
Analysis of Social Values Addressed in Islamic Studies Textbooks of Primary Classes

***Asma Ashfaq**

*M.Phil. scholar, Institute of Education,
University of Sargodha, Sargodha, Pakistan.*

asmaashfaq909@gmail.com

****Ahmad Bilal Cheema**

*Assistant Professor, Institute of Education,
University of Sargodha, Sargodha, Pakistan.*

ahmad.bilal@uos.edu.pk

*****Mushtaq Ahmad**

*Assistant Professor, Institute of Education,
University of Sargodha, Sargodha, Pakistan.*

mushtaq.ahmad@uos.edu.pk

Abstract

This study was conducted to analyze the textbook content to find out the text describing social values. The objectives of this study were (i) to explore the Social Values addressed in the textbooks of Islamic Studies at the primary level and (ii) to find out the level of association between the social values addressed in the textbooks of Islamic Studies. This study analyzed textbooks of Islamic Studies i.e., classes 1, 2, and 3. Published by Punjab textbook board Lahore. Being taught in the primary schools in Sargodha city. A self-developed checklist contained 7 social values i.e., empathy, respect, loyalty, honesty, justice, kindness/politeness, and responsibility, was used for analyzing social values addressed in the textbooks. Textual analysis using frequencies and percentages was carried out. Major conclusion was that textbooks addressed respect at a high level, kindness/politeness at an average level, while empathy, loyalty, honesty, justice, and responsibility were addressed at a low level. It is recommended that textbook writers may increase the content relevant to social values.

Keywords: Social Values, Islamic Studies, Textbooks, Primary level, Ethical Values

Introduction

Social values are set of guidelines shaped by social changes, institutions, culture, and tradition that guide individuals to behave socially. These values, such as respect, kindness, honesty, and loyalty, provide boundaries between right, wrong, legal, and illegal (Viety, 2022). In the Pakistani education system, textbooks play an important role in transmitting knowledge to the coming generation. Islamic Studies not only enhance religious understanding but also contribute to the social and moral development of students, preparing them to be respectful and responsible members of their communities, through lessons from the life of the

Holy Prophet (P.B.U.H), stories from the life of other Prophets, and teachings from the Holy Quran and Hadith.

Now, the need is to examine whether the content in the textbooks support the curricular objectives regarding social values.

Review of Related Literature

The concept of social values has been the subject of extensive scholarly attention. The review of the research is given below.

Social Values

The Islamic value system emphasizes that a person must act responsibly in their behavior, actions, speech, views, emotions, and intentions. The word “value” shows the significance, sustainability, resilience, and honor of something, while the values in sociology refer to common interests that people share most often (Türkkahraman, 2014). Generally, social values are those honorable traits that not only aid economic development but also provide societal benefits and community development (Choi, 2022).

Islamic Perspective on Social Values

The Holy Quran has explained in Surah 16, verse 89: “And We have sent down to you the Book as a clarification of all things, and as guidance and mercy and good news for the Muslims.” (Qur'an 16:89).

Rafiki and Wahab (2014) explain that, Islam is a worldwide religion and a complete code of life that is meant for all human beings on earth and could be implemented at any time at all, Muslims seek guidance on values and ethics from the Holy Quran and Hadith, and practicing these principles is an act of seeking Allah's blessings, commonly referred to as ibadah (worship).

Mohammed (2007) writes that Islam places a strong emphasis on both social and moral values in a person's life. It provides a complete set of principles that guide one's conduct in society. The holy Prophet Mohammed (PBUH) said: *“I have been sent only for the purpose of perfecting good morals.”* (Hadith – Sahih Bukhari, 1.56).

According to Saihu and Islamy (2019), the Holy Quran does not only contain guidelines about the relationship between humans and Allah, but it also provides a vast amount of instructions regarding the relationship of human beings with one another and with their natural surroundings. The Holy Quran explains social value at different places, including Surah Al-Baqarah (2:261), Surah An-Nisa (4:135), Surah Al-Hujurat (49:13), and Surah Al-Dhar (76:8-9). Islamic value system is comprehensive, divinely guided, and directed toward both individual and collective well-being, whereas other systems are partial, human-devised, and often focus on only selective aspects of life (Joshanloo, 2017).

Multiple Perspectives about Social Values

The OECD has examined how social values, including trust, civic engagement, and inclusion, impact policy, education, and social cohesion (OECD, 2011). It happens occasionally, we not only enjoy similar things but also find them beautiful

too. Sociologists refer to these common interests as commonalities, while philosophers describe them as ethical essence (Türkkahraman, 2014). UNESCO often examines social and cultural values as part of its work in education, cultural diversity, and peace building (UNESCO, 2017). The European Values Study is an extensive international research initiative that examines essential human principles, including values such as family, work, religion, and politics (European Values Study, 2021).

Types of Social Values

Islam has explained the traits of a person with strong character, such as Khayr (goodness), birr (righteousness), qist (equity), adl (equilibrium and justice), haqq (truth and right), ma'roof (known and approved), and taqwa (piety). The Holy Quran mentioned the same as: "*inviting to all that is good, enjoining what is right, and forbidding what is wrong*". (Qur'an, Sura Al-i-Imran-3: 104).

Any society needs social values like empathy, respect, love, honesty, and loyalty. The most common types of values mentioned by the experts and UNESCO (2017) are Empathy, Respect, Loyalty, Honesty, Justice, Kindness/Politeness, and Responsibility. These are described one by one.

Empathy

Empathy, whether cognitive or emotional, is important for relationships, communication, and cultural study (Goldstein & Winner, 2012). Empathetic teachers are more likely to deeply examine, be equitable, and value each learner (Makoelle, 2019).

Respect

Respect is a strong but difficult concept that is crucial in human relations with others, which affects politics, society, and personal life. It also influences our interactions, our sense of justice, and our possessions (Mertz et al., 2015).

Loyalty

This study finds that personality traits have a direct link with loyalty: introverted people tend to be less loyal, compassionate people are more likely to remain loyal, systematic individuals are more likely to adhere to rules, temperamental or touchy people do not seem to be influenced by loyalty, and materialistic people also show no strong sense of loyalty (Smith, 2012, p. 10).

Honesty

The most common mild forms of dishonesty in academic institutions include sharing answers, whispering answers, having prior access to the question paper, and copying answers during exams. Overall, the discussion concludes that organizations need to build environments that foster honesty and encourage research on how it can be further promoted (Czajkowska-Białkowska, 2022).

Justice

Justice means 'to support and motivate' people to improve their mental, physical, emotional, and moral well-being, which is achieved through cooperation and

partnership. It also refers to an “equitable, organized, and well-structured” society where every citizen has the opportunity to enhance their quality of life (Yamani, 2001).

Kindness/Politeness

In today's modern age, kindness/politeness is an essential act in social connections and collaborations, benefiting both the performer and the recipient, generating multiple good deeds, promoting well-being and unity, and being easily shared (Nawawi et al. (2022).

Responsibility

Responsibility in the classroom is not just about students completing their own work and following rules; it also involves helping peers in learning, supporting teachers in teaching, and providing constructive feedback (Winstone, 2020).

Statement of the problem

In educational settings, textbooks contribute greatly to shaping instructional content. To fully understand this situation, this research was conducted to analyze the textbook content to find out the text describing social values.

Research Question

The objectives of this study were:

To explore the Social Values addressed in the textbooks of Islamic Studies at the primary level.

To find out the level of association between the social values addressed in the textbooks of Islamic Studies

This study is significant because it aims to explore the content of Islamic Studies textbooks.

This study was delimited to Islamic Studies textbooks for class 1, 2 & 3.

Research Methodology

This study adopted document analysis a qualitative analysis of textbooks on Islamic Studies to identify social values. This study included all Islamic Studies textbooks that are currently being taught at the primary level, i.e., classes 1, 2, and 3, for textbook analyses.

This study selected the textbooks of the subject of Islamic studies Published by Punjab Textbook Board, Lahore for the classes 1, 2, and 3, for document analysis, being taught at the primary level in Sargodha city. This study used a self-developed checklist for analyzing social values addressed in the textbooks. The Checklist contained 7 social values i.e., empathy, respect, loyalty, honesty, justice, kindness/politeness, and responsibility, which were found very frequently in the literature. Qualitative data collected through a checklist was analyzed through textual analysis using frequencies and percentages.

Results of Analysis of Islamic Studies textbooks of grades 1, 2, and 3

Table 1

Social Values in textbook for grade 1

S#	Social Values	Overall Total (f)	Overall Total (%)
1	Empathy	1	2%
2	Respect	15	35%
3	Loyalty	4	10%
4	Honesty	7	16%
5	Justice	1	2%
6	Kindness/ Politeness	7	16%
7	Responsibility	8	19%
Overall Total		43	100%

Table 1 shows that Islamic Studies textbooks for grade 1 (units 1-5) address Social Values at 43 places. The most addressed value in the textbook was respect (35%), then was responsibility 19% and kindness / politeness and honesty both were 16%; whereas, loyalty was (10%) and empathy & justice were (2%).

Table 2

Social Values in textbook for grade 2

S#	Social Values	Overall Total (f)	Overall Total (%)
1	Empathy	3	14%
2	Respect	11	50%
3	Loyalty	2	9%
4	Honesty	0	0%
5	Justice	0	0%
6	Kindness/ Politeness	6	27%
7	Responsibility	0	0%
Overall Total		22	100%

Table 2 reflects that Islamic Studies textbooks for grade 2 (units 1-4) address Social Values at 22 places. The most addressed social value in the textbook was respect (50%) whereas kindness / politeness was 27%, empathy was 14% and loyalty was 9%. While honesty, justice and responsibility were not addressed in this Islamic Studies textbooks of grade 2.

Table 3

Social Values in textbook for grade 3

S#	Social Values	Overall Total (f)	Overall Total (%)
1	Empathy	3	7%
2	Respect	16	36%
3	Loyalty	4	9%
4	Honesty	2	5%

5	Justice	4	9%
6	Kindness/ Politeness	12	27%
7	Responsibility	3	7%
	Overall Total	44	100%

Table 3 indicates that Islamic Studies textbooks for grade 3 (units 1-5) addressed Social Values at 44 places. The textbook addressed respect at 16 (36%), justice and loyalty both at 4 places (9%), empathy and responsibility both at 3 (7%) places, at 4 (9%), and least addressed was honesty at 2 (5%).

Table 4

Social Values in the Overall all textbook

S#	Social Values	Overall Total (f)	Overall Total (%)
1	Empathy	7	6%
2	Respect	42	39%
3	Loyalty	10	9%
4	Honesty	9	8%
5	Justice	5	5%
6	Kindness/ Politeness	25	23%
7	Responsibility	11	10%
	Overall Total	109	100%

Table 4 represents overall frequencies and percentages of Social Values addressed in the textbooks of Islamic Studies for grade 1, 2, and 3. These textbooks addressed social values at 109 Places; the most addressed value was respect 39%, then was kindness / politeness 23%, responsibility was 10%, loyalty was 9%, honesty was 8%, and justice was 5% Empathy at 7 (6%), respect at 42 (39%), loyalty at 10 (9%), honesty at 9 (8%), empathy was 6% and justice was 5%.

Table 5

Overall Social Values Addressed in the Textbooks and Classroom Practices

S#	Factor	Addressed in the Textbooks
1	Empathy	7 (6%)
2	Respect	42 (39%)
3	Loyalty	10 (9%)
4	Honesty	9 (8%)
5	Justice	5 (5%)
6	Kindness/Politeness	25 (23%)
7	Responsibility	11 (10%)
	Overall social values	109

Table 5 reflects that empathy, one of the social values was addressed in the textbooks of classes 1, 2, &3 (6%). Respect, one of the social values was addressed in the textbooks (39%). Loyalty, the other social value was addressed in the textbooks (9%). Honesty, was addressed in the textbooks (8%). Justice, was addressed in the textbooks (5%). Kindness/Politeness addressed in the textbooks

(23%). Responsibility, was addressed in the textbooks (10%) of classes 1, 2, & 3. Overall, the level of social values was high addressed in the textbooks of classes 1, 2, and 3.

Conclusions and Discussion

Conclusions were drawn from the findings, about social values addressed in the Islamic studies textbooks are as follows.

1. The Islamic Studies textbook of grade 1 had addressed the factor respect of social values at a high level, responsibility, kindness/politeness, and honesty were at an average level, while empathy, justice, and loyalty were at a low level. The trend is that social values level in Islamic Studies Textbook was satisfactory level. Similarly, Tahir, Anwer, & Zia, (2022) found that the content related to moral values was adequate in Islamiyat.
2. The Islamic studies textbook of grade 2 had addressed respect at a high level, empathy, loyalty, and kindness/politeness were at an average level, while honesty, justice, and responsibility were at a low level. Whereas, the Islamic studies textbook of grade 3 had addressed respect and kindness/politeness at a high level, loyalty and justice were addressed at an average level, while empathy, honesty, and responsibility were addressed at a low level. Similarly, Erbilen, (2023) determined that respect, freedom, and, responsibility were the most frequently used values in social studies textbooks while simplicity, honesty, hospitality, and humility were the least frequently used values.
3. All of the 3 textbooks addressed respect at a high level, kindness/politeness at an average level, while empathy, loyalty, honesty, justice, and responsibility were addressed at a low level. Research by Parveen et al. (2025), entitled "Human rights education in primary school textbooks: insights from Pakistan, found that textbooks taught to school students play a vital role in the development of social values such as equality/justice.

Recommendations

Pakistan is the country founded on theoretical based of religion Islam. Here in the textbooks of elementary level class contain only satisfactory level social values, which is not good for society. So, it is recommended that textbook writers may increase the content relevant to social values i.e. empathy, respect, loyalty, honesty, justice, kindness/politeness, and responsibility

References

- Choi, Y.-C. (2022). *Attributes of the concept of social value and major issues related to it.* Chungbuk National University. doi: 10.4108/eetsis.vi.3471
- Czajkowska-Białkowska, M. (2022). Honesty as a value in the interpersonal relationships in organizations. *Problems and Perspectives in Management*, 20(1), 14-26. [https://doi.org/10.21511/ppm.20\(1\).2022.02](https://doi.org/10.21511/ppm.20(1).2022.02)
- Erbilen, S. U. (2023). Examining the Social Studies Textbooks at the Basic Education Level through Values Education. *International Journal of Multidisciplinary and Current Educational Research*, Vol 5 (5).

- European Values Study. (2021). EVS 2017: Integrated dataset (EVS 2017–2020). GESIS Data Archive. <https://doi.org/10.4232/1.13560>
- Joshanloo, M. (2017). Islamic Conceptions of Well-Being. *The Pursuit of Human Wellbeing*, 109–131. https://doi.org/10.1007/978-3-319-39101-4_5
- Makoelle, T. M. (2019). Teacher empathy: A prerequisite for an inclusive classroom. In M. J. Schäfer & R. Moeketsi (Eds.), *Inclusive education in African contexts*. Springer. https://doi.org/10.1007/978-981-13-1179-6_43-1
- Mertz, C., Eckloff, T., Johannsen, J., & Van Quaquebeke, N. (2015). Respected students' equal better students: Investigating the links between respect and performance in schools. *Journal of Educational and Developmental Psychology*, 5(1), 74–86. <https://doi.org/10.5539/jedp.v5n1p74>
- Mohammed, J. A. (2007). Corporate social responsibility in Islam. Unpublished doctoral thesis, Auckland University of Technology. Retrieved September, 14, 2008.
- Nawawi, S. F. A., Din, R., & Othman, N. (2022). How Kindness Multiplies in Modern Times. *International Journal of Academic Research in Business and Social Sciences*, 12(1), 2493–2500. DOI:10.6007/IJARBSS/v12-i1/12154
- OECD. (2011). Perspectives on global development 2012: Social cohesion in a shifting world. OECD Publishing. https://doi.org/10.1787/persp_glob_dev-2012-en
- Parveen, N., Rodrigues, G., Zainulabidin, N., & Ashraf, D. (2025). Human rights education in primary school textbooks: Insights from Pakistan. *Human Rights Education Review*, 8(2), 296–308. <https://doi.org/10.1080/25355406.2025.2536849>
- Rafiki, A., & Wahab, K. A. (2014). Islamic Values and Principles in the Organization: A Review of Literature. *Asian Social Science*; Vol. 10, No. 9. doi:10.5539/ass.v10n9p1
- Saihu, S., & Islamy, A. (2019). Exploring the Values of Social Education in the Qur'an. *Academic Knowledge*, 3(1), 59-84. DOI: 10.5281/zenodo.3923661
- Smith, T. (2012). The personality trait predictors of brand loyalty. *Academy of Business Research*, 3, 6-21. <https://ssrn.com/abstract=2627386>
- Tahir, H., Anwer, M., & Zia, M. (2022). Exploring the Level of Moral Values Included in Islamiyat Single National Curriculum at Primary Level. *Orient Research Journal of Social Sciences*; Vol.7, No. 2 pp-10-18.
- Türkkahraman, M. (2014). Social values and value education. *Procedia-social and behavioral sciences*, 116, 633-638. <https://doi.org/10.1016/j.sbspro.2014.01.270>
- UNESCO. (2017). Education for Sustainable Development Goals: Learning objectives. <https://unesdoc.unesco.org/ark:/48223/pf0000247444>
- Viyet, R. (2022). *Social values and their role in society. Global Journal of Sociology and Anthropology*, 11(2), 1–2. <https://www.internationalscholarsjournals.com>
- Winstone, N., Pitt, E., & Nash, R. (2020): Educators' perceptions of responsibility-

sharing in feedback processes, Assessment & Evaluation in Higher Education, DOI:10.1080/02602938.2020.1748569

Yamani, A. Z. (2001). Social justice in Islam. *Islamic Studies* Vol. 41, No. 1.
<https://www.jstor.org/stable/20837162>