

## Environmental Values in School Textbooks: Content Analysis of the Primary School Civics Textbook

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### Abstract:

This study aims to identify environmental values in second-generation textbooks and to identify the most important environmental behaviors included in them, thus contributing to strengthening these values among primary school students. This study is conducted based on the content analysis of second-generation civic education textbooks, all levels combined (from first year to fifth year). A content analysis approach was adopted and the study resulted in several observations, including: the environmental behaviors included in primary school civic education textbooks are divided into four basic environmental values: environmental preservation, environmental exploitation, environmental aesthetics, and cleanliness and public health. These values are at the top of the environmental values included in civic education textbooks. The environmental behaviors included in the civic education textbook reinforce environmental values among learners, thanks to the sequential and coherent nature of the cognitive content and its compatibility with the learner's developmental stages.

**Keywords:** Environmental education; Environmental values; School textbook; Civic education textbook; Primary level.

### INTRODUCTION

School is central to the socialization process. It also contributes to the educational process, fostering and stimulating relationships between students. The education system strives to develop and improve students' skills based on their intellectual and psychological abilities, taking into account individual differences. It also plans teaching and learning, emphasizing education and the transmission of knowledge to students, as part of acquiring as much information and skills as possible.

School is considered a microcosm where students are trained to integrate into community life by acquiring diverse experiences and expertise. The role of school has become essential in balancing cognitive and psychological learning. School thus prepares students for social acceptance in the face of societal changes.

Environmental education has become a social imperative. Those responsible for the educational system seek to equip individuals with the qualities, knowledge, and skills necessary to protect the environment. Therefore, it is considered a fundamental axis of educational programs. This approach is based on methods that promote the development and acquisition of healthy environmental behaviors among learners. It aims to train citizens capable of recognizing all components of the environment, knowing its problems, and understanding its circumstances. Thus, behavior is not motivated by hatred or shortcomings, but rather by the protection and enforcement of environmental legislation, thus consciously contributing to the preservation of the environment. The textbook is considered the cornerstone of the

integrated educational process, serving as a source of inspiration and reference for student behavior. This requires a set of values that help shape the student's personality. The role of education is not limited to the cognitive dimension, but extends to social roles by teaching them valuable principles that develop their personality to fulfill their social roles, duties, and responsibilities. It also includes the behavioral dimension, which aims to evaluate the individual and control their actions and attitudes. Based on this, the study addressed the theme of school and environmental values, highlighting the role of textbooks in promoting these values among learners. This study aims to identify the most important environmental values included in civic education textbooks, with a view to defining a list of environmental values on which civic education textbooks base their environmental education Objectives.

### **Problematic :**

School is considered the second social unit in the construction of society. It is an integral part of the societal system and one of the pillars of its mission to support stability. It instills in children the necessary values and norms from an early age, in order to integrate them into the social structure. This mission is considered fundamental in society because it promotes the integration of individuals. It is the vector for transmitting cultural heritage, such as language and religion, from one generation to the next. It establishes the fundamental principles of the educational personality, as it is a major factor in the education and socialization of children. The child absorbs the moral principles and values of his school and teachers.

The school contributes to the relationship between the learner and the environment, strengthening their relationship and knowledge of all its components and issues, while recognizing the important and essential role it can play in the learner's education by enabling them to understand legislation, protect the environment and develop their environmental values.

School is not the only system that provides this education in a coherent and integrated manner. It requires other supports, including the textbook, an officially authorized educational document that transmits the content of the program to the teacher and the learner, thus enabling them to integrate into society and become part of it. Through this support, the individual constructs a value system, the fruit of experiences accumulated within the family, school, and community. What environmental values does the civic education program contain in primary school? This main question arises from the following questions:

- Does the civic education manual include behaviors that promote conservation values?
- Does the civics textbook include behaviors that promote exploitative values? - Does the civics textbook include behaviors that promote the values of cleanliness and public health?
- Does the civic education manual include behaviors that promote aesthetic values?

### **Importance of the subject :**

The importance of this topic lies in its emphasis on the need to strengthen the role of schools in developing environmental values among students. This role is closest to students, as it is the official tool of education and training, allowing them to assert themselves and integrate into society. As a result, interaction between members of a community allows them to maintain environmental behaviors. School is the institution that works to perpetuate these values and to harness and use them positively. It is the first step in the training and acquisition of different behaviors that translate into students' attitudes toward their environment and those around them.

### **Objectives of the study :**

The objectives of the study stem from the importance of values in society in general, as well as how to preserve them and adopt methods and approaches that contribute to their development. The study also explores the nature of environmental values in schools and determines whether the textbook contributes to maintaining and perpetuating them among students, thanks to the richness and coherence of the explicit and clear content it contains. The study is based on specific objectives and information is sought. The objectives of this study are as follows:

- Identify the most important environmental values presented to students in civic education classes.
- Describe the list of environmental values appearing in primary school textbooks and their order of appearance.

### **02- Theoretical framework :**

#### **2-1- Previous studies :**

**2-1-1- Study of the names of promoters entitled "Socialization institutions and their role in the development of environmental values" (2016). Article published in the Journal of Social Studies and Research of Hamma Lakhdar University, El Oued, number 15.** The study aimed to identify the role of the school in the development of environmental values and the contribution of school administration, teachers, curricula and textbooks to this development. To understand this role, a series of questions was asked. An in-depth survey was conducted among the administrative and pedagogical staff of the Al-Amouri Maadjoudj school, located in the Al-Buustane neighborhood in Batna, in addition to the curricula and textbooks. The survey was conducted using a descriptive and analytical approach, with the questionnaire being the main study tool and observation and interviews being the secondary tools.

The study reached several conclusions, the most important of which are: the school administration strives to maintain school cleanliness and encourages student participation; school curricula also incorporate environmental themes for different grade levels, helping students acquire skills to solve environmental problems. The study revealed that teachers play a role in educating and raising environmental awareness among students. The number of environmental values in textbooks varies from year to year, reflecting students' developmental characteristics and varying according to their mental and cognitive abilities.

#### **Type of benefit :**

This study served as an indicator or guide for approaching the subject of study, particularly for the development of the plan and its use to clarify the concept of environmental values and the school textbook. It also helped to clarify the tools needed for data collection.

#### **2-1-2- Study by Belaid Djemaa entitled: The role of primary and secondary schools in**

**environmental education - Field study at Saouli Bachir primary school and Karboua Abdelhamid middle school in the commune of El Khroub, wilaya of Constantine (2010/2011). Master's thesis in environmental sociology, University of Mentouri, Constantine, Algeria** . This study aimed to identify the role of Algerian primary and secondary schools in environmental education by highlighting the pillars of the educational process, namely the teacher and the curriculum. The study was based on the following main question: do Algerian primary and secondary schools really work to promote environmental education?

The study relied on a comprehensive social survey method, as well as the following tools: observation, standardized interviews, records and documents, and photographs. The study concluded that primary and secondary school teachers are striving to instill environmental education values. Furthermore, the percentage of values included in textbooks is consistent with the objectives of the school curriculum, on the one hand, and with the nature of the subjects, on the other. The study highlighted the need to focus on the field aspect to embody these educational objectives regarding environmental values.

**Type of benefit :**

This study examined the educational learning aspect, represented by the teacher and the curriculum. However, it provided us with a set of specific elements for the environmental education variable.

**2-1-3- Study by Faouaz Ahmed Anadjera entitled: Environmental values included in the content of the fifth-year science textbook in Jordan (2018). Article published in the International Journal of Specialized Education, Volume 7, Issue 3.** The study aimed to reveal the environmental values included in the fifth-year science textbook in Jordan. A descriptive analytical approach was used in this study. The researcher analyzed the content using a special classification as a content analysis tool. The validity and reliability of the analysis were verified. The results of the study are as follows: the total number of derived values was (24). The results of the study showed that the total frequency of values in the content of the fifth-year science textbook in Jordan was (371) repetitions. The results of the study also showed that the domain of values of rationalizing consumer behavior regarding environmental resources came in first place. Environmental preservation values came in second, health values third, and environmental beauty fourth. The study found that values were

unbalanced in terms of distribution across the four  
core environmental value domains.

**Type of benefit :**

This study is an applied analytical theory, with detailed theoretical and practical content. Its analytical approach has been used in the field of  
school curriculum selection.

**2-1-4- Intisar Ghazi Mustafa, Ibtisam Kasim Rebabaia and Madjda Faouzi Abou Rab, entitled: Degree of integration of environmental education concepts in Islamic textbooks developed for the first three years of study in Jordan (2019), article published in the Journal of Educational Sciences of the University of Jordan, Volume 46, Issue 1, Appendix 2.** The study aimed to determine the degree of integration of environmental education concepts in Islamic textbooks developed for the first three years of study in Jordan. The study population consisted of all Islamic textbooks of the same level. The study yielded the following results: the total number of environmental education concepts included in Islamic textbooks was (509), with the third class coming first with (209) concepts, followed by the second class with (152) concepts. Environmental education concepts came first, with (175) repetitions, or (34%) of the included concepts. Environmental problems came second, with (14) repetitions, or the lowest inclusion rate. The results showed no statistically significant difference at the significance level ( $\alpha = 0.05$ ) between the environmental concepts included according to the grade levels. The study recommended the need to include environmental education concepts in general, and those related to environmental problems in particular, in Islamic textbooks.

### **Type of benefit :**

This study benefited from the use of applied scientific material, illustrated by the way of connecting theoretical and practical aspects and extracting relationships from them. It was also used in statistical methods and approaches to understand the course of operations.

### **2-2- The nature of the school textbook :**

#### **2-2-1- Language :**

As is well known, the plural is "books." The word "books" refers to a written set, like "books." It also refers to writing. The word "book" refers to what is written in it. (Ibn Manzur, 1997, p. 549).

The mediator: the book, the collected newspapers and the message, in the plural, the books – and the Quran, the Torah and the Bible – the author of Sibawayh in grammar, and the Mother of the Book, and the People of the Book: the Jews and the Christians. God Almighty said: “This is the Book about which there is no doubt, a guide for those who are pious.” And the judgment, including his word (peace and blessings of God be upon him), as well as: “We will not judge between you by the Book of

God” – the term and the destiny – writing is the art of writing . (Dictionary of the Arabic Language - Intermediate Dictionary, 2004, p. 775).

#### **2-2-2- Terminology :**

A book is, in general, any handwritten or printed work of at least fifty pages, composed of one or more volumes, numbered separately or contiguous,

and which may deal with one or more subjects. (Abdul Hafiz, 2006, p. 218).

A book, taking into accounts its elements and objectives, is defined as: a complete system intended to help teachers and comprising several elements: objectives, content, activities and assessment. It thus aims to help teachers and learners in a given class or subject to achieve the corresponding objectives defined by the program. (al-Hila , Mar'i. 2000, p. 85).

Specialists define it as an educational work presenting the essential concepts of a science or technology required by the educational program in an accessible format. (Quraisi, 2007, p. 108).

**The Algerian school textbook is:** a printed educational document that embodies the official programs of the Ministry of National Education in order to transmit knowledge to learners, provide them with certain skills and help teachers and learners to detail the learning process . (Hathroubi, 1999, p. 126).

Therefore, a textbook is considered a printed compilation containing all the lessons prescribed in a specific program, in special curricula for a specific learning level. It includes various activities and projects designed to provide the learner with the basic principles and concepts for solving problems specific to each subject, according to clear learning stages.

**Textbooks are divided into two types :** (Quraisi, 2007, p. 104).

**Closed textbook :** This format is programmed, meaning it includes information, methods, exercises, and assessment. It provides the learner with solid knowledge in a regular progression (from simple to complex, from easy to difficult, from concrete to abstract). However, it restricts the learner's freedom to engage in individual and group activities because it provides ready-made and sufficient information, which may be artificial and unrelated to the learner's experience or reality. This limits the learner's aspirations for

personal experience, self-discovery, and subsequent attempts at knowledge construction. It generally includes a comprehensive set of educational activities but does not allow the learner to flourish.

### **Open manual :**

This manual liberates the subjective principles of both teacher and learner, which are used according to different learning situations. It allows everyone to integrate the realization of their personal research projects and encourages the discovery of facts, the construction of knowledge and the selection of appropriate activities.

The closed model is considered a model of limited experience, ready to use, requiring no updates or additions. This type can be represented by textbooks prescribed by the Ministry of National Education or the competent authorities, governed by programs, syllabuses, and annual distributions. It contrasts with the open model, which is freer and more restrictive than the former, allowing the learner to explore and express their own opinion in each area.

### **Procedural definition of a textbook :**

It is a printed educational document containing a set of lessons prescribed by the Ministry of National Education in order to transmit information, knowledge, skills and experience to the learner and to assist the teacher in the pedagogical management of the lesson.

### **2-2-3 - Functions of the school textbook :**

The textbook is considered one of the possible **didactic\***( Al-Fassi, n.d, p.2). supports for the implementation of the school curriculum. It is the container into which values, knowledge, skills and attitudes are poured, capable of inducing change in the learner, promoting their social integration and contributing to the development of their personality and identity. This is what has made the textbook so important, and it remains one of the most used tools in schools. This concept has been defined in multiple ways, varying according to the frame of reference used by the educational researcher. (Monsef, 2007, p. 286). It is the cornerstone of the learning process, both for the teacher and the learner, and its functions are numerous, including : (Qoul, 2012, p. 5).

- **Cognitive function** : Represents a specific ideological liberation of knowledge through the knowledge and perceptions that guide learning materials, reflecting the dominant culture that is supposed to prevail and serving to determine its degree and extent of compatibility with the culture of society.

- **Institutional function** : Organizational, it responds to the division of education into levels and subjects according to the specificities of each subject. In addition, it reflects the hierarchical structure of the educational system and the degree of freedom granted to the teacher in the management of school activities.

- **Pedagogical function** : Reflects the nature, quality and forms of communication between the learner and the teacher, as well as the perception of the nature and quality of the educational model.

### **2-3- The nature of environmental values :**

#### **2-3-1- Value in language :**

The ancient Greeks used the term "ARETE" to refer to the healthy or necessary characteristics of a virtuous person. (Rashwan, 2006, p. 120).

In Arabic dictionaries, the term "value" has the following meanings:

The value of something: its equivalent price; The value of a person; their worth.

To evaluate something means to place value on it.

The term "value" also refers to integrity and moderation . (Ben Turki, 2012-2013, p. 117).

### 2-3-2 - **Terminology** :

Value is a society's perception of what is desirable. This perception influences the social behavior of those who adopt it. In other words, value is an idea

that an individual believes in, even if it is often

shared by those close to them. Value determines

what they do and how they do it, and determines what is valuable, rewarding, attractive, or appropriate . (Al-Jawhari, 2007, p. 84).

According to this definition, values vary from one

society to another because they are behaviors governed by consensus. Each society has its own method for managing and developing its members and training the next generation and adults.

Karen Wence defined values as normative ideas that guide behavior, providing it with external and internal standards, encouraging it to achieve its goals, and giving it a moral foundation. (Boumaiza, 2005-2006, p. 147).

According to Karen Wence, values guide behavior according to specific moral indicators. Environmental values refer to the relative evaluation of individual positions on environmental issues. (Muhammad Ibrahim Ghanayem, 2003, p. 271).

These are the judgments that an individual makes, whether detailed or not, on a particular subject, whether related to environmental issues, in light of his or her assessment of his or her human, social, or physical environment. (Ahmad Abd al-Latif, 2007, p. 96). These judgments are, in some respects, the result of an individual's evaluation, but they are fundamentally a social product that the individual has internalized and accepted. They serve as norms, criteria, or standards that can be procedurally defined in the form of responses of acceptance or rejection regarding certain subjects. (al-Sheikh, 1992, p. 92).

### **Procedural environmental values :**

A set of controls that define appropriate learner environmental behavior and serve as a benchmark for positive and negative environmental behaviors, with the aim of promoting healthy education.

### 2-3-3 - **Characteristics of environmental values:**

They are acquired and represent, in essence, an individual or social product accepted and approved by the group. They represent a set of normative judgments made by the individual on the components of the environment, determining positive or negative behavior towards the environment through his judgment and its preservation. (Muhammad Ibrahim Ghanayem, 2003, p. 172).

Environmental values require choice and selection, preference management, and weighing of alternatives. Therefore, adherence, commitment, and a tendency to repeat in similar environmental situations are necessary. Relative values are

general rules that determine or guide behavior in environmental situations and distinguish acceptable from unacceptable environmental behaviors. (Khalili Ibrahim Salama, 2008, p. 18).

Environmental values are therefore the result of socialization and the improvement of individual behavior, as they are subject to collective

acceptance based on the environmental

component, which requires a differentiation of individual behavior, subject to a general judgment in the perspective of the environmental situation.

#### 2-3-4 - **Importance of environmental values** :

Values are extremely important topics, deeply rooted in human thought and continuing to have a profound impact. As a social being, human beings adopt values as a reference to evaluate the veracity of their feelings, desires, interests, inclinations,

needs, and actions. This is done in light of their culture and the social structure to which they belong. Values are one of the most important determinants of human behavior, linked to the interests of the individual and the group. They constitute a social concept linked to the perception of groups and peoples on a particular subject. They are an integral part of the culture of the individual and society and are characterized by three fundamental dimensions: cognitive, emotional, and performance . (Melhem, 2001, p. 168).

Environmental values are important for education because they are the basis for educational behavior. They constitute the standards used by students and teachers to judge appropriate and inappropriate behavior. Studies have revealed the importance of values in creating a suitable educational environment, promoting better understanding and understanding of students. This is reflected in the interaction between students and teachers, which strengthens the latter's acceptance of their students' schoolwork and improves their understanding and academic achievement. The importance of values is also manifested in their relationship to the approach adopted by the teacher as a source of interaction with students, which influences their results. (Abu Al-Hatab, 1974, p. 58).

**The values are based on the following principles** : (Ahmed Abdel Latif, 2007, p. 99).

- Self-honesty in solving environmental problems through actions, not words;
- The use and preservation of environmental resources, avoiding harm to the environment;
- Training in the use and exploitation of surrounding resources to solve environmental problems and motivating others to do so;
- The ability to communicate with community decision-makers and present environmental problems and possible solutions to them through a joint effort of community leaders and members;
- Raising awareness among community members with negative attitudes towards the environment or limited knowledge of the importance of environmental preservation;

- Respect for opinions opposed to environmental protection and their implementation to respond to environmental issues through realistic models and projects.

2-3-5- **Classification of environmental values** : (Ahmed Al-Khudhi, 2009, p. 72).

**Conservation Values** : These aim to guide individual behavior towards the preservation of environmental components and include the following concepts: water resources, plant resources, animal wealth, physical health, atmosphere, cleanliness of roads, cleanliness of God's houses, tranquility and absence of chaos.

**Exploitation values** (balance and moderation): These values guide individual behavior toward the appropriate use of environmental components. Islam has allowed humans to benefit from natural resources without waste or extravagance, so as not to cause physical harm to them or society due to mismanagement.

**Aesthetic Values** : These values concern human behavior towards an aesthetic appreciation of environmental components.

3- **Field study** :

3-1- **Methodology of the study** : This study aims to identify environmental values in second-generation textbooks and to identify the role of civic education in promoting these values among primary school students. It is based on the analysis of their content and content, all levels combined (from 1st year to 5th year ). The content analysis method is considered the most appropriate method to describe the scientific material included in civic education textbooks and analyze their content.

**Content analysis means** : this method is based on an organized and precise description of the content of written or audio texts, identifying the subject and objective of the study, and defining the study group from which specific cases will be selected for study and analysis of their content. (Mustafa Alian, 2000, p. 48).

3-2- **Study group** :

The study was limited to national primary civics textbooks (Years 1, 2, 3, 4 and 5 civics textbooks).

The study was conducted during the 2020/2021 school year.

3-3 **Study tools** :A set of manuals was adopted to achieve the objectives of this study:

- Civic education textbooks prescribed by the Ministry of National Education for primary school, in accordance with the second generation program, i.e. civic education textbooks for the first, second, third, fourth and fifth years.

- My Arabic language, Islamic education and civic education manual for the first year of primary school, published by the Ministry of National Education.

- My Arabic language, Islamic education and civic education textbook for the second year of primary

school, published by the Ministry of National Education.

- Guide to textbooks for the first and second years of primary school, including Arabic language, Islamic education and civic education, in accordance with the second generation curriculum.

- Guide to textbooks for the different years of primary school, corresponding to the second generation program.
- Second-generation primary school programs.

The chosen format is the thematic unit, which focuses on sentences or ideas related to a specific topic. It is considered the most important tool for content analysis. Four formats were chosen for environmental values: conservation values, aesthetic values, health and public hygiene values, and exploitation values.

**3-4- Statistical methods and approaches :**

The thematic units method was used to collect, tabulate and classify frequencies, and then convert these frequencies into percentages in order to classify each value according to its inclusion in the textbook.

**3-5- Presentation and interpretation of the results of the study :**

- For the first year primary school textbook:

**Table 1. Table 1 shows the main environmental values included in the first-year primary civic education textbook.**

| Content | Conservation values |        | Operating values |        | Aesthetic values |        | Values of cleanliness and public health |        | Total     |        |
|---------|---------------------|--------|------------------|--------|------------------|--------|---|--------|-----------|--------|
|         | Frequency           | Rate % | Frequency        | Rate % | Frequency        | Rate % | Frequency                               | Rate % | Frequency | Rate % |
| Picture | 01                  | 13.13  | 02               | 06.25  | 04               | 12.50  | 07                                      | 21.87  | 14        | 43.75  |
| Idea    | 04                  | 12.50  | 04               | 12.50  | 04               | 12.50  | 06                                      | 18.75  | 18        | 56.25  |
| Total   | 05                  | 15.63  | 06               | 18.75  | 08               | 25.00  | 13                                      | 40.62  | 32        | 100    |

**Source:** Prepared by the researchers

The book was analyzed according to the values listed in the table above. Content analysis reveals a clear focus on environmental education in this year's civics textbook. This focus is divided into four core values: environmental preservation, environmental exploitation, environmental aesthetics, and cleanliness and public health. Cleanliness and public health were at the forefront, with the learner at the base of the values. pyramid and expected to orient their behavior toward essential indicators. This year's civics textbook focused on placing the learner in a clean environment in order to orient their behavior toward healthy public order. This is an ambitious goal that aims to equip the learner with the skills necessary to adapt serenely to their environment. Next come aesthetic values, then exploitation values, and then conserva

• For the second year of primary school textbook :

**Table 2. shows the most important environmental values included in the second-year primary school civic education textbook.**

| Content | Conservation values |        | Operating values |        | Aesthetic values |        | Values of cleanliness and public health |        | Total     |        |
|---------|---------------------|--------|------------------|--------|------------------|--------|---|--------|-----------|--------|
|         | Frequency           | Rate % | Frequency        | Rate % | Frequency        | Rate % | Frequency                               | Rate % | Frequency | Rate % |
| Picture | 21                  | 17.50  | 16               | 13.33  | 13               | 13.00  | 29                                      | 24.17  | 79        | 65.83  |
| Idea    | 10                  | 08.33  | 07               | 05.83  | 10               | 10.00  | 14                                      | 11.67  | 41        | 34.17  |
| Total   | 21                  | 25.83  | 21               | 19.16  | 23               | 23.00  | 33                                      | 35.83  | 120       | 100    |

**Source:** Prepared by the researchers.

The second year is considered the stage immediately following the first year. According to explicit scientific documents, the content of the book clearly encompasses the four values described above. A rich approach was adopted, rich in environmental values, in which the area of cleanliness and public health received increasing attention. For example, we find a lesson on school cleanliness, environmental cleanliness, and the lesson "I am clean," designed successively to achieve comprehensive competence in the service of the intended objective. This year's civic education lessons also addressed healthy eating and psychological and physical comfort. We note that the aesthetic values embodied in the lessons included behavioral guidelines focused on the aesthetic aspects of nature and the learner's role in its preservation and rational use. This is a parallel place in teaching, where the transversal competence was embodied, horizontal and intersecting all the lessons in the textbook. An entire section has been dedicated to the environment and nature, in accordance with the characteristics of the phase, since it is the first phase linked to awakening and learning.

• For the third year primary school textbook :

**Table 3. shows the most important environmental values included in the second-year primary school civic education textbook.**

| Content | Conservation values |        | Operating values |        | Aesthetic values |        | Values of cleanliness and public health |        | Total     |        |
|---------|---------------------|--------|------------------|--------|------------------|--------|---|--------|-----------|--------|
|         | Frequency           | Rate % | Frequency        | Rate % | Frequency        | Rate % | Frequency                               | Rate % | Frequency | Rate % |
| Picture | 23                  | 17.04  | 12               | 08.99  | 23               | 17.04  | 46                                      | 37.07  | 104       | 77.04  |
| Idea    | 10                  | 07.41  | 06               | 04.44  | 8                | 05.93  | 7                                       | 05.18  | 31        | 22.96  |

|       |    |       |    |       |    |       |    |       |     |     |
|-------|----|-------|----|-------|----|-------|----|-------|-----|-----|
| Total | 33 | 24.45 | 18 | 03.33 | 31 | 22.97 | 53 | 39.25 | 135 | 100 |
|-------|----|-------|----|-------|----|-------|----|-------|-----|-----|

**Source:** Prepared by the researchers.

The second-year primary civic education textbook for the second generation includes three learning areas: Collective life, civil life, democratic life, and institutions intersect to convey to the learner various environmental values that do not deviate from the aforementioned hierarchy. The scientific content is structured around the values of exploitation and rationalization, then conservation values, then aesthetic values, followed immediately at the top of the pyramid by the values of cleanliness and public health. This process aims to organize the learner's food ration and give them a preliminary understanding of nutritional health and the prevention of hazards and diseases. From this, we fully understand that this strong interest in cleanliness and public health is intentional, given its economic consequences that contribute to sustainable development.

• **For the fourth year primary school textbook :**

**Table 4. shows the main environmental values included in the fourth-year primary school civic education textbook.**

| Content | Conservation values |        | Operating values |        | Aesthetic values |        | Values of cleanliness and public health |        | Total     |        |
|---------|---------------------|--------|------------------|--------|------------------|--------|---|--------|-----------|--------|
|         | Frequency           | Rate % | Frequency        | Rate % | Frequency        | Rate % | Frequency                               | Rate % | Frequency | Rate % |
| Picture | 41                  | 21.13  | 16               | 08.25  | 47               | 24.23  | 35                                      | 18.04  | 139       | 71.65  |
| Idea    | 17                  | 08.76  | 12               | 06.19  | 13               | 06.70  | 13                                      | 13.00  | 55        | 28.35  |
| Total   | 58                  | 29.89  | 28               | 14.44  | 60               | 30.93  | 47                                      | 23.50  | 194       | 100    |

**Source:** Prepared by the researcher.

After compiling the explicit and clear scientific content of this year's civic education textbook, we noted a particular focus on conservation values, such as national heritage and archaeological sites, and their preservation. Attention then shifted to the health aspect, followed by an interest in preservation. This is dictated by the educational level, where control represents a fundamental pole. Here, the learner presents a developmental characteristic that helps them discover, move around, and come into frequent contact with the environment. The objective was to raise awareness and educate them about the need to preserve nature to ensure continuity and communication, while also taking into account its aesthetic aspect. The overall competence aims to embody this, while striving to convey to the learner the values related to the exploitation of available natural resources.

• For the fifth year primary school textbook :

Table 5. shows the main environmental values included in the fifth-year primary school civic education textbook.

| Content | Conservation values |        | Operating values |        | Aesthetic values |        | Values of cleanliness and public health |        | Total     |        |
|---------|---------------------|--------|------------------|--------|------------------|--------|---|--------|-----------|--------|
|         | Frequency           | Rate % | Frequency        | Rate % | Frequency        | Rate % | Frequency                               | Rate % | Frequency | Rate % |
| Picture | 19                  | 21.83  | 09               | 10.35  | 14               | 16.09  | 16                                      | 18.39  | 58        | 66.66  |
| Idea    | 09                  | 10.35  | 04               | 04.59  | 09               | 10.35  | 07                                      | 08.05  | 29        | 33.34  |
| Total   | 28                  | 32.18  | 13               | 14.94  | 23               | 26.44  | 21                                      | 26.44  | 87        | 100    |

Source: Prepared by the researchers.

The fifth year is considered the final stage of the primary education system, and there is a clear parallelism between the values. It is a stage where learning schemes, with their standards and indicators, are oriented towards the learner, the third phase being that of mastering and using basic learning. This is a reinforcement that completely

prevents illiteracy. This is what can be observed when reading the table. All the values have been addressed, each according to its own concept and in very similar proportions.

Figure 1: Most important environmental values included in primary school civic education textbooks, by school year

**Figure 1: Most important environmental values included in primary school civic education textbooks, by school year**



Source: Prepared by the researchers

### 3-6 - General results of the study :

- The scientific content of the primary school civics textbook is clear, simple, straightforward, and easily understandable. It does not encourage students to think in depth.
- The main cognitive components of the primary civic education manual are organized according to concepts and generalizations.
- The cognitive resources in the primary civics textbook rely more on images than on ideas, due to the nature of the learning phase intended for children.
- The environmental behaviors included in the primary civic education manual are divided into four fundamental environmental values: environmental preservation , environmental exploitation, environmental aesthetics, and cleanliness and public health.
- Cleanliness and public health are the main environmental values included in civic education textbooks.
- These environmental behaviors included in the environmental education manual reinforce environmental values among environmental level learners, ensuring that the content is appropriate to the level and is compatible with the age and developmental level of the learner.

### **Conclusion:**

This From our research on environmental values in school textbooks, we have shown: Content analysis of primary school civic education textbooks has shown that environmental values are one of the fundamental components of these textbooks, influencing the process of shaping learners' behavior and thinking. These values include: environmental preservation, environmental exploitation, environmental aesthetics, cleanliness, and public health. These values together create pedagogical coherence, which demonstrates the importance of monitoring the components and systems of environmental values prevailing worldwide. This task falls to those responsible for developing curricula and educational plans, which can contribute to training a generation of learners capable of contributing to the preservation of their environment, especially in our time when interconnected environmental problems are significantly worsening.

School is the main source of developing children's cognitive and mental abilities, instilling in them the most important environmental behaviors, in accordance with the general norms and rules of society, and transmitting these values to them. The child is a mirror reflecting the level of the school to which he belongs.

The book therefore has a fundamental role to play fully, namely ensuring its monitoring and mental and cognitive care. The Algerian school and the school book require in-depth reflection in order to train individuals with social and cultural skills based on quality education, by strengthening and instilling environmental values. This strengthening requires a change in the role of the school, moving from education and indoctrination to concrete implementation. Finally, this study focuses on primary civic education textbooks in the Algerian education system and cannot be generalized to all textbooks at other levels due to the specificity of each textbook.

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\*. **Didactics**, or the science of teaching, is the scientific study of the content, methods, and techniques of teaching, as well as the activity and interaction of the teacher and learners , with a view to achieving institutionally defined objectives. It focuses, on the one hand, on the subject matter and the difficulties that its teaching may present, related to its content, concepts, structure, and logic. On the other hand, it focuses on the learner through the construction and organization of learning situations that provide them with knowledge, skills, competencies, attitudes, and values. Finally, it focuses on the teacher and their role in facilitating the learning and success process.