

Moral and Social Development of Students: A Content Analysis of Single National Curriculum of English Textbook for Grade V

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Abstract

The textbooks significantly impact how children develop their moral and social values. In light of the student's social and moral development, the current study examines the content analysis of the grade V English textbook based on the Single National Curriculum (SNC). This study's major purpose is to analyze the Single National Curriculum Grade V English textbook, published by Afaq, for its emphasis on moral and social development. The descriptive research methodology is used for the study. The study explores possible answers to the research question: what factors of SNC's V-grade English textbook contribute to moral and social development? According to the current study, SNC's fifth-grade English textbook contains six key moral and social developmental values.

Keywords: English Textbook, Content Analysis, Single National Curriculum, Moral Development, Social Development.

Introduction

English is regarded as a foreign language. It has a unique place in the school curriculum. Both renowned teachers and students find using the English textbook to be amazing. It provides essential inputs through various explanations and exercises and acts as a guide for teachers while handing over materials. This impacts how students interact with the content and how they perform. Students participate actively in class when they enjoy their textbooks. According to Harmer (2007) the most crucial element of using textbooks is that instructors try to get their students interested in the material they are studying. Additionally, it gives pupils a fantastic opportunity to speak English in class.

From first to 12th grade, English is to be taught as a method of instruction, and from first to 14th grade, it is to be taught as a required subject. As stated in the Sustainable Development Goals SDGs Vision (2030) and the minimum standards for quality education, several steps have been taken to improve the quality of education and learning in the development of curriculum to produce students capable of managing the ongoing difficulties (Pakistan SDGs Status Report, 2021).

Curriculum developers have prioritized students' social and moral development in their curriculum aims (Keddie, 2015). Since the curriculum encourages virtues like fair play, athleticism, personal responsibility, and respect, it has a favorable impact on children's social and moral development.

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Some social and moral virtues like love, self-control, honesty, sacrifice, respect, responsibility, and sharing are emphasized in many courses, including social studies, ethics, languages, and others. Children can develop these social and moral skills through various academic and extracurricular activities. According to Ahmad (2018) a person's ability to develop moral and ethical principles is not inherent; rather, it depends on the kind of instruction and experiences they receive from their family, school, community, and society.

This study aimed to investigate the social and moral factors in the English Single National Curriculum textbook for Grade V. Policy makers and curriculum developers may benefit from the study. They might be aware of how much social and moral content is included in the SNC textbook for grade V English, and they could evaluate their present practices and policies and adopt ones that encourage the growth of social and moral content. They would then be able to modify the children's learning environments to foster social and moral education, which would enhance the well-being of the kids and their chances for the future. Similarly, teachers may find the study's findings helpful in assessing the impact of their instruction on students' moral and social development. Numerous studies have been carried out in Pakistan on the subject-wise curriculum of the SNC at various levels by various researchers (Ahmed et al., 2023; Babar et al., 2022; Dilshad et al., 2023; Khan & Ali, 2022; Malik et al., 2023; Rauf et al., 2022; Tayyab et al., 2022).

The present study focused on two main goals: examining the moral development factors incorporated in the grade V English textbook of the Single National Curriculum (SNC) and investigating the social development factors included in the same textbook. The study aimed to answer two research questions: what moral development principles are present in the grade V English textbook of the Single National Curriculum? And, what social development principles are present in the grade V English textbook of the Single National Curriculum?

Background of the Study

Developing a curriculum is crucial for any education system as it is the foundation and outlines the specific subjects to be taught. In this research conducted by Malik et al. (2023), the focus is on understanding teachers' viewpoints regarding the Single National Curriculum and the challenges faced during its implementation. The study emphasizes establishing a robust system and infrastructure before embarking on continuous enhancement endeavors. In 2006, the National Curriculum for English for Grades 1 through 12 was introduced. The curriculum's goal was to create and offer a thorough, step-by-step guide for teaching and learning English and to give students the tools they need for academic communication. A social, institutional, and environment that enables them to develop into responsible, autonomous citizens, learn throughout their lives, and represent Pakistan globally (Government of Pakistan, 2006). According to Cunningsworth (1995), the textbook serves as a source for the provision of information as well as a source for students to practice skills, including vocabulary, grammar, hearing, reading, speaking, and writing. In summary, the textbook helps teachers implement the curriculum by building on the needed curriculum and serving as a guide and learning opportunity for pupils.

Many aspects of a person's development, from labor skills to cooperative and moral behavior, are formed during childhood. Childhood is a prime period for human growth and all-round development. According to Gordon and Browne (2017),

"Social and moral development begins at infancy and continues through preschool, kindergarten, nursery school, Montessori, and primary education from 3 to 8 years."

Various researchers agree that a child's development is most sensitive and critical between the ages of 3 and 8. Moral development is how a person's sense of right and wrong, religious values, consciousness, social attitudes, and certain behaviours gradually develop (Saracho & Evans, 2021). Understanding the distinctions between good and evil is necessary for moral development (Ebersöhn & Eloff, 2004; Saracho & Evans, 2021). It is a process by which a person's behaviour and attitude toward others are properly developed, led by cultural values, social norms, laws, and standards. Thinking, feeling, and acting morally include developing moral principles. The curriculum offers many opportunities to develop certain qualities necessary for an individual's moral development (Tang et al., 2018). Moral development aims to produce a person capable of making judgments on their own, who respects others, and who chooses what is best for them, society, and the environment (Globokar, 2018).

According to the Islamic viewpoint, moral education is the spiritual growth that results from applying all universal Islamic rules (Ismail, 2016). Decisions made by an individual that is wise, autonomous, and reasonable help to define their moral character. A person with strong moral principles accepts accountability and responsibility for their actions and decisions. The efforts of a child's family and school can aid in developing their moral character (Bratton, 2012).

The capacity of a youngster to think, act, and behave morally increases with time. Parents, relatives, and educators initially decide what is best for their children. Still, as time passes, the child assumes increasing responsibility for their actions (Globokar, 2018). Young children initially base their selections on what is valuable and comfortable. In adolescence, sacrificing specific aspirations for a greater good is the price of modern acceptance. According to Vygotsky, the child eventually adopts certain social norms into their ideas as they become more important to them in later life (Hedges, 2022).

The ability to relate to people and establish suitable patterns of social interaction in social contexts is known as social development. It can also be described as developing norms, abilities, and knowledge that help students interact with people efficiently and contribute positively to their communities, families, and schools (Ahmad, 2018). A society where everyone participates in progress and benefits from it is the aim of social development. Through this process, a person develops into a valuable member of the group or society to which they belong. It has been demonstrated that people follow the guidelines established by the group or community to whom they belong.

The research conducted in Pakistan by Tayyab et al. (2022) shows that 50% of the content found in the chosen books contains religious ideology in various forms. The Urdu textbook, in particular, utilizes more persuasive language when disseminating religious beliefs. Furthermore, the promotion of middle-class values is more evident in the Urdu textbooks. The study concludes that despite being based on the Single National Curriculum, these books primarily cater to the middle-class readership due to their larger population. Consequently, primary-level textbooks play a crucial role in shaping the mindset of young learners according to the desired standards.

In another study, Babar et al. (2022) examine the moral conduct of school teachers based on their students' reflections during lessons on morality in schools. The researchers analyze the moral education and values presented in English, Urdu, Islamic Studies, Social Studies, and Pakistan Studies textbooks for grades 3 to 10, published by the Punjab Text Book Board. The findings indicate that the content related to morality falls short of what is expected, while students perceive the teachers' moral conduct to be above average. The study emphasizes the importance of practicing these values in society, highlighting the crucial roles parents and teachers must play in instilling moral values among the youth.

Aggarwal (2015) defines social development as a person's transformation into a valuable contributor to a group or community. It involves helping children develop the abilities, understanding, and morals necessary to engage in social interactions and positively contribute to their communities, families, and schools. Man cannot naturally live alone; he must join the society. They are compelled by social, psychological, and ideological factors to reside in a society or group (Rubin et al., 2011). People adhere to the standards and ideals of the community or organization they are a part of.

According to Dahl (2019), a person's moral development involves the development of a variety of qualities for which the curriculum offers sufficient opportunity. The following moral principles should be emphasized in schools: respect for others' dignity and dignity, self-control, honesty in one's ideas and techniques, a sense of duty and empathy, honesty, and fairness of the fundamental moral qualities. Therefore, moral development is the appropriate development of performance and behavior toward others based on social values, cultural norms, and standards (Killen & Smetana, 2013).

Man cannot exist in isolation by nature; instead, he develops into a human being as a community member. One feels compelled to belong to a community or organization for psychological, ideological, and sociological reasons. These abilities aid the child's social development. Because civilization is changing so quickly, education plays a much different role. The teacher develops a complex child profile in terms of knowledge and competencies, so it is essential to incorporate in both the school and the educator the student's desired good social habits and moral attitudes (Mykyteichuk et al., 2021). Therefore, since these traits significantly impact peer acceptance, educators and parents must support young children in developing positive social skills and friendships (Michelson et al., 2013).

Social development is the process by which a person grows to contribute to the community or society to which they belong. It entails teaching kids the abilities, information, and morals that help them to interact with people efficiently and positively impact their school, community, and family (Aggarwal, 2015). The person abides by the standards and principles of the group or society to which they belong. A person cannot by nature exist in solitude, and only as a member of a society can they become a human being. They are required to live in a society or group for social, psychological, and ideological reasons.

The child develops various social abilities through interaction with classmates and adults, which benefits their social growth (Jordan et al., 2008). The role of education has substantially changed due to how quickly civilization is developing. A person must acquire desirable moral values and decent social behaviors in school. Co-curricular activities in school help students better complete the objective of socialization.

The importance of education on a child's social and moral development can always be emphasized. Moral and social development does not come naturally to people; instead, it depends on what kind of education and experiences they receive at home, in school, in their neighborhood, and in society as a whole. The constant efforts of the family and the school can help the child develop healthy moral and social character—the day when many people's moral and societal foundations crumble would be trouble's day.

Theoretical or Conceptual Framework of Moral and Social Development

Vygotsky (1978), a renowned theorist in social development and education, posited that cognitive processes are interconnected with the external world and social environment. His sociocultural theory of cognitive development (Saracho & Evans, 2021) viewed the child as an apprentice

guided by more capable peers and adults within the social realm, known as competent others. According to Vygotsky, children acquire knowledge logically and systematically through dialogue and interaction with skilled individuals in the zone of proximal development (ZPD). The upper boundary of the ZPD represents the learning objectives that a student cannot achieve independently, even with the support of a professional instructor or a more competent individual. Activities in the upper part of the ZPD necessitate the guidance of a teacher or mentor. In contrast, the student can accomplish those in the lower part without external assistance (Colliver & Veraksa, 2021). Although tasks in the lower portion of the ZPD can be completed autonomously by the student, those in the upper section require the aid of a teacher or mentor.

In Vygotsky's theory, the idea of scaffolding refers to learning principles, which means that a child can learn with the assistance of more qualified adults. According to the definition, scaffolding is the process through which a teacher adjusts the amount of assistance given to a student as their needs alter (Huitt & Dawson, 2011). A teacher or coach is present during the initial phases of instruction to support and scaffold students. When a mentor notices that a youngster is accurately acquiring some skills or duties, the mentor gradually withholds assistance until the child can do so independently. In understanding how a child develops social competence, the notions of the zone of proximal development and scaffolding are crucial (Murphy et al., 2015).

Vygotsky stands out among early childhood education philosophers in terms of personality. His early childhood education theory serves as a means of producing innovative, creative adults open to new ideas in the humanities, sciences, and culture. Educational scientists and researchers can open a new window in children's development with their thoughts and educational guidelines (Smolucha & Smolucha, 2021). The study of how children pick up morality and moral reasoning is known as Kohlberg's moral theory. The theory holds that the basic goal of moral reasoning is to achieve and uphold justice (Myry et al., 2013).

Children under ten should work at the pre-conventional level, but some exceptions exist (Kohlberg, 1981). Conversely, the post-conventional stage is expected to apply to a very small proportion of adults. In contrast, the conventional stage is thought to apply to most adolescents and adults. It is best understood as the term "conventional," which denotes conformance to societal norms (Kohlberg, 1981, 1987). Because of this, adults who are classed as post-conventional not only understand but also can discuss moral concerns, in contrast to children and adolescents who are classified as pre-conventional.

Research Methodology

The study is a descriptive analysis of the English textbook for grade V. By comparing the content, the analysis is conducted critically. The primary goal of this study is to investigate the moral and social development content and factors in the Afaq textbook's V-grade English textbook for the Single National Curriculum (SNC) to determine how effective they are. The entire data set was gathered using the SNC V grade English textbook.

Textual analysis is the primary qualitative tool, supported by a structured coding scheme to categorize and quantify identified factors. Content comparison metrics and statistical measures are applied to evaluate these themes' prevalence and depth critically. The study utilizes the entire SNC V-grade English textbook by Afaq as its dataset, and the coding procedure is designed to address potential discrepancies in factor identification. Content validity testing, including expert reviews and inter-rater reliability assessments, is incorporated to enhance the accuracy and reliability of the analysis. This methodology offers a nuanced understanding of the curriculum's efficacy in

promoting moral and social development, contributing valuable insights to educational practices and policies.

This study adopted qualitative descriptive instrumentation, and prior permission was taken from the author. The instrument was mainly based on two factors: social and moral factors. The results of this study are presented in Tables 1-2 and 3. The tables illustrated two factors: social and moral developments. Furthermore, the qualities are classified as cooperation/ life skills, peaceful coexistence/ peace education, respect for others' religious and spiritual values, promotion of peace, social greetings, and personal safety/ participatory citizenship.

Content of the Grade 5th English Textbook

The total number of units in the English text book of grade V is 15. A list of the units is mentioned below in Table 1.

Table 1: Units detail in Single National Curriculum Grade V English Textbook

S No	Unit	S No	Unit
01	An orphan Eid	08	Hassan a generous boy
02	Mother Earth	09	A calendar
03	A new beginning	10	Lucky seeds
04	A memorable day at the farmhouse	11	Internet stranger danger
05	Pakistan and its culture	12	Art Beat: The art competition
06	The swing	14	Memories of my Eid day
07	Mother of the nation	15	Happiness
08	A clever rabbit		

Results

After analysis of the SNC grade V English textbook, many social and moral factors have been identified. Factors are mentioned in below table 2 and 3.

Table 2: Moral Development Themes and Sub-Themes

Moral Development Factors			
	Units	Theme	Sub Theme
01	Unit 15: Happiness	Cooperation/life skills	Sharing, Helping others, friendship, a guide to others
02	Unit 11: Lucky Seeds	Peaceful Coexistence/ Peace Education	Helping other
03	Unit 05: Pakistan and its Culture	Respect the religious and spiritual virtual of others	Tolerance, respect

Table 3: Social Development Themes and Sub-Themes

	Units	Theme	Sub Theme
01	Unit 03: A New Beginning	Promote the peace	Peaceful coexistence, Peace Education, Love, care, patience, politeness, Resolving conflict
02	Unit 09: Hassan A Generous Boy	Social greetings/ Avoiding Social Evils	Thank you, sorry, and welcome and controlling anger/ Aggression
03	Unit 12: Internet Stranger Danger	Personal Safety, Participatory citizenship	Avoid befriending strangers, Follow traffic rules, the welfare of society, rules, and regulations

Tables 2 and 3 present the two social and moral factors. Furthermore, these factors are categorized into theme and sub-theme, with various types such as cooperation/ life skills, peaceful coexistence/ Peace Education, Respect the religious and spiritual virtual of others, promote the peace, social greetings/ avoiding social evils and personal safety/ participatory citizenship. Various indicators of both moral and social development values are observed in the content.

Discussion

According to educational documents, the curriculum in various countries emphasizes students' moral and social development as a key objective across different subjects, which is the primary goal of the educational process. However, integrating positive values into teaching tools and textbooks still needs to be improved (Government of Pakistan, 2009). It is crucial to carefully evaluate the instructional objectives of the textbook utilized and consider the students' moral and social development. Consequently, the researcher aimed to evaluate the moral and social development values in the current study by analyzing the content of the grade V English textbook in the single national curriculum (SNC). The investigation focused on the social and moral values of the SNC grade V English textbook through content analysis. The study by Tayyab et al. (2022) examined moral values and found that the Urdu book had a greater impact due to its persuasive language when conveying religious beliefs.

On the other hand, Babar et al. (2022) analyzed moral education in various textbooks for grades 3 to 10 and discovered that the content related to morality fell short of expectations. In their study, Khan and Ali (2022) delve into the examination of different ideologies present in the language used in the primary English textbooks (SNC-2020) for grades (1-3). The present research investigates the elements contributing to moral and social development in the English textbook for grade V, which aligns with the SNC curriculum. The present study's findings revealed the presence of six primary moral and social development values in the SNC English textbook for grade V. These values were identified through several indicators and subsequently incorporated into the text.

Conclusion

Two of the six were considered moral and social values (i.e. "spiritual virtual of others' participatory citizenship') and were not provided appropriate representation in textbooks. Therefore, as these values are important for the child's moral and social development, we advise that they be sufficiently incorporated into the content of the SNC grade V English textbook. Learners' social and moral development is widely recognized as a key objective in educational curricula across different countries. However, educational materials and textbooks often fail to integrate positive ideals fully. It is crucial to carefully evaluate the textbooks' suitability to ensure they align with educational objectives and meet the needs of students' social and moral growth. Ultimately, conducting a study on the moral and social development of students by analyzing the SNC Grade V English textbook has the potential to provide significant insights and contributions to the field of education. By recognizing the role of textbooks, focusing on a standardized curriculum, employing a detailed research methodology, targeting practical outcomes, and acknowledging contextual factors, the study offers a nuanced perspective on the intersection of education and character development.

Recommendation

Several suggestions were proposed following the study:

1. Incorporate the six essential moral and social developmental values identified in the SNC Grade V English textbook more prominently into the curriculum. This should be done by actively reinforcing them in lesson plans and activities.
2. Foster collaborative efforts between the English subject and other subjects to strengthen moral and social values in different contexts. This will contribute to a more comprehensive educational experience.
3. Regularly review and update the SNC Grade V English curriculum to ensure its relevance, cultural sensitivity, and ability to address contemporary moral and social challenges.

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