disappointment with the school's help in creating political and metro mindfulness. Furthermore, just 20% announced squandering squandered examples on citizenship instruction during the school year.

The Rationale of Study

The purpose of this study is to evaluate the textbook of social studies of 5th grade in keeping in view the ideological, social and psychological foundation of education and to see if this textbook contains what has been suggested in

a Single National Curriculum. NC was not developed in a single day by one person it was a collective effort of all stakeholders and was developed after the effort of weeks and months. The main objective to design the curriculum was to aid students to gain knowledge of the main idea from social studies and inculcate it to develop the abilities such as critical thinking, and personality development through communication skills and decision-making.

Objectives

This study was conducted with the following objectives:

- To evaluate the content of the Social Studies textbook relevant to the objectives of the curriculum.
- To find out if the curriculum is in accordance with the age level of students.
- To identify whether the curriculum is mostly knowledge centre, child-centred or society-centred.

Research Methodology

The Social Studies textbook of 5th grade was analyzed with objectives of a single national curriculum developed by the Curriculum Wing Ministry of Education, using qualitative methods. As shown in table 1 and table 2 are shown.

The contents of the social studies textbook grade 5 were analyzed. The textbook is divided into six chapters with topics and subtopics. These chapters are Economics, Citizenship, Government, History, Culture and Geography. Make comparisons and draw conclusions based on these six topics. Study limitations, suggestions, and implications were noted.

Findings and Results

The relative analysis of the book was made on the basis of key features and content included in the Punjab textbook and the objectives of the curriculum.

Table 1. Curriculum foundation vs objectives of national policy

Curriculum Foundations	The Intent of National Education policy		
Ideological Foundation	National ideology, integrity and unity	National contexts in the curriculum	Provincial Contexts in Curriculum
Cultural and social foundations	All Faiths, cultures, diversity and religions respected for national cohesion	Facilities for minority, religious, cultural and economic development that provide equal educational opportunities to all citizens	Social and cultural harmony
Do	Global citizenship (Emerging themes and trends of the 21 st century)	-	-
Psychological base	Personality development towards self-reliant individuals	To make responsible members of society (civic education)	Moral and Value based values, crucial common liberties, open to groundbreaking thoughts
Do	Understanding History & How people, trends and events have shaped the evolution of our personalities	Logical methodology, the revelation of truth through far-reaching research	Creativity and openness

Table 2. Textbook summary

Ch.No	Chapter Title	Content
1.	Citizenship	Citizens; digital and global, responsibilities and rights diversity, tolerance, peace and common etiquettes and conflict management
2.	Culture	The concept of "state" and nationalism. Culture Definitions and Components. Pakistani culture; different ethnic groups, languages and religions. Harmony of Religions; Means of communication' and their advantages and disadvantages
3.	State and Government	State, Government Definitions. democracy; system of government, constituents of government, legislative and executive branches, judicial bodies, formation of political parties; Constitution; Constitution of Pakistan and its basic features, accountability
4.	History	Introduction to prehistoric humans. Ancient civilizations (Mesopotamia, Nile Valley, Indus Valley, etc.), their emergence, way of life, and decline. Historical system of government (early democracy). Historical Figures (Pakistan and World);
5.	Geography	Regional/State Contributions to Pakistan's Founding Ability to read maps; map type, map base (BOLT: "B" for boundary, "O" for orientation, "L" for legend, "T" for title, "S" for scale); latitude, longitude and its use. Physical regions of Pakistan.
6.	Economics	Exchange between countries and people. natural disasters; weather and climate; large climatic regions; population National economy and country economy. Goods & Services; Conduct; Entrepreneurship, Money Development;

Comparison of Content

National ideology, integrity, and cohesion are partially discussed in Unit No 01 under the heading of Citizenship and human rights, Digital Citizenship and Human Rights. National and provincial contexts in the curriculum are discussed in units No 03 and 04 under the headings of Comparison of the formation of the government at federal, provisional and local levels and Role of provinces in the creation of Pakistan, achieve the required standards.

Respect for all religions, cultural diversity and faiths for national cohesion is also meeting therequired standards and discussed in Unit No

01 under the heading on Nationalism. Equal opportunities for all citizens, Facilities provided to minorities for their religion and faith, and economic and cultural development is partially discussed in unit No 01 and 03 under the headings of Rights of citizens and rights and responsibilities of citizens according to the constitution.

Social and cultural harmony and Global Citizenship (Emerging trends and themes of the 21st Century is partially discussed in Unit No 01 and 02 under the heading of The cultural diversity of Pakistan and change in the rights and responsibilities with the passage of time and the

Advantages of the multicultural society. Development of personality for a self-reliant individual and a responsible member of society (Civic Education) is moderately discussed in Unit No 01, 03 and 04 under the headings of Common etiquettes and Responsibilities of citizens' page 02 and Responsibilities of citizens' page 32. Democratic and moral values, fundamental human rights, open to new ideas are also little bit discussed in unit No 01 under the heading of peace and conflicts and the importance of freedom of speech and resolving conflicts. Understanding history & how people, trends and events have shaped the evolution of our personalities meet the standards and wisely discussed Unit No 04 under the heading of Historical personalities of Pakistan. Scientific approach; discovery of truth through research is in some measure discussed in Unit No 2 under the heading Computer and Internet. The curriculum is designed as per the following criteria:

Knowledge-centred which includes the topics of history, personalities and geography of Pakistan. Child-centred as it also covers the

topics of humanity, rights and responsibilities of citizens. The textbook is also or society centred as it also covers the dimensions of culture and society. How people of different cultures and lives by sharing and respecting others' norms.

The curriculum of social studies is dynamic in nature and is influenced by social, environmental, political and socio-economic issues and other issues like poverty, climate change, global warming etc. There is a need to update them accordingly to address society's needs.

As per Piaget's theory students in grade 5 are of age between 07 to 11. Students of this age learn logically and by reasoning, Topics like National and Provisional contexts in the curriculum are somehow meeting the criteria of understanding the concept of the functioning of the government parties. Topics which is covering the context of the ideological, psychological and social foundation of the curriculum are partially discussed in the textbook It can be more understandable to the students by arranging classroom activities or through extracurricular activities.

Table 3. Alignment of standards with Context

Sr. No	Criteria	Does Not meet the standards	Partially meets the standards	Meet the standards	Unit no.	Heading
1	National ideology, integrity, and cohesion	0	1	2	1	Citizenship and human rights
2	Public and areas settings in the Educational program			2	3 & 4	Comparison of the role of provinces in the creation of Pakistan
3	Regarding all beliefs, religions, and social variety for public attachment			2	2	Nationalism
4	Equivalent open doors for all residents offices to minorities for their religion social and financial turn of events		1		1 & 3	Rights of citizens
5	Social and cultural harmony				2	The cultural diversity of Pakistan

Sr. No	Criteria	Does Not	Partially	Meet the	Unit no.	Heading
		meet the standards	meets the standards	standards		
		0	1	2		
6	Global citizenship (emerging trends and themes of 21 st century)		1		1 & 2	Change in Rights and responsibilities & advantages of multicultural societies
7	Personality development for a self-reliant individual				1 & 4	Common etiquettes
8	A dependable individual from society(civic instruction)				1&3	Responsibilities of citizens
9	Majority rule and virtues, principal basic liberties, open to novel thoughts				1	Peace and Conflicts and the importance of freedom of speech in resolving Conflicts
10	Understanding history and how individuals and patterns have moulded the advancement of our characters			2	4	Historical personalities of Pakistan
11	Scientific approach; discovery of truth through research				2	Computer and internet
12	Creativity and openness			2		At the end of the chapter Activities
13	To identify whether the curriculum is mostly knowledge-centred, child-centred or society centred			2		
14	curriculum			2		

Conclusion

Based on the result of this study, it could be said textbook of social studies of Grade V includes

contents of Pakistan studies, history, geography, culture and Economics keeping in view the ideological, social and psychological foundation of education. Thus social studies

eventually help to develop the relationship between the natural environment and human behaviour. The curriculum of social studies is dynamic in nature and is influenced by social, environmental, political and socio-economic issues and other issues like poverty, climate change, global warming etc. There is a need to update them accordingly to address society's needs.

Topics under the above-mentioned contents of social studies of grade Were not fully meet the criteria of curriculum development. It can be generally said that the components like effective classroom activities and extracurricular activities based on curriculum topics more understandable to students of V grade are partially carried out in accordance with the principles of curriculum development.

Def. Observed

Observed limits are;

Textbooks are used to teach in a formal educational setting.

Textbooks emphasize only the dissemination of information on citizenship.

At the beginning of the book there is no goal that the book is trying to achieve, nor were there any chapter goals.

There are no hands-on activities that help students develop civic, law-abiding, and community ties as active citizens.

It was concluded that our socio-culture, like religion, promotes and strongly supports people's sense of citizenship for a better and smooth functioning society.

There were no guidelines for teachers and teaching exercises were based on rote memorization.

Students acquire the knowledge to learn important civic values but not the skills necessary for civic awareness and effective participation in civic life.

There were no guidelines for activities and training for teachers and students in relation to indicators of citizenship.

It is recommended that religious materials be disseminated through educational institutions and the media to defuse and overcome crises

within and outside society and to improve social norms.

Further research on content analysis of social studies and Pakistani studies textbooks at all levels of education in Pakistan is recommended.

It is also recommended that the Draft Curriculum for Social Studies and Pakistani Studies prepared by the Curriculum Wing of the Ministry of Education should also be revised to include more positive social and supportive behaviour goals.

Although current global perspectives dictate that textbooks should avoid the inclusion of hateful material and instead encourage feelings of love.

Implications

Social study textbooks seek to explain why people have a need to form a governing body, why they choose certain types of government over others, and how they decide how much self-authority to surrender to their government for the good of everyone. As far as social science is concerned, the textbook is an aid which is considered indispensable in all methods adopted for its Institution for the study of the subject the role played by the textbook is second only to that of the teacher. It acts as the learners' chief aid and support. In future, educationists and course reading distributors are recommended to foster a better grasping of standards for content determination. The principal ramifications of this study are as per the following:

Agreement-based instructive modules could be made as coordinated by the Public Educational program Structure and Public Principles for both public and confidential areas.

The plan of studies should be changed to make it dynamically expansive and need-based distributors should consolidate models and pictures in the book's substance and moreover, points of reference suggested by the teacher during teaching to them in light of the fact that through thusly the key steps to be taken towards the progression of observational

learning and besides be braced nature understudies with the principles and rules and social associations.

Offering a selection of models should be the content of the book, plus trainers should

express themselves in the teaching process. Overall, undergraduate premiums and enthusiasm for course materials will increase and students will remain effectively engaged in their learning. is needed.

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