

ANALYZING THE CONTENT OF THE TEXTBOOKS FOR GRADES ONE THROUGH TEN WITH REGARD TO THE ELEMENTS OF INTERPERSONAL RELATIONSHIP SKILLS

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Abstract

Research findings confirm that successful interpersonal relationships are necessary for effective human functioning. The purpose of the study was to ascertain how many interpersonal relationship skills have been covered in the first through tenth grade textbooks. Data collection and analysis were conducted using content analysis method of qualitative research. All of the first through tenth grade textbooks compiled by Punjab Curriculum and Textbook Board Lahore, Pakistan, for the 2020–21 school year made up the population of the study. The Social Studies, Islamiat, English, and Urdu textbooks for grades 1st–10th were chosen as a sample for this study using the purposive sampling technique. A checklist was constructed based on the literature review on the indicators of interpersonal relationship skills. Additionally, it was employed as a research tool to examine the data in the textbooks. The checklist was consulted with subject matter specialists as well. The content that encourages students to build interpersonal relationships skills was investigated by analyzing the manifest and latent content of the chosen textbooks. It was found that interpersonal relationship skills were covered at varying frequencies in the textbooks of the four subjects taught to students in grades 1st–10th: Social Studies, Islamiat, English, and Urdu.

Key words: *Interpersonal relationship skills, Textbooks, Content, Students*

Introduction

Humans are sociable creature by nature (Aronson et al., 2007). Their social environment affects them, and vice versa. They respond to this by establishing and preserving relationships in order to live fulfilling lives and meet their basic requirements. "Mutual contact and behaviors experienced at different levels from acquaintance to close connection arising from distinct requirements among two or more people" is one definition of interpersonal relationships, which facilitate mutual interaction among persons to satisfy their needs (Imamoglu, 2008). Being biopsychosocial, people use their interpersonal connections to gauge their level of recognition (Yilmaz, 2010).

Individual connections are included in interpersonal relationships. This link is always there for a reason, such as companionship, social support, reducing concerns, achieving objectives, etc. Interpersonal interactions are influenced by environmental circumstances, culture, and values. Through his worldview, which is shaped by his experiences, postures, and behaviors, a person establishes a connection with his surroundings and initiates the process of humanizing interpersonal connections. A person's understanding of human dignity, human rights, and human values, as well as their responsiveness, assertiveness, empathy, and other humane relationships, exhibit these relationships if they are humanized (Kleptsova, 2018).

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Numerous research have revealed that positive interpersonal relationships are necessary for human functioning to be healthy. They serve as a source of enjoyment and resilience, aid in work completion, play a crucial role in satisfying exam requirements, and provide emotional support in daily life. Numerous studies and theories confirm that students' interpersonal relationships have a significant impact on their academic performance as well as their dedication and motivation at school (Martin, 2014). Students that avoid interacting with others are less able to address difficulties (Kuehner, 2006).

Positive interpersonal relationships are thought to produce a host of advantages. Positive interpersonal interactions provide as a basis for social and emotional development, practical assistance with tasks, protection against stress and danger, emotional support in daily life, and companionship during shared activities (Martin et al., 2009; Martin, 2013). Due to its positive effects on other selfgoverning processes that are linked to academic outcomes students' motivation, dedication, and success are also positively impacted by a sense of belonging (Connell & Wellborn, 1991).

For example, positive interpersonal relationships with parents, instructors, and fellow students not only boost selfworth and selfesteem but also promote social, emotional, and intellectual functioning (Martin & Dowson, 2009). According to Martin and Dowson (2009) and Martin (2013), it has been demonstrated by a variety of theories and concepts. It has also been argued that social interactions in the classroom or school teach pupils to fit in with a particular group. Additionally, they learn about their training and social skills (Wentzel, 1999). Additionally, kids' beliefs, demeanors, and morals align with their interacting environment. Students learn all the beliefs, perspectives, and values necessary for effective functioning in academic contexts if they are related to others in the academic realm (Ryan & Deci, 2000). These beliefs guide students' conduct, which shows up as increased goal-setting efforts, self-control, and perseverance (Wentzel, 1999).

Students internalize the values held by significant adults in their lives, such as parents and instructors, and discover the importance of these views for functioning in the classroom and at school with the support of good relationships. Wetzel (1999). For instance, in an academic context, a positive relationship with a particular instructor indicates a high probability of encouraging pupils to follow some of the teacher's values and ideas (Martin & Dowson, 2009). Interestingly, relatedness is a significant self-system process in and of itself (Martin & Dowson, 2009; Martin, 2013). Constructive interactions, for example, have a favorable impact on the self and produce positive results and a positive mood (Furrer & Skinner, 2003).

An individual becomes motivated and engaged as a result of the energy gained from healthy interpersonal relationships (Furrer & Skinner, 2003; Martin & Dowson, 2009). Positive effects from healthy relationships are demonstrated by the "need to belong" hypothesis. According to Baumeister and Leary (1995), this theory posits that "human beings have a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships." Positive emotional reactions result from the fulfillment

of this need. These positive emotional reactions are thought to be adaptively driving students' achievement-related behavior, which includes their involvement, self-regulation, responsiveness to difficult situations, and use of strategy (Meyer & Turner, 2002).

The useful lens of interpersonal interactions can be used to understand many theories of achievement motivation. Accordingly, relatedness could be a useful tool for observing and comprehending student behavior in the classroom as well as for addressing any issues with commitment and motivation that may arise in the classroom that have to do with "other" (Martin & Dowson, 2009). For example, the incapacity of the learning environment to satisfy a student's urge to fit in has been cited as the reason why students have failed to adapt and settle in at school (Wentzel et al., 2004). Since relatedness primarily facilitates the interconnectedness of students' social, emotive, and intellectual elements, it follows that relatedness should be recognized in these circumstances and the programs for should also identify this interconnection (Martin & Dowson, 2009).

This idea of relatedness may therefore serve as a motivator for educational programs that aim to encompass "the whole self" and its place in the relevant academic context. Since healthy relationships are seen as a highly respected human outcome in their own right, they may, in general, aid in a better understanding of social work on a larger scale. The three main relationship sources that have a considerable impact on students' academic and extracurricular lives are their parents/caregivers, instructors, and fellow students. Each is essential to kids' successful learning and development (Martin, 2014).

Despite their differences, both internal and external factors have an effect on people's relationships with one another. The basis for classifying these impacts may come from the individual's relationships with other people, his inherent (internal) attributes, and some other external circumstances. Furthermore, the combined effect of these factors impacts a person's general conduct at work. According to Myasishev (1995), interpersonal relationships endure throughout a person's life despite being influenced by a variety of factors, including age, personal traits, career preferences, and societal shifts. Interpersonal connections are governed by internal factors that are solely related to the individual (Kleptsova & Balabanov, 2016).

These intrinsic factors include the personality traits that each person is born with, including his or her natural traits, abilities, and peculiarities, as well as his or her need for affection, attachment, and authority, all of which contribute to the person's overall interactional traits (Schutz, 1958). This is the most crucial characteristic that determines how different and unique a person is from other people. These influences are classified by Kleptsova and Balabanov (2016) as belonging to the internal and external influence categories. Accordingly, a person's internal influences comprise their entire set of characteristics (Kleptsova & Balabanov, 2016).

However, because many external factors overlap with these internal factors and contribute to interpersonal relationships overall, these internal factors may have some influence over interpersonal relationships at work. These external impacts include the group of individuals

who interact with the individual and the workplace where the individual is expected to complete specific tasks, according to Kleptsova and Balabanov (2016). The attitudes displayed by the selected group have a direct impact on how people interact at work and how well tasks are completed. This is because other employees notice the attitudes that people exhibit at work and react by making observations based on those observations (Kleptsova & Balabanov, 2016).

Problem statement and rationale of the study

Humans form relationships in order to survive and meet their basic requirements because they are either influenced by or affected by the environment in which they live. Mutual engagement between people to meet their needs is facilitated by interpersonal interactions. Being bio-psychosocial, people use their interpersonal connections to gauge their level of recognition (Yilmaz, 2010). Therefore, it's critical to examine textbook material in light of interpersonal relationship abilities. One of the primary sources of social skills education is textbooks.

In addition to offering trustworthy knowledge, textbooks are fundamental resources for shaping students' attitudes and behaviors. They are thought to be efficient means of sharing knowledge and abilities across all educational levels (Government of Pakistan, 2018). Textbooks are thought to have a significant influence on classroom activities and, in turn, students' conduct (Tarr et al., 2008). Textbooks give teachers a plan to follow throughout the academic year, assist them control the pace of instruction, and give them a sequenced content

(Government of Pakistan, 2016).

The researcher was inspired by the relative paucity of study in this domain despite the importance of social skill development (Daraee et al., 2016). Therefore, the researcher designed the study to find out if and how many interpersonal relationship skills have been covered in the Social Studies, Islamiyat, English, and Urdu textbooks for grades 1st–10th, compiled by Punjab Curriculum and Textbook Board Lahore, Pakistan.

Objectives

The objectives of the study were:

- i. To analyze the content of Social Studies, Islamiyat, English and Urdu Textbooks for Grades 1st-10th in connection with interpersonal relationship skills.
- ii. To determine the extent to which the content of each of the four subjects covers interpersonal relationship skills.

Research Questions

1. What are the interpersonal relationship skills that have been covered in the content (sentences, phrases, activities, words and pictures) of Social Studies, Islamiyat, English and Urdu Textbooks for Grades 1st-10th?
2. To what extent the content of each of the four subjects deal with interpersonal relationship skills?

Methods and materials

Research design

In this study, the content of Social Studies, Islamiat, English, and Urdu textbooks that deal with interpersonal relationship skills was examined using the content analysis method. This approach examines the content in light of the messages' underlying objectives and meanings as well as the specific situations in which they were delivered (Prasad, 2008). One of the fundamental techniques for qualitative research is content analysis. Different types of investigations may be carried out using content analysis. Due to its ability to objectively and methodically analyze textual material, content analysis can also be employed in quantitative investigations (Tuomi & Sarajarvi, 2009). Researchers can use this method to indirectly analyze human behavior by analyzing various communications. In actuality, it is a method that aids researchers in indirectly gathering information about human behavior. It analyzes their communications so that conclusions drawn from texts can be reliable and consistent with the context in which they are used. The finding of meanings is the primary benefit of content analysis above alternative methods (Krippendorff, 2019). This research used conceptual content analysis. In conceptual content analysis the researcher selects concepts or constructs to analyze and then quantify and count the number of times those concepts or constructs appear in the text through particular words, phrases, sentences, and images (Carley, 1990; Busch et al., 2005).

Sampling and sample

According to Frankel et al. (2012)'s advice, purposive sampling was used to choose the study's sample for content analysis. Texts are chosen for sampling based on their contexts, sources, genres, intertextualities, and historical periods. The goal of purposive sampling is to choose every text that helps to address the suggested research questions (Krippendorff, 2019). Out of all the textbooks for grades 1st through 10th, the Social Studies, Islamiat, English, and Urdu textbooks were the sample of the study. These textbooks were published by the Punjab Curriculum and Textbook Board Lahore for the 2020–21 academic year, prioritizing the National Curriculum 2006 learning objectives for students.

Source of data

The textbooks for Social Studies, Islamiat, English, and Urdu for grades 1st through 10th, published by Punjab curriculum and textbook board Lahore Pakistan for the academic year 2020–21 in consideration of the learning objectives of the National Curriculum of 2006, were the source of data for this study.

Data collection tool

A checklist, based on interpersonal relationship skills indicators that were studied in the literature, was constructed. The checklist was constructed to identify the content that addressed interpersonal relationship skills in Social Studies, Islamiat, English, and Urdu textbooks for grades 1st through 10th published by Punjab Curriculum and Textbook Board Lahore, Pakistan.

The textbooks were taught during the academic year 2020–21. The checklist also received validation from PhD specialists in the field.

Unit of analysis

The unit of analysis is the precise thing that has to be examined. Words, phrases, sentences, images, gestures, exercises, and activities were all designated as units of analysis in this study.

Data analysis

Following the cues provided in the checklist, the manifest and latent content of the chosen textbooks was examined using the content analysis technique to gather and examine the data in order to explore the content that addresses interpersonal relationship skills. A researcher decides before beginning content analysis whether to focus on manifest or latent content. Both the manifest and latent contents of a message may also be specified. The surface, obvious content—the words, visuals, photographs, and other elements that are immediately discernible to the unaided eye or ear—is referred to as the manifest content of a communication. No inferences are necessary. The underlying significance of what is shown or spoken is referred to as the latent content. In order to determine the underlying meaning, a researcher may examine the chosen material and evaluate the extent to which it is likely to advance the desired notion or skill (Frankel et al., 2012). Following analysis, the researcher either develops themes and documents the findings in a qualitative manner or determines the frequency of occurrence of the intended skill, concept, or construct, regardless of whether it exists in latent or manifest content in the form of phrases, sentences, or activities that promote the development of the targeted skill or concept. Both the manifest and latent contents were examined in this investigation. During analysis, the frequency of occurrence of words, phrases, and visual representations that directly reflected interpersonal relationship skills and could be seen by the naked eye was calculated. For example, in the sentence "Islam mein dusaron k sath hussn-e-salook ka hukam diya गया है. Yahan tak keh *jo taalaq tureen un se bhe acha salook karnay ki taaleem dee gae hay* (Islamiyat for 6th grade, P56)." For example at another place in the sentences "A new student has joined your class. Use the above phrases and *greet him both formally and informally. Also introduce yourself and ask for his/her introduction* (English for 9th grade, P45)" the underlined words manifestly teach interpersonal relationship. The sentences and activities which motivate the development of some interpersonal relationship skills through their underlying meanings were also coded and calculated. For example, the sentences "They share each other's joys and sorrows (English for 7th grade, P17)." And "Allah hay bus peyaar hee peyaar (Urdu for grade one, P67)." latently motivate the development of interpersonal relationship skills.

Criterion for determining inclusion level of interpersonal relationship skills in each subject

To determine the extent to which Social Studies, Islamiyat, English and Urdu textbooks for grades 1st-10th addresses interpersonal relationship skills, the following criterion was applied.

Table 1

Criterion to determine the extent of inclusion of interpersonal relationship skills in each subject

Range of frequency of social skill existence	Extent/level
Upto 20 times occurrence (in each selected subject)	Low
21-40 times occurrence	Moderate
Above 40 times occurrence	High

The level of existence was determined by measuring the frequency of occurrence in each subject to decide how much interpersonal relationship skills were addressed in the content of Social Studies, Islamiat, English, and Urdu textbooks for grades 1st through 10th.

Results

The visible and latent content (words, pictures, phrases, sentences, and activities) of Social Studies, Islamiat, English, and Urdu textbooks for grades 1st through 10th was evaluated to examine interpersonal connection abilities. It was determined how often interpersonal communication skills were covered in each course. Following is a breakdown of the frequencies and percentages of interpersonal relationship skills in each subject.

Table 2

Inclusion of interpersonal relationship skills in the textbooks

Grade	Subjects				Total frequency of interpersonal relationship skills in each grade
	Social Studies	Islamiat	English	Urdu	
1	4	5	1		11
2	5	6	2		17
3	9	2	1		19
4	7	4	4	0	25
5	0	6	2		14
6	2	9	0		12
7	2	2	4		38

		2		0	
8		0	1	0	17
		2			
9		0	4	0	7
10		1	0	4	12
Total		3	7	1	172 /
frequency in each subject	0	0	8	4	
		1	4	1	
	7%	1%	1%	1%	

Table 2 vertically reflects the frequency of interpersonal relationship skills in four subjects for grades 1st through 10th: social studies, islamiat, english, and urdu in words, pictures, phrases, sentences, and activities. Thirty locations in social studies textbooks addressed interpersonal connection skills. Seventy times in the text of Islamiat textbooks were references to interpersonal relationship skills. Interpersonal relationship skills were addressed 18 times in the English textbooks. 54 times in the text of the Urdu textbooks, interpersonal relationship skills were attended. The table horizontally shows the frequency of interpersonal relationship skills by grade. There were eleven places where the four subjects covered in grade one's textbooks dealt with interpersonal relationships. There were 17 references to interpersonal relationship skills in the second grade texts. There were 19 spots in the third grade textbooks with material that encouraged interpersonal connection skills. Interpersonal relationship skills were mentioned 25 times in the 4th grade texts. The elements of interpersonal relationship skills were present in the fifth grade textbooks 14 times. The interpersonal relationship skills were stimulated at 12 locations by the sixth grade curriculum. 38 times in the seventh grade textbooks was material that encouraged interpersonal connection abilities. Eighth-grade textbooks mentioned interpersonal relationships 17 times. Interpersonal connection skills were covered in the ninth grade in seven different locations. The content of the 10th grade textbooks included 12 references to interpersonal connection skills.

Findings and Discussion

In the educational system, a textbook is positioned as a necessary resource and point of reference for students' learning. It helps the instructor determine the breadth and depth of the material that will be covered in class (Sharma, 2017).

According to this study, interpersonal relationship components were included in English textbooks infrequently. This finding on the inclusion of interpersonal relationship skills supporting material in the 10th grade English textbook is somewhat consistent with the findings of the Shah et al. (2022) study. According to Rehman et al. (2023), interpersonal relationship skills are in very low frequency in the first-grade English textbook.

Similar to this, Bano and Abubakar (2021) reported that the content of the English textbook for fifth graders based on the Single National Curriculum had a low frequency of social etiquette and participatory citizenship abilities, which are forms of interpersonal connection skills.

According to this study, interpersonal relationship skills were frequently covered in Islamiyat textbooks. This finding is similar to the findings of Rehman et al. (2023). They reported that interpersonal connection skills were highly prevalent in the first-grade Islamiyat curriculum. Similarly, in one hundred pictured story books, Gonen et al. (2012) found a significant prevalence of peer-related social skills that belong to interpersonal relationship skills.

Inconformity with this, Sharma (2017) noted that the NCERT science textbook's material targeted students' interpersonal relationship abilities in addition to looking for acceptable values in them.

According to this study, interpersonal relationship skills were frequently covered in Urdu textbooks. The study also found that social studies textbooks moderately addressed interpersonal interactions abilities. However, the study by Rehman et al. (2023) found that interpersonal relationships skills were not frequently included in grade one social studies and Urdu textbooks.

Conclusions

Consequent upon the findings of the study these conclusions are drawn:

As far as the grade wise inclusion of interpersonal relationships skills is concerned, they have been addressed in the content of 7th grade textbooks in the highest frequency, while in the content of 9th grade textbooks, interpersonal relationships skills have been addressed in the lowest frequency.

The content of Islamiyat textbooks for grades 1st-10th addresses interpersonal relationships skills at high level. Interpersonal relationships skills have also been addressed in the content of Urdu textbooks at high level. The content of Social Studies textbooks addresses interpersonal relationships skills at moderate level. In the content of English textbooks attention has been paid to interpersonal relationships skills at low level.

Recommendations

As the study concluded that in the content of 9th grade textbooks interpersonal relationships skills have been addressed in the low frequency. The study also concluded that in the content of English textbooks for grades 1st-10th interpersonal relationships skills have been attended at low level. Keeping in view the vitality of interpersonal relationships for the success in life, it is recommended for Punjab Curriculum and Textbook Board Lahore that more content addressing interpersonal relationship skills be included in the textbooks where it lacks and especially in the content of English textbooks.

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