

Extent of Implication Fields of Sustainable Development in Book of Science of Fifth Primary Class

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ABSTRACT

The aim of the research is to know the extent to which the fields of sustainable development are included in science books for the primary stage for the academic year (2021-2022). To achieve the goal, the research tool was prepared represented by a list of the main and sub-issues of the three dimensions of sustainable development (economic, social and environmental) that must be included in the science textbooks for grades (fourth, fifth and sixth) in the primary stage with (13) main issues, (57) sub-issue are distributed among the three dimensions. The validity of the tool was verified by presenting it to a selection of arbitrators and specialists in curricula and teaching methods. By (387) pages after excluding pictures, drawings and questions. The idea was adopted as a unit for recording, repetition and a unit for census.

The validity of the analysis was verified by showing it to a group of arbitrators, in agreement with external analysts in addition to with the researcher herself, as well as extracting the stability of the analysis by analyzing (20%) of the research sample to be analyzed. Which were to (77) pages. And after applying the (Holsti) equation the stability reached (0.89) and (0.88) respectively. Among the most important results are concluded by the researcher are that:

Book of science for fifth primary class included dimensions of sustainable development with ratio (34.64 %) in (53) occurrences. As where of dimensions, the social dimension has attained highest percentage ratio (75.47 %) with recurrence rate (40) out of total of recurrences wholly nearly (53) frequency. Whereas environmental dimension has gained ratio (18.86 %) with repeating (10). Which it represents economic dimension lowest ratio (5.66%) with repeating (3). In the light of results of the research. The researcher has recommended in number of advices and proposals.

Chapter One : Definition of Research

First : Research Problem

The problem of the current research lies in the researcher's sense of the great challenges that invaded structures, resources and institutions during the last four decades of Iraq's history. Where they left a legacy of wars, destruction, violence, poverty, instability and the loss of many foundations of community peace. In addition to the exacerbation of corruption and economic mismanagement. Since education constitutes one of the important pillars in arranging, preparing an empowered generation capable of facing crises and challenges. Especially the current challenges are witnessed by the world in general and Iraq in particular as a virus pandemic (19-Covid). The economy has weakened due to the drop in oil prices, environmental pollution and in order for the curricula of the stages to keep pace with all future trends in general and the primary stage in particular. As it is considered the first building block for building the mind of the educated person, especially in the era of the explosion of scientific knowledge and the space race. So the starting point begins to reform curricula that lie in analyzing the content of the existing curricula, identifying the extent to which they are compatible with educational developments from sustainable development, other contemporary issues to arm learners with such important issues that serve the environment, society and economy by including them in the course content.

Through the researcher's review of the results of many previous local research and studies, such as the study (Alafoon and Alraziqi 2017) (Abdulridha 2017) (Aziz 2018) (Alrikabi 2018) (Sumaysem 2019) (Mohsen 2021). Which confirmed the neglect of the content of science books for different academic levels for many of the main and sub-issues of the dimensions of sustainable development. After the researcher obtained a book to facilitate the task of her research as in appendix (1). She directed an exploratory questionnaire as in appendix (2) to a group of teachers who teach science for the fifth class primary schools are distributed in primary schools affiliated to the directorates of education in the province of Baghdad. As it is shown in appendix (3). Where the results of the exploratory questionnaire led to: 100 % of teachers confirm that the content of the science book for the fifth class of primary school did not include the three dimensions, issues of sustainable development, social, economic, environmental and the importance of the science curriculum. Which takes a cornerstone in primary education curricula. So science textbooks come at the fore in the list of analysis this prompted the researcher to analyze the science book for the fifth class of primary school. Which may contribute to improving the content of this book by identifying, strengthening the strengths, weaknesses and removing them. In light of this, we can define the problem of this research in the following question:

To what extent does the science book for the fifth class of primary school include the dimensions of sustainable development?

Second : Research Importance

Perhaps one of the results of scientific development and progress is the emergence of a new trend called sustainable development .Which refers to the concept of preserving natural resources for generations and instilling concepts in educational curricula. One generation to another and striving for progress in all fields (Tababeya and Hussein, 2013, 2). Where the idea of sustainability appeared for the first time in the international protection strategy approved by the International Union for Conservation of Nature in 1980 . As the strategy document stipulated its confirmation that the destruction of the environment is no longer confined to industrialized countries, but extends to developing countries. (Al-Bustani, 2009, page no. 46)

The importance of sustainable development is set from the fact that it stems from the principle that people are the center of their attention . As they respond to the needs of the current generation without sacrificing and compromising the needs of future generations or at the expense of their abilities to provide a decent livelihood. The importance of sustainable development is also reflected in the goals that it aspires to the benefits that are achieved from it (Shekho, 2015, 27).

The concept of sustainable development comes to express the idea that the processes that satisfy human needs , improve the quality of his life at the present time must not harm the interest of future human generations and drain all the resources available to them . In other words preserving the rights of our future generations from the resources of wealth and income . Which guarantees us with them have a decent way of life free from distress, poverty and hunger. (Al-Jumaili and Sabah, 2012, 4)

The individual is the focus of the definitions provided on sustainable development .As it includes human development that leads to improving the level of health care, education and social welfare. Today, there is confirmation of this human development as crucial to economic development according to the expression of the development report issued by the United Nations Development Program, men, women and children should be the focus of attention . So development is woven around people and not people around development. There is a close relationship between education , education in its various forms , levels on the one hand and development on the other. Education is one of the most important influences that contribute to the development and development of society. Rather, the two represent a major component of the development guide, because on the educational sector as a whole lies the mission of preparing generations of leaders, thinkers, future scientists and researchers. Who will lead the tide of change. And holding the cornerstone of science and progress towards a comprehensive sustainable development project which is one of the languages of this era (Dowek, 2-2000-4).

The importance of research follows the importance of sustainable development for current and future generations. Which has become the hoped goal that all governments, states and international organizations aspire to it . Because of its environmental, social , economic advantages and benefits. (Shnafi and Khoni, 2020, page no. 68)

Since education is the basis of all development and reform . It is the path that leads to the refinement of souls, the education of minds , the advancement of nations and modern education tends to take care of the school curricula as one of the means it relies on in achieving its goals. (Al-Sudani and Abbas, 2011, 118). As the syllabus helps the student to raise his academic efficiency . The educational systems that keep track of developments in the curricula , work on evaluating and developing curricula constantly are the successful systems . So that the types of education, its methods and its results actually lead to achieving the goals that the educational institution is working to achieve (Al- Naji, 2002, 101)

McQueen (2009) considered education as one of the most important supporting means to achieve sustainable development .As it is based on the dissemination and promotion of a number of key concepts such as: participatory, interactive, participatory learning, investigation-based learning, verification, experiential learning, innovation, creativity and creative thinking. Exchange of ideas and critical thinking. In essence, it depends on the use of the educational learning process in creating a qualitative shift in education that aims to achieve a change in knowledge, awareness, behavior, attitudes , responsibility of individuals towards the environment and its issues. And it showed that these five characteristics must be included in the school curricula . They should be redirected to achieve sustainability. Therefore, the knowledge included in the school curricula must address sustainable development from the economic, social and environmental aspects. But the challenges facing educational institutions in building new curricula that include in their content the requirements of sustainable development lies in the selection of knowledge that supports the goals of sustainability in these societies. The abandonment of many subjects included in the curricula previously . Which are now inappropriate for sustainability issues, constitutes another challenge as confirmed by the study conducted by the World Bank (2002). The Arab Human Development Report (2002) also indicated the low level of Arab countries on the index of sustainable development . The report indicated that one of the most important reasons for this decline is due to the knowledge deficit . This deficit is mainly caused by the underdevelopment of education and scientific research systems . The lack of their ability to innovate and modernize that accommodates recent developments in the field of knowledge (46-2002, UNDP)

Science curricula are among the curricula that need revision, development and continuous change . As they are closely related to the massive , rapid changes in the field of science and technology. (AbuAtherah, 2019, page no. 412). In addition, it is closely related to the areas of sustainable development. Through it, these areas can be instilled and strengthened those fields (Al-Shuaibi, 2018, page no. 24)

Therefore, the textbook is an important tool of the curriculum. Because it expresses it and its goals . Whether it is in the hands of the teacher or the student . So it is one of the tools that is difficult to abandon in education . The textbook is a reflection of an

important part of the content of the curricula . One of the inputs of the educational system , the most frequently used and influential educational resources in the educational situation. It is the container that embraces an important part of the content of the educational material .Which translates the objectives of the curriculum and its implementation tools. (Al-Khawaldah, 2007, 303)

On the basis of the foregoing . The textbook is seen as the core of the learning process. It is the one that contains the basics of the course . It makes the student knows what should be learned, also the teacher what should be taught . It makes it easy for them to teach and learn. The book is an educational tool rich in information, facts, concepts, principles, drawings, pictures, shapes and activities that facilitate the learning process. And education at different levels of education. Therefore, the textbook is the most important educational resource in educational institutions. Because it contains as much of the curriculum as possible. It provides high levels of educational experiences directed to achieve the educational goals that are intended to be achieved, thus it represents a great place in the educational curriculum and the educational system in general as the easiest educational resources that are available in educational environments (Ateya, 2009, 315)

Accordingly, analyzing the science content book is one of the important points we rely on in the teaching process. Therefore, we see that the content represents concepts, rules, postulates, laws and theories. For this, it is necessary to follow a special method in the process of delivering the content to the students. By analyzing the content, we arrive at concepts through which we can explain ,elucidate in a logical manner that is consistent ,concord with the abilities and potentials of the students. (Salama, 2007-127)

The method of content analysis is one of the methods of scientific research for descriptive research. It depends on the objective, logical and quantitative description of the apparent content in light of the unit of analysis used. In this approach, researchers analyze laws, regulations, outcomes, administrative topicsand reports issued by the authoritiesfor the purpose of knowing what they contain of materials and texts. (Dawood, 2011, 22)

Content analysis is of great importance, especially since we live in an era in which knowledge has accumulated. An era witnessing a massive revolution in information technology.Which requires judging the content and identifying the extent to which it observes the principles, standards and components in the light of which it is placed. This provision requires analyzing the content into its components , elements, describing it quantitatively and qualitatively. (Mohammed and Reem, 2012, 15)

The primary study period is the first building block of the educational ladder and grading . Education is of great importance. Because it provides students with the necessary basics from which they acquire various skills and information

And develop their mental abilities and preparations that enable them to acquire knowledge. In order to raise their scientific and social level to be able to know their responsibilities towards the society in which they live. (Mohammed and Shaker, 2009-138)

Based on the foregoing . The importance of the research can be summarized as follows:

- 1) Providing an objective tool in light of the dimensions of sustainable development to analyze the content of the science book (under current research) for the fifth primary
- 2) Analyzing the science book for the fifth class of primary school as it is one of the books that were recently written and that no previous analysis process has been conducted in the light of the dimensions of sustainable development (according to the researcher's knowledge(
- 3)The content analysis method is one of the descriptive research methods that describe and treat the phenomenon . As the process of analyzing the textbook is a diagnostic , remedial process that leads to the development and improvement of the book. The analysis process includes objectives, content, activities, teaching aids, and assessment patterns included in the textbook
- 4)An invitation to draw the attention of the authors , organizers of the science book for the fifth class of primary school in Iraq to what extent it includes sustainable development and its main issues
- 5)The importance of primary education as the real beginning of the comprehensive development process for students' perceptions , providing them with everything that would achieve the comprehensive and balanced growth of their personalities spiritually, socially, mentally, emotionally and physically
- 6)The research is a response to global trends , recommendations of conferences that recommend the analysis, evaluation , development of school curricula in general and science curricula in particular to include the dimensions of sustainable development

Third: The Aim of the research

The current research aims to find out:

The extent to which the fields of sustainable development are included in the science book for the fifth class of primary school

In order to achieve the goal of the research : The following question must be answered :

The extent to which the fields of sustainable development are included in the science book for the fifth class of primary school

Fourth: Research Limitations

The search was limited to:

- 1) Cognitive and scientific limits: analysis of the content of the science book for the fifth class to be taught by the Iraqi Ministry of Education, fourth edition in 2019
- 2) Time limit: The study was conducted in the first semester of the academic year (2021-2022).
- 3) A list of sustainable development dimensions ,such as its environmental, social and economic issues

Fifth: Determination of Terms

*Sustainable development: It is defined as

*Development that is based on the principle of optimal utilization of available resources with the aim of raising the standard of living includes future generations as well as the present generation (Al-Shafi'i, 2012, 13)

"The constant quest to appreciate the quality of human life, taking into consideration the capabilities and potentials of the natural system that embraces life" (Taher, 2013, 51)

Procedural definition of sustainable development:

*Concepts that express their interest for the current , future generation of human beings in all human, social, economic and environmental dimensions in order to provide them with decent livelihoods. The extent to which science books for the fourth, fifth and sixth classes of the primary stage will be satisfied will be known after analyzing their content

*Science Book: It is the book prepared to achieve the objectives of the science courses decided by the Ministry of Education and is the main reference for learners to draw from the collection of the content of the science course. (Khatataba, 2018, page no. 9)

The procedural definition known by the researcher: It is a science book to be taught to fifth class students for the academic year 2021-2022 .Which was issued by the Ministry of Education / General Directorate of Curricula in the Republic of Iraq

The primary stage: It is the first stage of general education. It is usually from the age of six to the age of twelve (Shahata and Zainab, 2003, 115).

Chapter two: previous studies

The researcher was keen that the previous studies were closely related to her study in the analysis of science books for the last three classes in the primary stage. After research and investigation, the researcher did not find in the light of her research sample, but she found two local studies, one of which is to the knowledge of the researcher the only study that aimed to analyze the content of science books for the first three classes in the primary school stage in the light of the dimensions of sustainable development and the other dealt with a sample of books Arabic language . Which are as follows:

1) Al-Mandalawi's study (2015)

This study was conducted in Iraq. And it aimed to analyze the Arabic language books for the sixth class of primary school in the light of the dimensions of sustainable educational development. The researcher followed the descriptive analytical approach. The researcher chose the sample of the research Arabic language books for the sixth class of primary school (reading - grammar) and prepared a questionnaire tool represented by the sub-indicators of the main dimensions of sustainable development and the use of the formula and percentage. The study found :

* The Arabic Reading Book: The social dimension occupied first level with a frequency of (72) at a rate of (33.83 percent) . While the economic dimension was in the second place with a frequency of (20) with a percentage of (11.61 percent), the environmental dimension was in the third place with a frequency of (11.61 percent). (7) and a percentage of (42.21%

* The Arabic Grammar Book: The social dimension occupied first level with a frequency of (22) with a rate of (16.54%). While the economic dimension was taken in second place with a frequency of (12) and a percentage of (50%). As for the environmental dimension .It occupied third levelwith frequency (6) and percentage (28.14%)

1) Study (Al-Raziqi, 2020)

This study was conducted in Iraq and aimed to analyze the content of science books for classes (first, second and third) of primary in the light of the dimensions of sustainable educational development.

(2015-2016). A list of the dimensions of sustainable development to be included in science books at the primary stage has been built. It included the three social, economic and environmental dimensions in its initial form, consisting of (55) sub-issues are distributed among the three dimensions. Then the researcher analyzed the content of science books in the primary stage in light of the list that was built. The content analysis included three books consisted of (478) pages. The idea was adopted as a unit for recording , repetition, , a unit for enumeration. Validity of the analysis was conducted by presenting a random sample of it to the arbitrators. They unanimously agreed on the validity of the analysis, using the Holsti equation, the stability of the analysis was calculated in agreement with external analysts and with the researcher herself. Among the most important findings of the researcher is that the science book for the third class of primary school is the book that deals with the dimensions of sustainable development the most. He obtained a rate of (04.42 percent) at a rate of (66) recurrences. The science book for the second class of primary school came in second place with a rate of (48.32 percent) with a rate of 51 recurrences. While the science book for the first class of primary school was the least concerned with the dimensions of sustainable development. He obtained a percentage of (48.25%) at (40) recurrences

In light of the research results, the researcher recommended a number of recommendations, including :

1) Paying attention to neglected sub-issues and working to include them in science books for the primary stage

2) Building a program according to the dimensions of sustainable development for primary school students

To complement this study : The researcher suggested several proposals, including

1) The necessity of having a teacher's guide that includes dimensions of sustainable development that he must seek to support among students

2) Training the teacher on the methods and manners of developing the dimensions of sustainable development for students

Second: Some evidence , indicators about previous studies and their relationship to the current research

After reviewing previous studies : The researcher found that there are some aspects of agreement and disagreement with this research as follows:

- 1) The previous two studies analyzed that the content of textbooks is written and this is consistent with this study
- 2) This study agreed with the previous two studies in its use of the descriptive research method and its adoption of the content analysis method.
- 3) The previous two studies agreed with this study in its handling of the primary stage
- 4) The size of the samples analyzed in the previous two studies differed. We note the study of Al-Raziqi . This study consisted of three books. While Al-Mandalawi's study consisted of two books
- 5) The current study agreed with two previous studies using the idea (theme) unit of analysis , repetition and unit of enumeration
- 6) The current study agrees with the previous two studies, which extracted the validity and reliability of the analysis. Because it is essential in content analysis studies

Third: Aspects of benefit from previous studies

- 1) Identify the appropriate method for research
- 2) Find out the strengths and weaknesses of the previous two studies to avoid them in this research
- 3) Learn about research tools and how to prepare them
- 4) Comparing the two previous studies with this research to find out the extent of agreement and difference in procedures or results

Chapter Three: Research Methodology and Procedures

First : Research Methodology

The researcher followed the descriptive analytical method. To analyze the content of science books for the primary stage. According to the dimensions of sustainable development. Because it depends on studying the phenomenon as it is in reality , describing it accurately or expressing it quantitatively and qualitatively. (Al-Assaf, 2006-236). The descriptive approach is defined as a systematic approach to the study of current facts

It is related to a particular phenomenon, situation, individuals, events or situations. It is intended for discovering new facts or verifying the validity of old facts , their effects and the relationships that relate to them. Changing it and revealing the aspects that govern it (Salataniya& Al-Jilani, 2012, page no. 133). It is also considered one of the most appropriate research methods for the educational reality .As it is characterized by its connection to the study of topics related to the humanitarian fields. As well as common among researchers at the present time. (Al-Omrani, 2013, page no. 66)

The current research adopted the content analysis method (content analysis). Which is one of the methods of the descriptive approach to achieve the goal of the research because it is characterized by the characteristics of systematic scientific research of objectivity, impartiality, regularity and ability to generalize the results that it reaches. It is also the appropriate method for this research (Atiya, 2008, 198).

Second: search procedures

1) Research community: It is all the elements, individuals , things who are the subject of the research problem that the researcher seeks and generalize the results to (Awda and Makkawi, 1992, page no. 17). Determining the research community is one of the methodological steps in educational research. As the research, design and efficiency of its results depend on it. The research community has been identified by newly composed science books that are scheduled to be taught to students of the fourth, fifth and sixth classes, edition no. 4, year 2019 in Iraqi schools for the academic year 2021-2022.

2) Research sample: It is a selected part of the population that is chosen in a certain way. Through which we can carry out the process of generalization to society. It must be representative, adequate and honest for that community (Al-Manezel, 2010, page no. 101). The sample of the current research was the content of the science book for the fifth class of primary school, edition no. 4 in 2019. Which includes 6 units by 12 chapters sample for research. After excluding the questions at the end of each chapter . The introduction to the book, the list of contents from the analysis, drawings and pictures . It was found that the number of pages of the book was (226). As for the number of pages subject to analysis . It is (126) pages which represents (75.55 percent) of the total content of the book's pages.

Fifth: Research tool

To achieve the goal of the research, a tool was prepared by which the content of the science book for the fifth class is analyzed, represented by a list of sustainable development dimensions that must be available in the content of the research sample, in the light of which the book analysis process. The researcher did the following:

- 1) Reviewing a set of literature and research that dealt with the topic of sustainable development
- 2) Reviewing studies that dealt with the dimensions of sustainable development

The review process resulted in the preparation of a list of the research tool in its initial form Which included the dimensions of sustainable development. As in Table No. 1

Table No. (1) The main and sub-issues of the dimensions of sustainable development

Dimensions of sustainable development	Main issues	Sub- issues
Economical	2	12
Social	7	29
Environmental	4	16
Total	13	57

Sixth : Validity Tool

It is the ability of the tool to measure what it was designed for and the feature to be measured. (Abdulrahman and Adnan, 69, 2007). To verify the validity of the tool . It was presented to a group of arbitrators who specialize in teaching methods and curriculum construction, annex (5). To express their comments on the items of the list and its areas. The researcher took it. There was no addition, modification or deletion in it . The researcher approved (80%) of the agreement between the arbitrators to keep the item, delete it or modify it. The percentage of agreement between the arbitrators was calculated using the (Holsti) equation which showed a percentage of agreement (87%) . The scale is true by the percentage of this agreement (Abu Samra and Al-Titi, 2020, page No. 67), thus the tool was valid and usable. As in Appendix (6)

Seventh: Analysis of the content of the science book for the fifth class of primary school

For the purpose of controlling the process of analyzing the content of science books for the specific classes in the current research . The researcher adopted the following steps:

1) The objective of the analysis: It is to determine the extent to which the content of the science book for the fifth class of primary school includes the dimensions of sustainable development according to the pre-prepared tool

2) Unit of analysis: The researcher relied on the explicit idea as a unit of analysis. Because the science book comes with most of its expressions in an explicit , clear manner that does not require much interpretation and interpretation compared to the books of other specializations . The researcher relied on repetition as a unit of the census

3) The analysis does not include the introduction to the book, pictures, figures, and evaluation questions at the end of any of the book's units or chapters

3) Steps of content analysis

The researcher followed the following steps in the analysis process. They are summarized:

1- Read the subject as a whole well. To make the picture clear in the mind of the analyst

2- Read the same subject again carefully to determine the idea that includes sustainable development issues

3- Comparing the idea with the items of the tool (Dimensions of sustainable development) to determine the idea's affiliation with the main issues and sub-issues according to the congruence between the content of the idea with the content of the issue in the tool

4- Then the type of the idea is determined in the phrases in the light of the tool , the type of case is determined and its number is determined . Which determines the type of phrase

5 - Emptying the results of the analysis into the analysis tables. Give one repetition of each phrase. To monitor the frequencies of each unit of analysis. Then convert it into percentages to be explained later

Eighth: Psychometric properties of the analysis

1) Validity Analysis

It is the validity of the measurement method that the researcher uses to measure the content phenomena that are intended to be “measured and to provide the required information in the light of the objectives of the analysis” (Al-Hashemi and Mohsen, 2009, 191)

To verify the validity of the analysis . The researcher presented a sample of the analyzed material. The fourth chapter of the science book for the fifth class of primary school on a number of arbitrators in teaching methods . They agreed on the validity of the analysis process . Which the researcher considered to be true to the analysis process

2) Analysis Reliability

Stability means that the results will be the same if the analysis is repeated again, even if the analyzer and time differ (Al-Nemer, 2008, 77). The researcher used two types of stability analysis through :

1- Agreement during time: It means agreement through time is the horizons between the results obtained by the researcher upon re-analysis thirty days after her first analysis

2) Agreement between Analysts: The researcher used external analysts with experience in the analysis process

To calculate the two types of stability of the analysis, a sample of the analyzed material was selected representing (20%) of the total content of (126) means (25) pages. Therefore, the first five chapters of the science book for the fourth class of primary school were selected. Statisticians recommend that the minimum sample for descriptive studies be (20%) if the population is small (a few

hundred). This percentage decreases until it is (5%) in very large societies (tens of thousands). (Odah and Khalil, 1988, 178). By applying the (Holsti) equation, the reliability coefficient was reached. As in Table No. 2

Table (2) values of the stability coefficient of the analysis

Agreement over time	Between the researcher and herself after passing 30 days	0.88
Agreement between analysts	Between the researcher and first analyst	0.88
	Between the researcher and second analyst	0.87
	Between first analyst and second analyst	0.89

Eighth: Statistical Means

The researcher used the following statistical methods

*The two arithmetic methods (frequencies and percentage)

* Holsti equation: to extract the stability of the analysis as stated in (Holsti, 1969, page 140) Al-Rikabi, 2015, 80) (

Chapter Four: Presenting the results and recommendations

First: Presentation of the results: The science book for the fifth class of primary school

A) Dimensions: The results of analyzing the content of the science book for the second class of primary school showed (126) pages. The availability of only two dimensions of sustainable development in the science book for the fifth class of primary school. They are the social dimension which represented first in (40) recurrences with a percentage of (75.47%).

The total number of repetitions (53) iterations. The environmental dimension came in second place with (10) recurrences, with a percentage of (86.18%) out of the total number of recurrences amounting to (53) recurrences. As for the economic dimension , it came at a low rate , amounting to (66.5 %) and (3) recurrences . As in Table (3)

Table (3) Percentages of the dimensions of sustainable development in the science book for the fifth grade of primary school

No.	Dimension	Iteration	Percentage
1	Social dimension	40	75 . 47 %
2	Economic dimension	3	5 . 66 %
3	Environmental dimension	10	18 . 86 %
Total		53	100 %

From the foregoing it appears that the content of the textbook has focused attention on the social dimension. Next is the environmental dimension. While neglecting the economic dimension at a very low rate. It is a dimension that is no less important than the previous two dimensions

B) indicators

1)The social dimension:

The results showed that the book got (40) recurrences are distributed between two main issues. Attention is focused on the issue of (health) with (24) recurrences with a percentage of (60%). Followed by the issue of (education) at a rate of (16) recurring with a percentage of (40%). While neglecting issues (social justice), population, housing and security. Its share was zero. That is, you did not get any repetition . As in the science book for the first class which neglected the same previous issues. Table No. 4

Table No. 4 Frequencies and percentages of social dimension issues in the science book for the fifth class of primary school

No.	Issue	Iteration	Percentage
1	Social justice	0	0 %
2	Health	24	60 %
3	Teaching	16	40 %
4	Inhabitants	0	0 %
5	Housing	0	0 %
6	Security	0	0 %
Total		40	100 %

This dimension included (32) sub-issue. The number of sub-cases achieved (7) cases with recurrence amounted to (40) recurrences. The issue of (the spirit of intimacy and teamwork among classmates) was the most frequent issue. It reached (14) recurrences with a percentage of (35%) of the total number of recurrences in the social dimension. While the issues of (hygiene and its role in maintaining health) and the prevention of communicable and non-communicable diseases came in second place with frequencies amounting to (9) with a percentage of (5.22 percent) of the total recurrences in the social dimension. The issue of

(malnutrition and its relationship to some diseases such as obesity and others) came in third place with frequencies of (3) with a percentage of (5.7%). As for my case (spoiled food and its impact on human health) (knowledge and information to teach concepts in environmental, social and economic education). It gained fourth with a frequency of (2), with a percentage of (5%). While the issue of (smoking and its physical and health damage to the individual and society) came in fifth place with recurrence (1). It reached a percentage of (5.2%) of the total number of recurrences in the social dimension. The researcher interprets this result to address the first chapter (classification and diversity of living organisms) and the second chapter (the human body and its health). As it was related to the dimensions of sustainable development. And that the number of unrealized sub-cases is (27), meaning that it did not receive any recurrence.

The researcher believes that the omission of these issues is a negative indicator of the book. As each issue has its importance that develops in the student an aspect of maintaining the distance.

2) Environmental dimension :

The results showed that the book got (10) recurrences are distributed among (3) main issues. The issue of (seas and oceans) came. First place with (10) recurrences with a percentage of (100%). While the book neglected the two issues (atmosphere and terrestrial), biodiversity, fresh water and their share was zero. It means that it did not get any repetition. Table No. 5

Table No. 5 Frequencies and percentages of environmental issues in the science book for the fifth class of primary school

No.	Issue	Iteration	Percentage
1	Atmosphere cover	0	0 %
2	Lands	0	0 %
3	Biodiversity	0	0 %
4	Seas & oceans	10	100 %
5	Pure waters	0	0 %
Total		10	100 %

This dimension included (17) sub-issue. The number of sub-cases achieved (1) one case amounted to (10) recurrences. The importance of seas and oceans was from the total number of frequencies in the environmental dimension. And the number of unrealized sub-cases (16) cases. That is, it did not get any repetition. The researcher attributes this to the nature of the science book for the fifth class of primary school. Which did not address the issues of the environmental dimension well. Noting that he focused on one issue while neglecting the others. supplement (9)

Third: Conclusions:

The science book for the fifth class of primary school included the dimensions of sustainable development. At a rate of (64.34%) at (53) recurrences

In terms of dimensions. The social dimension obtained the highest percentage of (47.75%) with a frequency of (40) out of the total number of (53) iterations. As for the environmental dimension. It obtained a percentage of (86.18 percent) with a frequency of (10). The economic dimension represented the lowest percentage (66.5%) with a frequency of (3)

1) The results indicate that the science book neglects many of the main issues and what it contains of sub-issues for each of the dimensions. This means that there is a weakness in the arrangement of the book and its topics

A) The social dimension: the absence of four important issues in the science book. Which are social justice, population, housing and security

B) The environmental dimension: the absence of four issues in the science book for the fifth class of primary school which are the atmosphere, land, biodiversity and fresh water

Fourth: recommendations

In light of the research results, the researcher recommended a number of recommendations, including :

1) Inviting decision-makers in the Ministry of Education to develop the content of science books (under current research) in line with the requirements of the times for the concept of sustainable development and its dimensions

2) Preparing a guide for the teacher that includes the dimensions of sustainable development that he should seek to support among students

3) Inviting officials, media and communications to pay attention to sustainable development issues in order to build generations aware of the requirements of the social, economic and environmental dimensions of sustainable development, such as maintaining cleanliness and urging the prevention of infectious and non-communicable diseases (especially in light of the Corona pandemic). Recycling waste and investing it in energy production

Fifth: Suggestions

The researcher proposes to complement the results of the current research :

- 1) Recognizing the extent to which science books for other study stages include the dimensions of sustainable development
- 2) Inclusion of sustainable development in the curricula of science teaching methods in the faculties of education and basic education
- 3) Evaluation of the teaching performance of science teachers for the primary stage
- 4) Conducting a study of content analysis of images and graphics for the science book for the fifth class of primary school
- 5) Organizing programs, seminars and workshops to familiarize teachers with science subject for the primary stage of the concept of sustainable development

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