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The Eurasia Proceedings of Educational & Social Sciences (EPESS), 2016

Volume 5, Pages 328-338

ICRES 2016: International Conference on Research in Education and Science

## THE DEGREE OF STUDENTS INVOLVEMENT IN THE SOCIAL STUDIES TEXTBOOK FOR SIX INTERMEDIATE BASIC SCHOOL IN KURDISTAN REGION 'STUDY AND ANALYSIS'

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**Abstract:** The current study aimed to investigate the degree of students' involvement in the social studies textbook for Six Intermediate Basic School in the Kurdistan Region by it is three units: Geography, History, Citizenship, through the presentation of: educational content, Figures & diagrams, and educational activities. The study also aimed to investigate the difference in the degree of students' involvement in the textbook according to educational units. To achieve this aim the researcher utilized Romy's method to calculate the variables of students' involvement coefficients, and Chi-square test to investigate the differences in involvement degree of the textbook according to educational units. The results showed revealed reduction of students' involvement in educational content in geography, history, Citizenship units, and did not located within the acceptable range adopted by Romy's, it is values were (0.06, 0.10, 0.13) consecutively, the results also showed revealed reduction involvement in figures & diagrams in geography unit it is value reached (0.12), and non- involvement for history and citizenship, and the students' involvement through educational activities the book showed an excellent student except in geography unit with coefficient (0.31). The results also revealed that there were no statistical significant differences in the level (0.05) in each educational content and activities, with statistically significant differences at the significance level (0.05) in the figures & diagrams. The researcher recommended the need for much attention to the students involvement in social studies textbook in educational content, figures & diagrams, and activities in geography unit, moreover, doing further typical analytical studies to be conducted on social studies textbooks in other classrooms in general, in the light of the degree of the student involvement in it.

**Keywords:** Analysis, involvement, Kurdistan Region, Romy's method, social studies textbook.

### Introduction

The concept of school curricula have witnessed drastic changes. Before there was an over-emphasis on content knowledge rather than classroom activities and scientific experiments. Recently, this narrow perspective of curriculum design has been reconsidered, and there was an urge to include experiences and activities so the students can interact with inside and outside their educational institutions. This modern view has been clearly reflected in the new design of textbooks. Therefore, the information included in the texts ceased to be a goal at itself but an experience or an opportunity for interaction for the students through understanding, and investigation. In return the role of the teacher will be of guidance and giving instructions, helping the students to be actively in the learning process but not limited to preparing materials for the students so they can memorizations for their exams. (Salim and et al, 2006: 75)

The concept of school textbook has developed along with other educational concepts. As life problems become complicated and the interests of individual and the community conflicted in all ways, it has immensely influenced education. Therefore, modifications in the foundation of education and educational techniques were necessary to make it fit the new ways of life. In this process, the textbook takes a pivotal place and it is considered the backbone of education. The textbook can also be seen as a mirror of society that reflects its reality, philosophy, needs, and aspirations. Additionally, it is the method in which the country fulfil its political, social, cultural, educational, and economical goals. (Mariziq and Faqih 2008: 41)

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- Selection and peer-review under responsibility of the Organizing Committee of the conference

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Abo Diya, (2011) points out that the textbook is one main of the foundation in the process of education, and it needs outstanding efforts from specialists, scholars, and experts for designing and printing it more than any other educational tool. He, (2011) also added, “it is necessary to make field research constantly about school textbooks in high education and emphasizing on this vital side of our scientific and practical life.”(64).

Therefore, when a textbook has been chosen, the stakeholders should make sure that the content of that textbook satisfy the interests and the needs of students, and these interests are developed through participation in activities and experiences included in the textbook. At the same time taking into consideration that ignoring these factors is a great loss to the process of education, because these are the engines and motivators that push the students to interact with the process of education. This process has become of no value and a process without a clear vision in the mind of educators. (Salim et al, 2006: 162).

Social studies are considered one of the most important subjects which promote the desired attitudes, values, behavioural patterns, and develop skills and abilities of students. Moreover, it enhances students’ ability to understand information and concepts derived from the different field of social sciences. It also seeks to enable the citizens to develop their personalities, soul and body. Additionally, empowering the citizens to contribute positively in their communities through helping them to understand their relationships with other people, and different society’s institutions so they can become active in serving themselves, family, country, and humanity. National Council for the Social Studies in United States points out that one of the main goals of social studies is developing concepts, enhancing citizenship of pupils, help them gain social attributes in a practical manner which will help them partake responsibilities in their society whether at school, family or even the world (Khadir, 2006: 28-29). These goals are of a high level of importance. They can be achieved through preparing a practical content, via activities which leads to gaining knowledge, various practical skills, which includes research and fact-finding, exchanging opinions, maps, and the skills of demonstrating shapes and graphics. (Ministry of Education Ontario, 2004: 3)

Hence, social studies take a prominent place among school subjects, drawing on its prestige nature and significance to human societies. Furthermore, the study of events, issues, and problems that occur in these communities. Then, following up changes through the analysis and interpretations to determine the causes and the consequences. Therefore, this gives social studies great value as a scientific subject. Consequently, it becomes crucial and necessary for all learners at any level or stage (Qattawi 2007: 26).

Most school books contain, including books on social studies, a range of formats, graphics, images, but should also contain questions and phrases that encourage students to use and participate with the content. In addition, homework should provide an explanation for these graphs, and images that are included in the textbooks. In all cases, both the teacher and the textbook should be involved in the process of putting questions, highlighting problems, and clarifying the relationship between these images and the educational content. (Ali, 1992: 107). Graphics and images play a key role in the teaching of social studies, as it helps to clarifying the meaning of the word, and highlighting ideas and relationships that cannot be easily illustrated by the explanation. Therefore, it has to be the textbook directs the students to the images, shapes and graphics and studied by the teacher with students while explaining the lesson (Mriziq & Faqih 2008: 177-178).

Educational activities play an active role in the interpretation of behavioural objectives to learning situations which help the learners to enrich his/her knowledge and grow as an individual, and acquire various basic skills, through participation in these situations. Nevertheless, student’s Involvement may be individual or in groups, and in class or extra- curricular. (Abo diya, 2011: 100).In light of this and because of the importance which is characterized by social studies, the researcher believes that it is necessary for the authors of social studies textbooks to take into consideration the active participation of students through the presentation of educational content such as shapes and graphics, and educational activities. This will help the students to understand their relations with other people especially family, better adjust in his community, and get involved in various society institutions. Consequently, they will be active citizens in their community, country, and in serve the whole humanity.

The content analysis is considered one of the research methods that utilize an organized approach which is aimed at segmenting the textbook into its components and elements of their constituents. The purpose is to classify the content systematically, and identify all the positive and negative aspects. The educators argue that content analysis is scientific. Hence, it is a research method for the objective, systematic and quantitative description of the manifest content of communication. The analysis is also concerned about the linguistic and non-linguistic symbols, including static and animated form which together constitute designing a meaningful and clear content (Tamar, 2007: 9-10).

Almost it brings together educators that through observation organization and practical experience in this area that the textbooks in public schools are still far from the educational qualities that help students to facilitate the

learning process, and provide educational material according to the theory makes textbook viable readability and understanding, and contribute to the strengthening of motivation students in learning, which requires it to the necessity of doing modification to ensure that they may draw in the light of the basic conditions under which the educational institution required by the terms of: (suitable educational content, and educational activities, calendar, photos and graphics, and other conditions (AlKawaldeh 2007: 52).

Students' involvement in the books is essential in the development of curricula and textbooks. This is one of the most significant elements in the process teaching and learning. Modern trends seek at this so learning can become investigative and meaningful. Hence, this study aims to reveal to what extent the sociology book of sixth-grade in the Kurdistan region is investigative and involve the students.

The researcher has found a number of studies on the analysis of textbooks in the light of students' involvement. However, no studies were conducted in Iraq generally and specifically the Kurdistan region researching the degree of students' involvement in the sociology book. For example, Nawafleh's (2012) research aimed to detect the degree of involvement of science books for students of classes VI, VII, and VIII in Jordan, via the display of the content, graphics, pictures, and activities. The results demonstrated that all the elements mentioned came within the acceptable range for students in all three grades, which was adopted by Romy. The values ranged between (0.52 - 0.85). Moreover, it showed a decline in students' participation in all activities of science book, and there were no statistically significant differences at the significance level (0.05) depending on the rows in the presentation of content, activities, and the presence of a function for graphics and shapes depending on the differences in rows.

Abd El-Mageed's (2011) study aimed to determine the level of legibility and participatory, in the agriculture expansion of the College of Agriculture at the University of Mansoura, and after using the method of Romy adopted to measure the level of participatory, results showed that the involvement in this book for the student was (0.225) which is less than the minimum. Furthermore, Al awadhi's (2010) aimed study to evaluate the history book of the tenth grade in the United Arab Emirates in accordance to the contemporary standards. According to the results, the textbook demonstrated clear weakness in regard to the degree of students' involvement in the presentation of the scientific content as it reached (0.20) which is less than the value identified by Romy. However, in the field of images, shapes, graphics and scope of activities reached an excellent level as participatory level was (0.63) for the graphics, shapes, and (0.73) for activities. While Atiya's (2009) research investigated the degree of students' involvement in primary stage in the books of Islamic education in Jordan, and develop educational units in the light of the involvement standard. After applying the Romy's methods, the results showed that the degree of involvement in the educational content in the units developed unit was (0.83), which is higher than the degree of involvement before developing them which was only (0.55). Likewise, in the field activities, it reached after development (0.44) as it was (0%) before development.

Furthermore, Al Naji Study (2003) aimed to determine the level of readability and the degree of involvement in Arabic language book for sixth-grade at primary level in the United Arab Emirates. The finding showed reasonable level of involvement which was (0.485). This means that the book material gives a fair amount of participation for students that assist them to analyse and think and interact with the book effectively. Azar's (1982) aimed to analyse the science books in Iran at the secondary level which were books biology and chemistry first grade secondary in Iran. He (1982) pointed out that the involvement level in the book is low, and does not call for research and investigation, unlike the first chapter of the book. Through a review of previous studies obtained by the researcher, it is noted that the research only concerns the involvement level of students in science books, language, history and Islamic education. However, no studies were found to the knowledge of the researcher investigating social studies books in the primary stage. Thus, it seemed reasonable to conduct this research.

## **Research Problem**

The teaching of social studies has been investigated generally but at primary levels specifically (6<sup>th</sup> grade social studies book) via interviewing teachers and supervisors in the Kurdistan region. It was found out the content of the textbook mainly depends and encourages memorization. Additionally, there is a lack of expertise in the field of education and material evaluation and improvement which may help to efficiently involve the students in the presentation of the material. This problem makes the presentation of the content entirely unfit to the cotemporary developments of the recent time which may demotivate the students and create negative attitudes toward the subject. It is worth noting, the researcher has his own experience teaching social studies for few years, and his he completely agrees with the current teachers and supervisors.

Fletcher (2003) argue that nowadays teachers in schools treat their students as passive learners and there is only teacher-student interaction. These teachers should take into consideration involving their students into textbooks

while planning the curriculum. This involvement makes the students active learners as they need to be directly involved in the decision making. Moreover, their needs, attitudes, and ideas should be taken into consideration when designing the textbook via interacting with them, encouraging them to investigate and research through both activities and content involvement (Fletcher, 2003, p: 2).

Thus, the researcher sees the need for analysing and evaluating social studies book taught in schools. In order to emphasize the importance of the quality of the content in terms of presentation of the educational content, graphics, pictures, activities. Having said that, the problem of this study is formulated by asking the following: what is the extent of students' involvement in the social studies textbook for 6<sup>th</sup> grade the Kurdistan region?

### **Study Objectives**

This study aims to reveal:

The extent of students' involvement in the social studies textbook for 6<sup>th</sup> grade through the presentation of each of: educational content, graphics, pictures, and activities.

The difference in the involvement degree in social studies book for students by geographic unit, history, citizenship, if any.

### **The Value of the Study**

The importance of the subject matter; it focuses on the two key elements of the curriculum which are the textbook and the learner, and the nature of the relationship and interaction existing between them. The importance of grade, which is the foundation of all the other school grades in the hierarchy of the educational system in the Kurdistan Region. Enlighten the Directorate of Curriculum at the Ministry of Education in the Kurdistan Region about the aspects of strength in the book of sociology sixth-grade primary in the Kurdistan Region, as well as the aspects of error and weakness in it. No doubt it will provide feedback to officials in the Ministry of Education, to see how effective the developed books are in the new curricula in engaging students in their learning through educational content display, graphics and pictures, and educational activities. The study is an attempt to inform teachers of social studies of sixth-grade in primary levels about the findings. So, they can avoid mistakes and compensate for the faults existing in the book amended or add what is appropriate to effectively benefit the students, and advance their intellect. This is a specialized and unique study in its field; no similar study has been conducted in this context, and no social studies books issued by the ministry of education in the Kurdistan region has been the subject of analysis and evaluation. The current study will be an initial step for other researchers to depend on to analyze others textbooks in different classes and subjects.

### **Study Limitation**

This research is limited to the 5<sup>th</sup> version (2015) of social studies textbook for 6<sup>th</sup> grade, the Badini version. It is designed by the ministry of education in the Kurdistan region, and it consists of three books (Geography, History, and citizenship), with regard to the presentation of the content, graphics, pictures, and educational activities.

### **The Study Procedural Terms and Their Definitions**

**Involvement:** It is the way in which the educational material in the textbook help the student to understand and encourage knowledge discovery, and think about the information offered to him/her, picture, graphics and educational activities, away from the narrative method which restricts student thought. Involvement as a procedural is defined as the extent in which the book of social studies of 6<sup>th</sup> grade in the Kurdistan region presents content in a way that provide the students interaction opportunities, encourages knowledge investigation and thought, graphics and pictures, and educational activities that are measured by a set of equations identified by Romy. **Textbook:** can be defined as a set of educational units that have been designed to fit the levels each grade in the presentation of those cognitive units according to the work time of students which contribute to achieving integrated development of their character and adaptation in their community (Saada , Ibrahim, 2008: 276).

**Social Studies:** The term social studies is usually used on the school curriculum taught in primary and secondary phases which studies the human relations with other humans, environment, and the methods to improve these relations in the best possible way. (Khadir 2006: 15).

Sociology books procedurally are known as a range of social issues within the planned content of school sixth-grade primary in the third edition of the Kurdistan Region (2013), a collection of educational experiences related to geographical and historical topics and citizenship in order to achieve the educational goals through those experiences, and work to install them in the mind of the students in order to nourish and obtain the positive tendencies that are desired to have. Intermediate Basic Education is the academic stage (elementary and middle) together they consist of nine school years preceding the preparatory stage of education. For the preparatory stage the students are entitled to choose one of the two branches (Art or scientific).

Content Analysis: All procedures performed by the author of educational to Fragment educational object into the elements it consist of (Al Adwan ,AlHawamdeh 2012: 40).

It is known procedurally as fragmenting the sociology book of sixth-grade primary in the Kurdistan Region and its content to the quality of its components and quantitative components; to determine the nature of these components and its description, and how it meets the involvement standards of student in each of: educational content, graphics and pictures, and educational activities according to scientific methodology and specific steps.

## Methodology and Procedures

The researcher used a descriptive approach and analytical survey in this study, as it is the most relevant and appropriate to the subject of the study and its objectives which describes the phenomenon as it is in the field through the monitoring and analysis. Romy's method is adopted to analyse and determine the degree of involvement in the book of social studies of 6<sup>th</sup> grade in the Kurdistan region through the presentation of educational content the way, graphics and pictures, and educational activities.

## Research Community

The research community is represented in the book of social studies of 6<sup>th</sup> grade (badini version & 5<sup>th</sup> edition, 2015) in the region of Kurdistan for the academic year (2015-2016). The book consists of three educational units: geographical unit, history unit, and citizenship unit as the following table demonstrates.

Table 1. Shows the research community

Unit	Pages	Number of pages
Geography	4-64	61
History	65-130	66
Citizenship	131-175	45
Total	4-174	172

## The Research Sample

The research analysis is limited on the areas of: educational content display, graphics and pictures, and educational activities. The study sample related to the involvement of content display is limited on 20% of the books pages. These pages were chosen in an organized random way with one page from each consecutive pages from each three units of the book. The activity pages were excluded as the involvement of the book will be calculated via educational activities. Moreover, the questions at the end of chapters, and other cases irrelevant to the area of analysis already

The study sample used for estimating involvement for graphics and pictures included all the graphics and shapes in the book, except those in the activities and assessment questions as they are used for illustrations purposes. While the study sample used for estimating involvement in educational activities included all the educational activities in the book.

## The Research Tool

The research tool consisted of the three models. They are compatible with the elements that form Romy's equations in measuring involvement in the books. The first model consists of all the elements needed to measure the involvement coefficient in the presentation of the educational content. The second includes all the necessary elements to measure all the involvement facts in graphics and pictures, and the third one consist of all the

educational activities that engage the student in his/her own learning. The following provide all the necessary explanations for Romy's equations to measure involvement coefficient:

The first Model: the necessary elements to measure the involvement fact in the presentation of the educational content: A statements and facts: these are simple sentences represents a sample of information or Views done by someone else other than the students.

Conclusions or generalizations: these are the author's opinion expressed from meaning or the relation between sections or a series of facts.

Definitions: these are phrases that define the meaning of terms in the book.

Questioned raised and answered directly by the book.

The questions which requires from the students to information analysis.

Declarative sentences which require the student to formulate his/her own conclusions.

The instructions which demand the students to do and analyse an activity, and problem-solving activity.

Questions with no direct answer in the book which may raise students' interesting and curiosity.

There are other elements mentioned by Romy that could in the content but does not influence the benefit of the book when teaching it, and these are (i) and (j):

The sentences which directs the readers to look at a graphic or illustrative pictures, activities' instructions, and other sentences which do not come under any of the previous categories.

Rhetorical questions presented just to touch the readers not to look for an answer.

It should be noted that the previous categories (A, B, C, D) do not need students' participation. Thus, they represent the minimum levels. Concerning (E, F, G, H) these categories require students' participation in order to learn the content by using investigation methods. Regarding (I, J), these have been disregarded in measuring the involvement coefficient as they don't have no significant influence on the book.

The involvement coefficient of in the presentation of the educational content for the students was extracted through the following equation:

**Involvement coefficient in the presentation of the educational content** =  $\frac{\sum \text{of repetition elements which involve student in learning and instruction}}{\sum \text{of repetition elements which not involve student in learning and instruction}}$ .

**The second model:** the required elements to calculate the involvement coefficient of graphics and pictures. This model consists from the following elements. Graphics or pictures used directly for illustration purposes (does not involve the learner in learning). Graphics and pictures require from the students to do an activity or use information such answering a question (involve the learner) And there are other elements related to the graphics and pictures but they are disregarded in the calculation of involvement coefficient such as:

Instructions on a device installation for some activity. Does not match any of the previously mentioned. The involvement coefficient of graphics and pictures for the students was extracted through the following equation:  $\text{Involvement coefficient of graphics and pictures} = \frac{\sum \text{of repetition element (B)}}{\sum \text{of repetition element (A)}}$ .

**The third Model: the required elements to calculate the involvement coefficient for the educational activities for the students.** This model consist from: The number of activities the students is required to do the number of analysed pages in search for activities And involvement coefficient of educational activities was extracted from the following equation:  $\text{Involvement coefficient of educational activities} = A/B$ .

Table 1. Concerning the values and standards of measuring involvement coefficient as presented by Romy and mentioned in Azar's (1982) study are the following:

The value of involvement coefficient	Assessment
zero	Means the absence of involvement
1	Equals the numbers of statements which do not requires the involvement of the students, and statements that do.
If the value involvement factor is more than (1)	This means there is an increase in the material which requires investigation by the students comparing to the material that do not.
If the value involvement factor is less than (0.4)	The book is authoritarian and includes little intellectual challenges
If more than (1.5)	This means that the book contains only question and the students are not given enough information to deal with efficiently.
The range (0.4-1.5)	The book involves the students.

## Validity and Reliability of Content Analysis

The pages were selected randomly for analysis of the educational content, graphics, pictures, and educational activities. The researcher with the help of a colleague analysed the data. Then, six pages were randomly taken from each units of the book and analysed separately after agreeing on the same encoding of the educational content, graphics, pictures, and educational activities. Next, the compatibility ratio between the analysts was measured for each elements of the analysis. The compatibility ratio between the analysts reached (0.81) with regard to the educational content, graphics and pictures scored (0.92), and activities scored (0.98). This is a good compatibility ration which is dependable and thus credibility is achieved.

To reach analysis consistency coefficient, kappa coefficients were calculated to find consensus ratios among analysts of 6<sup>th</sup> grade book for the educational content display. This was used as indicator to analysis consistency and stability among analysts, reaching (0.74) which is a fairly acceptable and robust, as it can be considered strong value if its between (0.61- 0.80) according to standard marks in the hierarchy of the approved estimate for the kapa coefficient.

## Statistical Processing

The researcher used Romy's equations to calculate students' involvement coefficients of students in each of the content display, graphics and pictures, and educational activities in sociology's book. Additionally, he used chi-square ( $X^2$ ) test to figure out the differences in the degrees of involvement between sociology book units (geography, history, and citizenship) in each of the display educational content, forms and fees, and educational activities.

## Results and Discussion

**Results related to achieving the first objective:** discovering the degree of students' involvement in the social studies book of 6<sup>th</sup> grade in Kurdistan Region, through the presentation of educational content, graphics and pictures, and educational activities. To achieve this goal, the researcher extracted involvement coefficient of students in the three areas separately, as the following:

Student's involvement in the educational content: the book is analysed and the occurrences of the sentences included Romy's equation were identified. The involvement variables of the educational content were calculated to view it for each unit of the three units of the book according to Romy's equations that has have been previously described, and the results were as follows (table 2).

Table 2. Shows the occurrences of the sentences via educational content display in the sample pages of the social studies book according to unit, and involvement of each unit for the student.

Category	Sentences	Geography unit	History unit	Citizenship unit
A	Statements and facts	30	45	22
B	Conclusions and generalization	13	16	-
C	Definitions	8	1	2
D	Questions raised and answered directly by the book	-	-	-
E	Questions which requires from the students to analyse the information	2	1	3
F	Declarative sentences which require from the students to make their own conclusion	-	-	-
G	Instructions which require from the students to do and analyse and activity or propose a problem for the students to look for a solution	1	1	-
H	Questions that raise students' attention	-	4	-
I	Sentences directing the students to look at a graphic, illustrative picture, and procedural instructions of an activity	1	-	-
J	Rhetorical questions, these are asked to influence the state of mind not to get an answer.	2	-	-
Involvement coefficient of each unit		0.06	0.10	0.13
Involvement coefficient of the book		0.29		

As demonstrated in table2, the involvement coefficient of the educational content display was not within the acceptable range identified by Romy which is (1.4-1.5) reaching (0.29). This means that the involvement coefficient is weak as it reached (0.06) for the Geography unit, (0.10) for the History unit, while citizenship scored (0.13).

Thus, it can be concluded from these results that the book of social studies does not involve the students in their learning, and does not address the students and thinking stimulation is weak. As a result, the book does not invite him to discover and investigate knowledge. The finding of this table is in agreement with the findings of these studies Abd El-majeed (2011), Al Awadhi (2010), Azar (1982), and disagreed with the finding of Nawafiah (2012), Atiya(2008), and Al Naji (2003).

**Students' involvement in graphics and pictures:** to achieve that the involvement coefficient of graphics and pictures in the book of 6<sup>th</sup> grade was calculated in accordance with Romy's equation, as the results illustrated in table3.

Table 3. Involvement coefficient of graphics and pictures

Category	The quality of graphics and pictures	Geography unit	History unit	Citizenship unit
A	Graphics, or pictures used directly for illustrative purposes	34	34	22
B	Graphics, or pictures require from the students to do some activities or information or answer a questions	4	0	0
Involvement coefficient for each unit		0.12	0	0
Involvement coefficient of the book		0.12		

Table (3) shows that the coefficient involvement of students in graphics and pictures in social studies book of 6<sup>th</sup> grade is weak reaching (0.12). Whereas, the coefficient involvement of the Geography unit was (0.12), and it was (0) for citizenship which means the absence of involvement.

We can conclude from these findings that social studies book does not involve the students in their learning, and does not address the students and thinking stimulation is weak. As a result, the book does not invite them to discover and investigate knowledge. The finding of this table is in agreement with the findings of studies Nawafiah (2010), and Al Awadhi (2010).

**3. Student's involvement in the educational activities:** to achieve that the involvement coefficient of the educational activities in the book of 6<sup>th</sup> grade was calculated in accordance with Romy's equation, as illustrated in table 4.

Table 4. Shows the involvement coefficient of the educational activities for the students

Category	Activities	Geography unit	History unit	Citizenship unit
A	The number of activities that the students should do.	19	35	29
B	The number of pages analysed in search of activities	61	66	45
Involvement coefficient of each unit		0.31	0.53	0.64
Involvement coefficient of the book		1.48		

Table (4) shows that the involvement coefficient of students in the educational activities found in the book was quite high. Therefore, the book the level of involvement of students is excellent for the educational activities as it scored (1.48). Concerning the units, citizenship unit came first reaching (0.64), meanwhile the history unit was second with (0.53), but the geography was (0.31) which less than the range identified by Romy (1.4-1.5) thus it came last. This is in disagreement with the finding of Nawafiah (2012), and in consensus with Al awadhi (2010), and Atiya's (2008) research.

The Researcher attributes these results relating to the first objective which is the design of the book follows the concept of the traditional approach. Thus, the teacher is the centre and the students take passive roles in the classroom. This means that the committee or the authors who designed the curriculum clearly lack specialists in the field of education, and psychology in general, and the area of educational curriculum design and methods of teaching in particular. The following graph illustrates the results related to the first objective



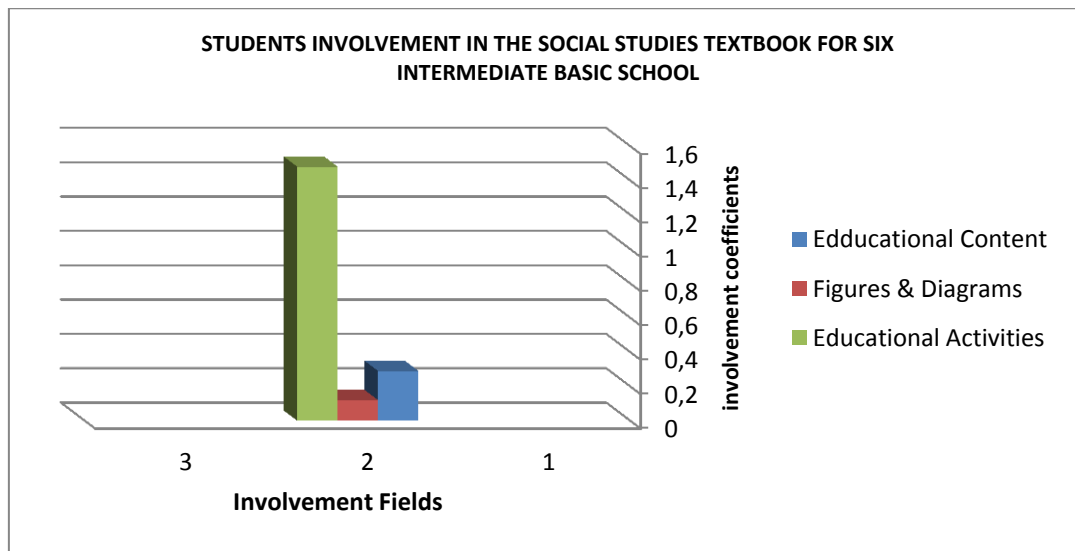


Figure 1. Shows the degree of involvement of social book for students via content display, graphics, pictures and educational activities

**The results relating the second objective:** figuring out the degree of involvement of students in the social studies book according the Geography, History, and Citizenship units. To achieve this objective, the researcher calculated all the variables about the three units separately on one table as the following table shows.

Unit	Involvement variables			Overall involvement Coefficients
	Educational content display	Graphics and pictures	Educational activities	
Geography unit	0.06	0.12	0.31	0.49
History unit	0.10	0	0.53	0.63
Citizenship unit	0.13	0	1.64	0.77
Overall	0.29	0.12	1.48	1.89

As the table demonstrates, the involvement coefficient in content display, graphics and pictures, educational activities for Geography, History, and citizenship units are different mathematically.

For the purpose of figuring the significant difference among the three units of the book and to what extent they involve the students in each: the content display, graphics and pictures, and education activities on significance level (0.05). The researcher used chi-Square (X<sup>2</sup>), the results demonstrated that chi-square counted for content presentation and educational activities reached (2.55), (5.71) respectively, and it is less than the tabular value (5.99) on the significance level (0.05), and the degree of freedom (2). This means that there are no involvement differences in all book units for the students in the educational content and educational content. Moreover, the results showed that the level of difference in involvement varies depending on the unit, as the value of chi-square reached (24) which is the highest tabular value that is (5.99). The involvement coefficient of graphics and pictures are higher than the limit identified by Romy which is (1.5), and according to his interpretation if it is higher, this means there are just too many graphics and pictures in the book. As a result, they don't provide suffice material for the student to communicate with, as table (6) shows.

Table 6. Demonstrates the degree of involvement of the educational content, graphics and pictures, educational activities in social studies book's units, and the calculated and tabular value of chi-square (X<sup>2</sup>)

Involvement coefficient	Social studies book units				Chi-square value		Significance level 0.05
	Geography	History	Citizenship		Calculated	tabular	
Educational content	6	10	13	29	2.55	5.99	statistically not significant
Graphics and Pictures	12	0	0	12	24	5.99	Statistically significant
Educational activities	31	53	64	148	5.71	5.99	statistically not significant

There are no differences between the units of the social studies book with regard to students' involvement in educational content display, and educational activities. This issue can be attributed to the authors of the book who probably share a similar educational philosophy in designing curriculum content and its activities.

On the other hand, there are differences in the degree of involvement of graphics and pictures with different units. This is due to the fact that the nature of each educational unit needs a special kind of graphics and pictures as each is concerned with studying a certain educational or psychological activity of human beings. Some of these activities need students' involvement for a better understanding of the content or illustrate an idea, while others need less involvement.

## Conclusions

There was a weakness in the degree of students' involvement in the book for content presentation, graphics, and pictures because the degree did not fall within the acceptable range identified by Romy. The results demonstrated that student involvement in social studies book reach excellence levels for educational activities in the unit of History and Citizenship. Regarding students involvement for the Geography unit, it was very weak and was not within the acceptable range for educational activities. There was not any statistically significant difference at the level of significance (0.05) for all units (Geography, History, and citizenship) in students' involvement with regard to educational content and educational activities. There was statistically significant difference at the level of significance (0.05) for all units (Geography, History, and citizenship) in students' involvement with regard to graphics, and pictures.

## Recommendations

The philosophy of modern curriculum emphasizes that the student should be active in the educational process of developing social studies book of 6<sup>th</sup> grade. Additionally, increasing students' involvement in the presentation of content for all units (Geography, History, and citizenship), and improve the book to an acceptable level of students' involvement. Increase the number of graphics and pictures which requires the students to do activities, and decrease the number of graphics and pictures which are included for illustrative purposes, especially in the units of History and Citizenship. Enrich the Geography unit with educational activities which involve the students in their own learning as students' involvement was very weak in this unit. Conduct more analytic and evaluative research in the light 'Involvement' on social studies books and other textbooks of different school grades in the Kurdistan region.

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