Content Analysis of Social Studies Textbooks for Middle School in Relation to Legal Education and Suggestions for Inclusion

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KEYWORDS	ABSTRACT
Social Studies Textbooks, Middle School in Relation	This study aims at identifying "Content Analysis of Social Studies Textbooks for Middle School in Relation to Legal Education and Suggestions for Inclusion". The study community involved the content of social studies books for the intermediate stage for the first intermediate Stage for the year (2019) Social Studies (3rd edition) which is taught in the academic year (2023-2024 AD), and for the second intermediate Stage for the year (2023 AD) (4th edition) which is taught in the academic year (2023-2024 AD), and for the third intermediate Stage for the year (2023 AD) (2nd edition) which is taught in the academic year (2023-2024 AD), and the researcher excluded (the introduction, the index, and the questions), and the number of pages subject to analysis became (389) pages. The research sample contained analyzing the content of social studies books for the intermediate stage, and the total analysis pages were (432) activities, as the number of analysis pages for the social studies book for the first intermediate Stage was (119) pages, for the second intermediate grade it was (126) pages, and for the third intermediate Stage it was (144) pages. "To achieve the goal" of the research, with regard to legal education, the researcher prepared the analysis tool (questionnaire) for analyzing the content of social studies books for the intermediate stage for legal education, which amounted to (39) concepts after reviewing the literature and previous studies, then it was presented to experts to express their opinions and observations on it, and in light of that, some paragraphs were deleted, added and modified, and by relying on the modified tool to analyze the content of social studies books according to legal education and to ensure the stability of the analysis of legal education, the researcher used the analysis with the help of other analysts and using the Holsti equation for legal education. The stability coefficient between the researcher and the first analyst was (89%) and the stability coefficient between the researcher and the second analyst was (90%). The researcher analyzed the content again with a time difference between the two analyses (30) Days and the stability coefficient between the two analyses reached (92%) and the topic or idea unit was used as units of analysis because it is appropriate for the research objective and the nature of the analyzed content and the analysis was carried out according to fixed steps and foundations, and for the purpose of extracting the results the researcher used repetitions and percentages for legal education, and among the most important conclusions that the researcher reached: 1- The content of the social studies books for the first, second and third Stages did not reflect legal education in an equal and balanced manner. 2- Lack of emphasis on the following legal education concepts: (organ trafficking, anti-smoking, anti-drug and psychotropic drugs) The researcher recommended a set of recommendations and proposals, including: • Reviewing the content of the social studies books in a way that ensures the provision of all legal education concepts within 39 concepts. The researcher suggested the following : 1- Conducting a study similar to the current study on other educational stages in the social studies books for the intermediate stage. 2- Conducting an analytical study that helps to identify the difficulty that hinders the provision of legal education paragraphs within the content of the social studies books for the intermediate stage.

1. Introduction

Statement of the problem

"Curricula are an important element in the educational and teaching process as they reflect the reality of each society, its aspirations, needs, culture and the means of education in achieving its goals. Despite the importance of school books in the educational process, they still suffer from a lack of analysis, which plays a major role in analyzing the information they provide. Rather, they focus on one aspect, which is information, in a broad way. This is what Al-Dulaimi's study indicated. (Al-Dulaimi, 2013: 4)

This study came to investigate the role of analyzing the content of social studies books for the intermediate stage according to legal education and proposals for including them.

In light of the above, the research problem is evident by answering the following questions:

1- To what extent is legal education included in social studies books for the intermediate stage?

2- What are the proposals for including legal education in the content of social studies books for the intermediate stage?

Importance of the study

The aim of modern education is to invest in education by preparing people for life and employing their energies to serve the members of society. Today, education is not limited to a specific aspect of growth, but rather it is a continuous, integrated and renewable education, and educational activity is one of its tributaries and components. Modern education has been interested in providing students with basic general culture and developing values, trends, inclinations, skills and desired patterns of thinking inside and outside the classroom. (Balqis, 1996: 49)

Social subjects and their curricula are a broad main field that teaches people and their relationship with both the human and natural environment alike. It is also one of the important fields that contribute to providing students with facts and information about their homelands, societies and other societies. (Al-Masoudi and Salah, 2014: 22)

From the above, the importance of the research is summarized as follows:

1- The importance of social studies books in the lives of students because they are closely related to the reality of their lives.

2- The need for all educational stages, especially the intermediate stage, to enrich legal education within their curricula, as it is the basic pillar in instilling good values, habits and principles in students, as this stage is the basis for achieving these lofty goals.

The current research aims to:

1- Analyze the content of social studies books for the intermediate stage according to legal education.

3- Proposals to include legal education in the content of social studies books for the intermediate stage.

Limits of the study

The current research is determined by:

1- Analysis of the content of the social studies books for the first intermediate Stage, the third edition for the year (2019), scheduled to be taught in the intermediate stage for the academic year (2023/2024).

2- Analyzing of the content of the social studies books for the second intermediate Stage, the fourth edition for the year (2023), scheduled to be taught in the intermediate stage for the academic year (2023/2024).

3- Analyzing of the content of the social studies books for the third intermediate Stage, the second edition for the year (2023), scheduled to be taught in the intermediate stage for the academic year (2023/2024).

Definition of terms:

First: Content analysis, defined by:

1- Al-Jadry and Yaqoub (2009) as "dividing or detailing the whole into parts or items and linking them to their main elements." (Al-Jadry and Yaqoub, 2009: 5)

2- Ta'ima (2004) defined it as: "Analysis is a scientific statistical method that aims to transform written materials into quantitative, measurable data, and its results are used in the field of education when evaluating the content of books and curricula and judging their quality." (Ta'ima, 2004, 72)

Second: Social books, defined by:

1 - Talafha (2010) as: "textbooks that are concerned with studying man and his social problems and the nature of his relationship and interaction with others, and preparing the emerging generations to be good individuals in the society in which they live and introducing them to the social, economic and cultural facts and developments in civilized environments and special environments." (Talafha, 2010: 20)

2- Khater and Sbeitan (2010) as: "A set of school curricula in history, geography, national education and sociology, all of which are subjects by their nature that address society, its reality, hopes and aspirations, its past, present and future, and they are concerned with studying human relations on the one hand and man's relationship with his environment on the other hand." (Khater and Sbeitan, 2010: 33)

Third: Legal education: It was defined by:

1- Al-Awisi (2011) "An educational process through which non-specialists in law are provided with knowledge and skills related to laws, legislation and Sharia systems And the principles and foundations on which it is based. (Al-Awisi, 2011:3)

Fourth - The intermediate stage:

1- Al-Marshadi and Nassar (2018): - It is "the stage that follows the primary stage, precedes the preparatory stage, and lasts for three years, including the ages of 12-14. It complements what the student studies in the primary stage and provides him with broader information than what he studied in the primary stage" (Al-Marshadi and Nassar, 2018: 810).

Content Analysis

The importance of analyzing the content of social studies books for the intermediate stage came as an attempt to reveal the extent to which they include the concepts of integrity and legal education and distribute them in a way that ensures their knowledge and guarantees their preservation and continuous work on practicing them by students of different ages and training them to practice them at school, home, and society, and moving towards a safe school in which the teacher and student exchange good communication and intellectual and cultural exchange, so that good relations prevail between them to make them social individuals through adaptation and social interaction and maintaining trust and developing various types of intelligence and developing the spirit of belonging to the school and preserving it and the homeland and the nation, and standing on the role of the family in preparing and caring for children and gaining them sound habits appropriate for mental growth. (Khader, 2006: 66)

Units of Analysis

Perlson reviews the units of analysis as follows:

Character:

Characters are used as a unit of analysis when studying stories, literary novels, biographies and history. (Ibrash, 2009: 199-200)

Space and time measures:

Some studies rely on measuring the space included in the subject of analysis, such as counting the lines or pages that the subject takes up, and other studies rely on measuring the time that the subject takes. Figure (1) shows the units of analysis (Ta'imah, 2004: 320)

Third: Criteria for selecting and analyzing content

When any content is to be analyzed, the level of the criteria that must be met when selecting it must be considered, which are:

1- Taking into account the level of maturity of the learners and its ability to meet their needs and its

compatibility with their tendencies.

2- The organization of the content and its sequence, balance and comprehensiveness of knowledge and experiences. (Al-Shafi'i, 2016: 43)

Types of content analysis

1- Quantitative analysis: It is concerned with calculating the number of times the phenomenon or characteristic is repeated in the content.

2- Qualitative analysis: It is not concerned with the number of times the phenomenon is repeated as much as it is concerned with the presence or absence of the phenomenon by looking at the number of times it appears, and the following figure shows the quantitative and qualitative analysis:

The quantitative

1- The first reading aims to form hypotheses and understand relationships. 1- The first reading aims to test the validity of the hypotheses.

2- It is followed by some procedures that aim to produce impressions for the researcher about the characteristics of the content.   2- It is followed by some procedures that aim to issue objective judgments about the characteristics of the content.

3- It is concerned with the conflicting qualities of the content (influential, non-influential, supportive, non-opposing to the exit) in general directions.   3- It is concerned with arranging the degree of importance of the qualities or phenomena to measure their value order to exit with their relative importance.

4- It does not adhere to fixed rules in the analysis procedures due to the flexibility of the observations.   4- It adheres to fixed rules in the analysis procedure so that others are allowed to re-analyze using the same rules.

5- It focuses greatly on the author's intention and its effect on the other party.   5- It focuses on the direct description of the content and not its effect on the other party.

6- It is usually useful in analyzing complex topics as a solution to the stability problem that requires difficult conditions.   6- It is usually useful in analyzing topics with clear or explicit content as it facilitates the stability problem.

The difference between qualitative and quantitative analysis (Abdul Basit, 2013: 2)

Disadvantages of content analysis:

1- The researcher exerts an office effort in his work.

2- The analysis method is not flexible, as it restricts the researcher to the studied material and its limited sources. (Alyan, 2000: 49)

3- The scarcity of documents and their lack of comprehensiveness reflects on the result, as the researcher may not be able to obtain important documents that are characterized by a confidential nature. (Al-Basyouni, 2006: 77)

4- The possibility of misapplication of content analysis, as it requires the researcher to be clear and accurate. (Al-Assaf, 1989: 235)

5- The researcher believes that the positives of content analysis have a scientific benefit that distinguishes it from others because of its scientific benefit and it can be reapplied and benefited from, as well as the defects that appear during it and methods of treating them can be avoided.

Content Analysis Steps

Content analysis is a research method that follows the descriptive approach, as it is concerned with the characteristics and qualities of things. It does not deviate in its steps from the requirements of the

scientific research method. On this basis, the researcher must proceed in his research according to the following steps:

1- Determining the sample.

2- Determining the methods of quantification.

3- Measuring the stability of the analysis. (Bahri, 2012: 200-201)

Legal Education

Education is one of the components of building societies and a fundamental pillar in creating civilization. It is the tool through which the individual is prepared for life according to the standards of society and in a way that makes the individual an effective member of society who seeks to achieve its goals and preserve its capabilities. Education is a responsibility shared by more than one institution or entity, the first and most important of which is the family, then the school, the university, and the media. Scholars and educators have been interested in defining education and this has been based on the intellectual schools to which they belong. According to Abu Hamid al-Ghazali, education is linked to virtue and closeness to God, while the German philosopher Kunt sees it as the elevation of all aspects of the individual to reach perfection, and Spenser sees it as the process of preparing for life, while John Dewey considered it life itself. (Nofal and Abu Awad, 2011: 52)

Education in its broad concept aims to achieve goals that include the individual, the family and society, which are as follows:

Family education of the individual: Education is concerned with preparing the individual to adopt the concept of the family and work to form it at the appropriate time, and preparing the individual to bear family, biological, psychological, economic and social responsibility as a husband, father and brother, enabling the individual to continue with his direct family origins from the human communication of his family and clan. (Al-Hila, 1999: 9)

Sources of legal education

The family:

It is the first educational institution concerned with social upbringing, as it is where education and the formation of the individual's personality begin. The family begins from an early age by teaching children what is permissible and what is forbidden according to the standards of society's customs and values, and enabling them to understand family laws first, and what rights they have and what duties they have. The child looks at the legal and moral system from the perspective of their family. Family practices are also reflected on the child and reinforce patterns of behavior in practicing and demanding rights. (Ghadeer, 2005: 12)

Dimensions of legal education

Education in general aims at integrated growth in the personality of students, and this requires that it includes all aspects of educational content and legal education that seeks to raise a good citizen with a legal culture that can be employed in his life. It includes the following dimensions:

First: The emotional aspect: It is related to values and trends associated with the prevailing laws in force in society.

Third: The skill aspect: It is related to how students apply the law. (Jum'ah, 2006: 91)

Legal culture has three main dimensions:

1. The cognitive dimension: It is represented in the legal concepts, knowledge and information that the individual acquires, and helps him understand his rights and obligations as a citizen, and understand the role of the law and its importance.

2. The emotional dimension: This dimension is related to values and attitudes; i.e., providing the

individual with socially desirable values and attitudes, in addition to modifying negative values and attitudes.

3. The skill dimension: It is represented in the individual's application of the provisions of the law in his public life, considering that this is a right of citizenship, and practice is considered an important principle in legal culture. (Jum'ah, 2006: 87-88)

The researcher believes that building the individual's legal culture results from the integration of knowledge, skills, attitudes and values related to legal systems to be translated into knowledge, work, behavior and application in society.

Social Studies Books

Scientific approaches in social studies take the mutual relationship between man and society as a central topic, as well as the relationship of that society with other societies. They also focus on studying the fields of human activity and interactions, his relationship with his environment, and the problems that result from those interactions. Social studies also address human behavior and activity as an individual or member of a society. (Jamel, 2002: 23)

Elements and components of the content of social studies books

1- Facts:

A fact means: a sentence or phrase that is believed to be true and can be verified through the human senses. Facts consist of data or information about specific things, people, phenomena or incidents. Facts represent the raw material to which developers of various fields of knowledge refer. We use the word fact to refer to a sentence or phrase that is believed to be true. The process of knowing facts in itself does not require anything other than the retrieval of information by learners through memorization. Therefore, many teachers request that it be used to a limited extent because it does not stimulate thinking among students. However, the matter requires caution against neglecting the role of these facts. (Al-Ajrash, 2022: 82)

The concept can be defined as its meaning was mentioned previously as a mental image created by the mind when it deals with a group of units that share common characteristics that make them one group, and a name is given to them all, even if they differ in secondary characteristics. (Daoud, 2014: 337)

Methods of writing a school book

There are several methods for preparing a school book, which are as follows:

1- The assignment method: The responsible bodies or authorities assign a number of people to write a number of school books or a specific book within a specific period of time in exchange for an appropriate reward. The writing process is carried out in light of the curriculum, and the principles that the writing should be based on may or may not be specified for the authors. Among the positives of this method is that it is a fast and effective method, as it allows the concerned parties to choose the appropriate people. As for its negatives, the choice may not be successful, as relying on the reputation of the assigned persons or their positions in the state or their jobs may not be sufficient to choose the appropriate people. (Al-Zuwaini et al., 2013: 104)

2- The advertisement or competition method: It is a common method, as the party concerned with the writing process announces a competition to write books in exchange for a specific fee. The advertisement includes the study materials that will be written, the Stages and educational stages, the conditions and specifications, and the wages. Among the positives of this method is that it is more objective and freer of flattery and favoritism because the authors are unknown and what is evaluated is They compose it from books and guides in an artistic and secret manner. This method is criticized for not attracting distinguished authors who are known for their merit. (Al-Ajrash, 2020: 357-358)

2. Methodology

The researcher followed the descriptive analytical approach because it is the appropriate approach for the research objective aimed at

1- Analyzing the content of social studies books for the intermediate stage.

2- Developing proposals to include legal education in social studies books for the intermediate stage.

The descriptive approach is one of the forms of organized scientific research, and the most common and widespread, as it describes the phenomenon or problem in an accurate description by collecting information and data in a standardized manner about the phenomenon or problem to be studied, classifying it, analyzing it and subjecting it to accurate study, so the researcher used the descriptive analytical approach, to suit the research objectives, and the researcher used the content analysis method, which is one of the types of the descriptive approach and is one of the methods of the descriptive approach that describes the data in an organized and accurate description of the content of written or audio texts by renewing the subject of the study and its objective and defining the study community from which the special cases will be selected to study its content and analyze it, because it helps the researcher to describe the phenomenon accurately as it is in reality. (Al-Kriti and Rahim, 2020: 61 - 63).

3. Result and Discussion

Research Procedures

1- Research Community:

Choosing the research community is one of the difficult tasks performed by the researcher as it provides an accurate description of the original community and its characteristics. Therefore, it is difficult to obtain a representative sample unless the original community is identified. The stage of identifying the research community is one of the most important methodological steps in scientific research, as the research procedures, design of its tools, and interpretation of the results depend on it. Therefore, it requires high accuracy when performing it. The research community means all individuals or persons who are the subject of the research problem and to whom we can generalize the research results. (Abbas et al., 2009: 217).

The following table shows the research community:

The research community is represented by the social studies books for the intermediate stage that are taught for the academic year (2023 AD - 2024 AD)

2 - Research sample:

Book name	Publication	Year	Total number of pages
Social Studies Book for the First intermediate School Stage	Third Edition	2019	132
Social Studies Book for the Second Intermediate School Stage	Fourth Edition	2023	140
Social Studies Book for the Third intermediate School Stage	Fifth Edition	2023	160

After the researcher has finished identifying the research community, she must identify the sample that she will choose for analysis. The sample is: a subset of the study community that was chosen in a specific way. (Al-Tawisi, 2011: 2)

The method of selecting the sample is important in content analysis research because the results depend heavily on it, so the sample must be appropriate to the nature of the problem and representative of the

research community in terms of size. (Hashem and Attia, 2009: 180) The basic research sample included a content analysis of social studies books for the intermediate stage that are taught in the academic year (2023-2024 AD), which are:

1- Social Studies Book for the First Intermediate Stage (3rd Edition) for the year (2019). The book consists of (132) pages, and the pages that were analyzed were (119), while those excluded from the analysis are (chapter questions, index, introduction), which are (13) pages.

2- Social Studies Book for the Second Intermediate Stage (4th Edition) for the year (2023 AD) The book consists of (140) pages and the pages that were analyzed were (126), while those excluded from the analysis were (14) pages and included (the introduction, questions and index). 3- Social Studies Book for the Third Intermediate Stage (2nd Edition) for the year (2023 AD) The book consists of (16) pages and the pages that were analyzed were (144), while those excluded from the analysis were (16) pages

3- Research tool

The research tool is defined as: a content analysis list that the researcher designs in order to collect data and monitor the recurrence rates of phenomena digitally in the materials whose content he analyzes. (Mutlaq and Al-Ammarin, 2013: 149)

Conducting this research is for the researcher to prepare a tool in light of which the content of social studies books for the intermediate stage is analyzed according to legal education. Therefore, the researcher chose the analysis tool because it is considered one of the most common and used tools in educational and social research to collect information and data related to the research topic. Despite its importance and the strength of other tools, it provides the possibility of applying it to large numbers, and its relatively low costs as a tool for collecting information. (Abbas et al., 2014: 238)

The questionnaire was built according to the following procedures: -

1- Building the analysis list for legal education and the concepts of the study tool by referring to previous studies and reviewing a group of books related to the research topic and those with scientific experience, specialization and educational literature related to them in building the study tool.

4- The paragraphs related to legal education were identified according to the study objective and the list of concepts was prepared in its initial form from Appendix 3 based on several educational sources and literature.

5- Three alternatives were set for the questionnaire: valid, invalid, and notes. Experts and specialists expressed their observations about them and the researcher took them into account.

The legal education tool consisted of 40 concepts presented in its initial form in the form of a questionnaire and was distributed to a group of experts who expressed their observations and made amendments to it. After agreeing on 1 of the concepts as invalid, the researcher deleted it from the questionnaire and the questionnaire consisted in its final form of 39 concepts. Appendix No. 5.

4- Validity of the tool:

One of the conditions that must be met in the research tool is validity, as validity is one of the important steps in collecting information, and the concept of validity has been used for a long time, as its issue revolved around whether the test measures what it was prepared for, and validity is defined as: the ability of the tool to measure what it was actually prepared to measure, i.e. its ability to measure the trait, i.e. it does not measure any other trait. (Abbas et al., 2014: 261)

In order for the researcher to verify the validity of the tool in her research in analyzing the content of social studies books for the intermediate stage according to legal education, the researcher followed the following procedures:

2- Presenting the analysis tool for legal education (the questionnaire) in its initial form to a group of

experts and specialists in the field of general teaching methods and methods of teaching social studies and psychology to determine the extent of the suitability, validity and clarity of its paragraphs.

A table showing the apparent validity of the concepts of legal education

No	Concepts	Agree	Disagree	Percentage	Chi-square value		Significance
					tabular	Calculated	
1	-13-8-7-5-2-1 -21-20-15-14 -28-27-24-23 39-38-36-33-32	25	0	%100	25	3,84	significant
2	-18-16-12-9-4 -35-26-19	21,16	1	%96	21,16	3,84	significant
3	-25-22-17-11-6 37-34-30-29	17,64	2	%92	17,64	3,84	significant
4	31-10-3	14,44	3	%88	14,44	3,84	significant

4. Content Analysis

Content analysis is one of the descriptive methods and is known as a process carried out to uncover and explore knowledge, examine and investigate it well and accurately, criticize it, and then present it in a complete presentation in order to be added to the knowledge that is reached. (Al-Hashemi and Mohsen, 2011: 185)

First: Analysis Procedures

1- Analysis Unit:

The unit of the topic or idea: This unit is considered one of the most important units of content analysis. The idea unit may be a unit or a phrase that includes the idea around which the topic revolves. The topic may be a simple sentence or an idea around which a specific political or social issue revolves. The idea unit consists of two types: A- The implicit idea. B- The explicit idea. (Mohamed and Abdel-Azim, 2012: 43)

(The researcher relied on the unity of the topic or idea in the procedures for analyzing the content of social studies books)

2- Rules and foundations of analysis:

There are several rules and foundations that the researcher followed in this study:

1- Neglecting the introduction, questions and index of the book, so that the researcher adopts the analysis of the content of social studies books only (i.e. analyzing the content of the book only because it gains its importance for the study)

2- If two or more ideas appear in the sentence and one of them is a cause and the other is a result or one of them is a means and the other is an end, then both of them are treated as one idea. (Habib, 2005: 39)

Second - Analysis steps

A- Defining the problem: This is the first step in defining the problem and the researcher must be aware of the nature of the problem, and the problem was defined as whether the analysis of the content of social studies books includes legal education.

B- Reading and understanding all social studies books for the first intermediate Stage, the second intermediate Stage and the third intermediate Stage, to help the researcher control the analysis process.

T- Building the analysis tool "which is a form and this form is divided into specific units for the analysis categories and through the form to monitor repetitions and the form differs from one person to another

according to the nature of the research topic.

Th- Neglecting the introduction, pictures, questions and index, so that the researcher adopts the content of the book only, because it gains its importance for the study.

5- Stability:

Stability is one of the necessary conditions through which we verify the objectivity and effectiveness of the tool. Stability means that the tool gives the same results if the thing is measured over successive times (Al-Gharib, 1962: 56)

Because the test is supposed to be stable, so that it gives the same results in the event of its use more than once. (Abdul Hadi, 2002: 128)

The researcher sought the help of an external analyst*", after following the same analysis rules and procedures, and each of them analyzed the social studies books for the intermediate stage, then calculating the agreement rates reached by both analyses by applying the Holsti equation to calculate the stability table 7. It clarifies that.

Results of the stability of the analysis for both analysts (for legal education)

Book name	Analysis stability with the first analyst	Analysis stability with the second analyst
Social Studies Book for the First intermediate School Stage	%90	%89
Social Studies Book for the Second Intermediate School Stage	%88	%91
Social Studies Book for the Third intermediate School Stage	%91	%92

6- Stability over time:

This method is based on applying the tool to one group of individuals twice in a row on two different days, within a time interval ranging between one week and two weeks. (Mohammed and Radwan, 1988: 359)

Then, the percentages of agreement and difference between the results reached by the researcher in each of the two analyses are calculated using Holsti's equation to calculate stability. It shows the results of the stability of the analysis over time, and Table 9 clarifies this.

The results of the stability of the researcher's analysis with herself over time (for legal education)**"**

Book name	Stability of the first analysis	Stability of the second analysis
Social Studies Book for the First intermediate School Stage	%85	%88
Social Studies Book for the Second Intermediate School Stage	%90	%92
Social Studies Book for the Third intermediate School Stage	%91	%89

"Explain the stability coefficient (for legal education)

Analyst	stability coefficient
Researcher over time	%91
Researcher with first analyst	%89

Researcher with second analyst	%90

4. Conclusion and future scope

Based on the findings of the study, the researcher proposes the following:-

Conducting a study to determine the extent of availability in social studies books from the point of view of male and female teachers.

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