Content Analysis of the Modern and Contemporary History of Arab Countries Textbook for the Sixth Grade of Literature, Based on Spranger's Values Classification (Religious, Political, and Theoretical Values) as a Model

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Abstract - **The current research aims to analyze the content of the Modern and Contemporary History of Arab Countries textbook for the sixth grade, according to Spranger's classification of religious, political, and theoretical values. This research aims to answer the following question: To what extent are religious, political, and theoretical values present in the Modern and Contemporary History of Arab Countries textbook for the sixth grade, according to Spranger's values classification? To answer this question, the researchers adopted a descriptive and analytical approach (content analysis) to analyze the content of the Modern and Contemporary History of Arab Countries textbook for the sixth grade, according to Spranger's values classification, as it is appropriate for the nature of this research. The research community was limited to the content of the Modern and Contemporary History of Arab Countries textbook, which is scheduled to be taught to sixth grade students (eighth edition), for the 2024-2025 academic year. The book's introduction, chapter questions, and table of contents, which totaled (12) pages, were excluded from the analysis. Thus, the number of pages subject to analysis became (192) pages, out of (204) pages. The validity of the instrument was verified by presenting it to a group of experts and specialists in educational sciences. The psychological tool received their unanimous approval. The analytical stability was extracted in two ways, using the Holsti equation: consistency over time, with a coefficient of agreement of 0.95, and consistency between analysts, with a percentage of agreement of 0.92.**

Keywords: **Arab Country, Text Book, Modern and Contemporary History, Psychological Tool, Spranger's Value**

I. INTRODUCTION

The educational system plays a key role in shaping the minds and values of students (Akerdi et al., 2017). Textbooks serve as the main tools through which content is delivered, and the values embedded in them have lasting effects on learners' thinking and behavior (Ali et al., 2014). In Iraq, the textbook on Modern and Contemporary History of Arab Countries for sixth-grade literary students carries particular significance (Muhiddinov et al., 2025; Hamid et al., 2025; Hamid et al., 1998). It documents major regional events, presents national narratives, and helps frame the collective memory of students.

Yet, with the increasing global emphasis on values-based education, there is growing concern about whether textbooks in Iraq reflect a balanced and comprehensive set of values (Escobedo et al., 2024). These values—religious, political, and theoretical—are not only essential for academic development but also for shaping students' personal identity and social behavior.

This research focuses on Spranger's value classification as a framework for evaluating the content of the history textbook (Makhmaraimova et al., 2025). Spranger's model categorizes human values into distinct groups, offering a systematic approach to assess the presence and weight of each value type in educational material. By applying this classification to the content of the textbook, the study aims to reveal the degree to which each value type is represented.

The problem addressed in this study stems from the observed imbalance in the values reflected in current textbooks. According to earlier studies and teacher surveys, political content dominates, while other value domains—particularly religious and theoretical—are underrepresented. This research is designed to measure these disparities quantitatively and provide a clearer picture of the value orientation in the textbook.

The findings of this study will help curriculum developers, educators, and decision-makers better understand the value structure of current textbooks. It also opens a discussion on how to realign content with Iraq's educational goals and international standards for values-based learning. The study uses content analysis methodology, supported by expert validation, to ensure reliable and objective results. Through this approach, it seeks to contribute to the enhancement of value education in the Iraqi school system (Deihim et al., 2014).

II. RESEARCH PROBLEM

Here, we must point out that there is an explosion in the volume of information, especially in secondary school textbooks. At the same time, the content of these books has remained fixed within the thematic framework, without any fundamental changes being made to their content, which has made them almost isolated. At the forefront of this is the history book for the sixth grade, which is burdened with events and facts that have become a burden on students. Curriculum designers have also included more figures and dates, regardless of the existence of a real connection or coherence between the facts related to these figures and the dates and events contained in the book. This has led students to become averse to this subject (Hamid & Muhammad, 2018). In 2024, UNESCO emphasized the need to organize a course on developing curriculum engineering for education in Arab countries, focusing on developing curricula and the need to include in their content the values, knowledge, and skills necessary to build the future (https://www.egymoe.com/). Given the importance of values, the spokesperson for the Iraqi Ministry of Education pointed to this on the Sky News website by emphasizing the re-teaching of the moral education subject for primary, intermediate, and preparatory levels, which relies in its content on moral values and principles in accordance with international standards, and in cooperation with international organizations and bodies to build and crystallize the value system among Iraqi students (https://www.skynewsarabia.com/).

After the two researchers reviewed the general objectives set by the Ministry of Education for the history subject, they found the authors' keenness to include national values at the expense of other value aspects. In addition, the researchers felt, through their work in the Iraqi Ministry of Education during their educational career, which exceeded (13) years, that history books did not pay sufficient attention to values in their content. This was confirmed by the study (Karim & Qasim Muhammad, 2012) and the study (Fadel & Arkan Yaqoub, 2020). Based on the above, the researchers believe that curricula should not be limited to educational and indoctrination-based aspects alone Karimizadeh & Abolghasemi, 2014). Rather, it is essential to consider the educational and evaluative aspects, focusing on values and moral virtues in order to raise a generation with a solid moral compass that enables them to face challenges and make sound decisions. To reinforce the research problem, the researchers, in accordance with the "Facilitating the Task" book issued by the College of Basic Education at the University of Diyala, directed a survey questionnaire to teachers of the Modern and Contemporary History of Arab Countries subject for the sixth-grade literary section. The questionnaire asked for their opinions on the extent to which Spranger's values are present in the book and whether students embody these values. Most of them responded that they had never heard of the aforementioned classification and were not aware of its prominent presence in the book. They also stated that middle school students need intensive awareness-raising on values.

* Of the (20) teachers, nineteen of them answered at a rate of (95%) that they did not know Spranger's classification and only one at a rate of (5%). He replied that he was familiar with the aforementioned classification.

The researchers also conducted interviews with specialists* in the General Curricula Department at the Ministry of Education and posed two questions to them (Al-Hashemi et al., 2014). The first was: Do you have clear knowledge of Spranger's Value Classification? They reported that they had very little knowledge of the classification. The second question was: Do you believe that the Modern and Contemporary History of Arab Countries textbook for the sixth grade of literature needs to include the values contained in the aforementioned classification? They emphasized the need to develop the book's content to align with the value system and the scientific and educational needs of sixth grade students, in accordance with Arab and international standards.

Hence, the research problem can be summarized in answering the following question:

To what extent are the religious, political, and theoretical values of Spranger's Value Classification present in the Modern and Contemporary History of Arab Countries textbook for the sixth grade of literature?

III. RESEARCH IMPORTANCE

Curriculum content analysis is a fundamental and urgent necessity, characterised by continuity and inevitability, to keep pace with rapid developments in cognitive fields and scientific and educational experiences (Khataybah, 2008). The process of content analysis helps us obtain answers to multiple questions related to the educational content. The content analysis process of the educational material focuses on developing and enhancing educational fields and helps us achieve educational goals. The analysis process is indispensable, as it is connected to the educational process and continuously evolves to identify strengths and weaknesses and propose remedial solutions to avoid errors. The analysis process seeks to develop the content of the textbook and achieve desired outcomes (Ta'ima & Rushdi Ahmed, 2011). Based on the above, the researchers believe that content analysis has an important place in the field of scientific research, as it is one of the few processes that allows the researcher to engage with a text. It subjects it to a process of segmentation and detail to explore its strengths and weaknesses and identify the basic elements of learning, such as values, attitudes, and skills. It also helps in the initial identification of the vocabulary of the textbook content.

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The importance of the textbook lies in instilling in student's positive values and attitudes and modifying undesirable values and attitudes, whenever possible. It also provides a

modern quality of information and reinforces the concepts and practices of the existing political system as a social system (Ben Sassi & Elias, 2022).

The importance of studying history lies in the study of humans and their relationship with members of society and the social environment. Therefore, it derives its importance from the importance of the topics it addresses. It is the chronological record of all the nation's sciences, arts, and literature. It is the foundation for the present and the basis for the future. Just as the study of history helps in strengthening morals, encouraging virtues, and avoiding vices, it is the most appropriate study for teaching humans both private and public virtues. The status of the subject of history and its educational objectives is of utmost importance (Al-Anbaki et al., 2023). Therefore, it has become important for the subject of history to contribute to the development of values that constitute models of noble factions and ideals by highlighting examples of chivalry, honesty, and loyalty. It also draws lessons that encourage people to resist injustice and aggression and stand up against all forms of pressure and oppression, through events, stories, heroism, and the images its events convey to us of the past of peoples and their civilizations (Al-Moussawi et al., 2024). It is worth noting that people in general, and specialists in research and science in particular, agree on the importance of values and the critical role they play in building the human being and shaping human societies with their various backgrounds, cultures, and beliefs. The issue of values lies at the heart of the concerns of theorists and intellectuals across the globe. This interest in values stems from their profound influence in shaping human behavior, which provides meaning for human existence. Man is the essence of existence and its true embodiment. The manifestations, creations, and signs in the universe are merely means created by God Almighty and subservient to man, by which he builds his life and fulfills his mission of settlement and succession (Al-Jallad, 2005).

Given the importance of values, they have occupied the thoughts of philosophers and educational researchers, sparking considerable debate about their significance since ancient times. This has led to scholars and researchers constantly seeking to classify values. The classifications that address values have multiplied, along with the numerous studies and ideas that have addressed this topic.

Based on the foregoing, the importance of the current research can be summarized in the following points:

- The importance of textbook content analysis is that it provides assistance to textbook authors by providing them with information on what should be included in their content.

- The importance of textbooks, as they represent a window that opens the doors of knowledge for students, enriching them. They are the primary means of education and achieving curriculum objectives.

- The importance of the subject of modern and contemporary Arab history, as it is a subject that embodies flexibility, diversity, and enlightenment.

- The importance of the sixth grade of literature, as students are at a stage of awareness, requiring them to actively participate in social life and are on the cusp of university education, which requires academic preparation commensurate with various disciplines.

- The importance of the religious, political, and theoretical values contained in Spranger's classification.

- The importance of values, as they enhance self-discipline and, consequently, shape and direct their behavior in the right direction.

- This study may help highlight the value-based aspect of history and give it the necessary importance.

IV. RESEARCH GOAL

The current research aims to analyze the content of the Modern and Contemporary History of Arab Countries textbook for the sixth grade of literature, according to Spranger's classification of values (religious, political, and theoretical values as a model).

V. RESEARCH LIMITATIONS

The current research is limited to:

The content of the Modern and Contemporary History of Arab Countries textbook, which is scheduled to be taught to sixth grade students for the academic year (2024-2025 AD), eighth edition, prepared by a committee in the Iraqi Ministry of Education.

VI. TERMS DETERMINATION

1. Content Analysis

Defined by:

Ali:

A scientific research method that aims to objectively, systematically, and quantitatively describe the apparent content of communication material, or to investigate information in the content of printed communication materials (Ali, 2011).

Drisko and Maschi:

A research technique for making valid and replicable inferences from texts or other sources. A specific topic with another meaning (Drisko & Maschi, 2016).

* Each of: Dr. Jaafar Abbas Hamidi, Dr. Nouri Abdul Hamid Khalil, Dr. Osama Abdul Rahman Al-Douri, Dr. Zainab Munim Karim, Mr. Ali Diaa Hussein.

Procedural definition:

A set of methodological steps through which the values contained in the content of the Modern and Contemporary History of Arab Countries book, which is scheduled to be taught to the sixth literary grade for the academic year (2024-2025 AD), are extracted, classified, and categorized based on their frequencies contained in the analysis material according to Spranger's classification of values.

2. *The Arabic Country's Modern and Contemporary History Book:*

Procedural Definition:

This book is intended for sixth-grade literary students. Its content includes seven chapters covering the history of Arab countries from the early modern era to the contemporary era. The book typically focuses on historical events of a political, social, economic, and cultural nature experienced by Arab countries. It is scheduled to be taught to sixth-grade literary students by the Iraqi Ministry of Education for the academic year (2024-2025 AD), 8th edition. Its content will be analyzed by the two researchers according to Spranger's Values Classification.

3. *Spranger's Values Classification*

Spranger defined it as:

Spranger:

A classification that organizes values into specific groups based on specific criteria and shared characteristics, while understanding the diversity of human behavior and how different values influence individuals. This classification also helps understand individuals' interaction with society and how values shape their behavior and identity (Spranger & Eduard, 1928).

Ziadah and O'Toole:

This classification was introduced by the German sociologist Spranger in his book "People's Types." It is considered one of the most widely used classifications in the field of value studies. He classified values into six domains, which he considered fundamental (central), from which many personal values emerge (Ziadah and O'Toole, 2010).

The two researchers adopt the definition developed by Spranger, having used Spranger's classification of values as a tool for their research, as the main values included in the classification are consistent with Islamic values and the values prevalent in our society. Within the framework of this definition, the main values and sub-values included in the book "The Modern and Contemporary History of Arab Countries" can be identified and classified according to

Spranger's classification of values. Operational Definition: The three main sets of religious, political, and theoretical values included in the German scientific classification of Eduard Spranger, and the set of sub-values proposed by the researchers for each main value, which will appear in the form of frequencies and percentages after a content analysis of the Modern and Contemporary History of Arab Countries textbook for the sixth grade of literature, according to Spranger's value classification, to determine the extent to which the main and sub-values within the aforementioned classification are present.

VII. THEORETICAL ASPECTS AND PREVIOUS STUDIES

First Axis: Theoretical Aspects

First: Content Analysis

Content analysis helps reveal the strengths and weaknesses of the textbook, providing an opportunity to improve and develop it to meet modern educational needs. Content analysis also provides teachers with the necessary tools to guide the lesson planning process more effectively and determine the behavioral objectives to be achieved. Furthermore, it helps in selecting the most appropriate teaching strategies and diverse educational activities that suit students' varying levels and meet their educational needs.

VIII. EDUCATIONAL CONTENT ANALYSIS METHODS

Although each educational subject has its own specific method for analyzing its content, there are two main methods for analyzing educational content, which are the most common and widely used by researchers. The researchers will provide a brief explanation of these two methods as follows:

- The method that relies on grouping similar elements in the subject into a single group, such as a set of concepts, a set of symbols, a set of instructions, and other components of textbooks.

- The method that divides the subject into main topics, then subdivides these topics into subtopics (Al-Zuwaini et al., 2013).

The researchers took both methods into consideration when analyzing the content of the Modern and Contemporary History of Arab Countries textbook for the sixth grade, with the aim of arriving at accurate results in the analysis process, as these two methods complement each other. Objectives of Content Analysis in the Educational Process

The objectives of content analysis vary depending on the field in which the analysis is applied. The objectives of content analysis in the educational field in general, and textbooks in particular, can be outlined and defined as follows:

- Identify the nature of the content and its components, which include ideas, concepts, principles, laws, attitudes, and skills.

- Improve the quality of textbooks and educational materials and enhance their effectiveness in achieving the objectives of the educational curriculum (Bahri & Mona Younis, 2018).

- Explore the strengths and weaknesses of textbooks and educational materials provided to students with the aim of improving them and identifying the most valuable topics within them.

- Provide support and assistance to book authors and publishers involved in preparing textbooks by providing them with the necessary content to include and what to avoid, within the context of the analysis aimed at planning and designing textbooks.

- Identify the prevailing values in textbooks and their types, in terms of religious, social, political, and other values.

- Revealing the hidden intentions of the author and the goals he seeks to achieve through the text or content he presents (Attia et al., 2024).

The researchers conclude from this that the process of analyzing educational content seeks to improve educational materials by examining their compatibility with educational objectives and their alignment with students' needs. It also identifies aspects of adequacy and deficiency in educational content, as well as identifying the nature of the content and its components, such as ideas, concepts, principles, attitudes, and skills. Furthermore, the process of content analysis analyzes the linguistic or semantic characteristics of the symbols contained in the content of books.

Values

Values are an individual's personal assessment of the behaviors of the members of the group to which they belong. This is manifested in respect for sound logic, verification of matters before making decisions, adherence to the etiquette of dialogue and social interaction, as well as a set of other behavioral and scientific values (Attia & Mohsen Ali, 2009).

Components of Values

Values consist of three main levels, which the researchers summarize as follows:

1. The Cognitive Component:

Choice is the first level on the scale of degrees leading to values and consists of three successive steps, summarized by exploring possible alternatives, considering the consequences of each alternative, and then making a free choice (Al-Hasmouti & Qasim Muhammad Karim, 2019).

2. The Behavioral Component:

Its criterion is "practice and action" or "deed." It includes the actual practice of the value or the practice in a manner consistent with the chosen value, provided that the practice is repeated continuously in different situations whenever the opportunity arises (Al-Arishi et al., 2015).

3. The Emotional Component:

The criterion for this component is "appreciation," which reflects attachment to and pride in the value, a feeling of happiness at having chosen it, and a desire to publicly declare it. Appreciation is the second level on the scale of degrees leading to values and consists of two consecutive steps: feeling happy at having chosen the value and publicly declaring adherence to the value (Hassan & Nourhan Mounir, 2008).

Types of Personal Values

There is no unified classification adopted to define the types of values. Researchers have developed numerous classifications based on various criteria in this field. Al-Maaytah, citing (Abu Asaad & Ahmad Abdul Latif, 2011), cites the following principles for classifying values:

1. Classification by content: According to this basis, values are divided into theoretical values, economic values, aesthetic values, social values, political values, and religious values (Abu Asaad & Ahmad Abdul Latif, 2011).

2. Classification by purpose: Values are divided into terminal values, which are the ultimate values that an individual seeks to acquire and constitute the individual's own values that revolve around themselves, such as self-esteem, and the values of relationships between people or society, such as the value of world peace.

Instrumental values, which represent the path leading to the basic terminal values. Instrumental values include two categories of values:

A. Moral values: such as honesty, truthfulness, forgiveness, etc.

B. Values of competence: such as logic, success, and others (Mahmoud & Salah Al-Din Arafa, 2006).

3. Classifying them according to their intensity: Values are classified into binding values, meaning what should be, and preferential values, meaning that society encourages its members to adhere to them, but does not obligate them to adhere to them.

4. Classifying them according to generality: Here, values are divided into general values that are widespread throughout society, and specific values related to specific social occasions or situations.

5. Classifying them according to their clarity: Based on this basis, values are divided into two categories: apparent or explicit values, which are values that are declared and expressed through behavior or speech, and implicit values, which are those whose existence is inferred by observing the choices and trends that recur in individuals' behavior.

6. Values according to their durability: Here, values are divided into two categories: permanent values, which last a long time, and transient values, which disappear quickly (Abu Diya & Adnan Ahmad, 2011). Value Classifications

First: Spranger's Classification (1928):

A German thinker who published his classification of personality types during this period, Spranger concluded that people are divided into six types based on the predominance or dominance of one of the following values (theoretical value, political value, social value, economic value, aesthetic value, and religious value) (Khalifa & Abdul Latif Muhammad, 1992; Abu Al-Haija & Abdul Rahim Awad Hussein, 2008).

Rescuer: Second. Nicholas Rescher's Classification

Rescher's classification is among the most comprehensive, as it measures the possibility of classifying values according to several criteria, including:

1. The criterion of subjectivity and objectivity: Values are subjective in that their adherents view them as the best goals. They are established in terms of their measurability among individuals and the possibility of distinguishing between them based on their relative value status.

2. The criterion of generality - specificity: They are general to the extent that interest in them exists at the level of society in general, and specific to the extent that interest is related to a specific group, such as scientists, for example.

3. The criterion of finality - mediation: This refers to the extent to which an individual views a particular value as a means to another end, or as an end in itself.

4. The criterion of content: This criterion is represented by moral values, values related to work, values related to interpersonal relationships, etc.

5. The criterion of the relationship between the embracer of the value and its beneficiary: According to this criterion, an individual adheres to a particular value because they see its existence as beneficial to themselves or to others, such as values directed toward the self, such as success and comfort. Values directed toward others are represented by values Family and national values... and the like.

IX.   RESEARCH CURRICULUM & PROCEDURES

First: Research Curriculum

Determining the scientific method, we use and apply as researchers to study a particular phenomenon or problem is linked to the subject and content of the phenomenon being studied. What is appropriate for studying a particular phenomenon may not be appropriate for studying another phenomenon, given the differences in the characteristics and themes of the phenomena being studied (Atifi & Mustafa, 2024).

Best (quoting Al-Naimi, 2015) believes that descriptive research focuses on existing conditions and relationships, common practices and beliefs, viewpoints, values, and attitudes among people. It also focuses on ongoing processes, the influences felt by individuals, and emerging trends and trends (Al-Naimi et al., 2015).

The researchers adopted the descriptive analytical method (content analysis) because it is appropriate for the purpose of their research (Al-Mousawi et al., 2024; Al-Hashemi et al., 2016).

Second: Research Procedures

1- Research Community

The research community consists of the current research examines the content of the seven chapters of the book "Modern and Contemporary History of Arab Countries" (8th edition), which is (204) pages long and is scheduled to be taught to sixth-grade literary students in the Republic of Iraq for the 2024-2025 academic year. The book was compiled by a specialized committee in the Curriculum Directorate of the Iraqi Ministry of Education.

2- Research Sample

The researchers excluded (the book's introduction, chapter questions, and table of contents) (Majid, 2013: 380), totaling (12) pages, from the analysis process. This is because, when analyzing content, the focus is usually on texts that contain actual information. Therefore, the book sample will be (192) pages out of (204) pages, which constitutes (94%) of the total content of the book's pages.

3- Research Tool (Spranger's Value Classification)

In order to achieve the research objective, a value classification must be available to be relied upon when analyzing the content of the book "Modern and Contemporary History of Arab Countries" for the sixth-grade literary students. The researchers adopted Spranger's* value classification, as follows: A presentation of the steps followed by the researchers in selecting their research tool:

1. Reviewing previous studies and research, including the study by (Al-Badri et al., 2017), the study by Vernon and Allport (1931), and the study by GÜNDOĞDU (2022).

2. Reviewing relevant classifications. The researchers reviewed numerous Arab and international classifications related to the topic of values, including the classification by Hamed Zahran (1982), Muhammad Al-Talabi (2001), Khaled Al-Samadi (2005), Edward

Spranger (1928), and White (1951). The Clydekluckhoon (1951) classification, Rokeach (1963) classification, Allport, Venon, and Lindzy (1967) classification, Debono (1985) classification, Schwartz (1992) classification, and Louis Lavelle (1996) classification were all included. The researchers concluded that all of these classifications were less appropriate for the content of the Modern and Contemporary History of Arab Countries textbook for the sixth grade, as some of them were unclear and inappropriate for the Iraqi context. This was with the exception of White's classification, according to which the same textbook was analyzed in Fadel's study (2020). Therefore, the researchers chose Spranger's classification from among these classifications. They chose Spranger's classification of values for the following reasons:

- The researchers found that the main values included in this classification are more consistent with the values prevalent in Iraqi society than other classifications. This was evident through a survey questionnaire they administered to (20) history teachers for the sixth grade of the literary stream, and (5) specialized educational supervisors. The overall agreement rate reached (100%) regarding the compatibility of the values with Iraqi society.

- This classification seemed to the researchers to be the most logical and convincing in the field of values, as it is one of the classifications most likely to be applicable in the field of education and social sciences (Qattawi & Muhammad Ibrahim, 2007). *Spranger: A German psychologist and philosopher who made contributions to the fields of philosophy and psychology (Abdo & Mustafa, 1999; Phoenix & Philip, 1965). He is best known for his contributions to human development and the understanding of personality. He believes that every value-based attitude, to varying degrees, can be found in all personalities. He was the first to acknowledge that humans are completely one-sided. He was a Christian missionary, but he was also a religious and friendly person. He also chaired the Department of Educational Philosophy and Culture at the University of Berlin (Jawish & Dina Ahmed, 2015).

- No one had previously applied this classification inside Iraq to analyze the content of textbooks, even though it is one of the most widely used classifications by researchers studying values outside of Iraq. Therefore, the two researchers adapted it and adopted it as a tool for collecting data for their research.

Research Tool Description

After the researchers selected Spranger's taxonomy of values, they prepared an open-ended questionnaire before beginning the translation process. The questionnaire included a single question directed at experts and specialists in the fields of history, its teaching methods, and psychological and educational sciences (Khataybeh & Abdullah Muhammad, 2008; Alian & Rabhi, 2010; Majeed & Sawsan Shaker, 2013). They were asked to express their opinion on whether Spranger's taxonomy was consistent with the values our society believes in. The agreement rate reached 100% regarding its consistency with the values of Iraqi society (Al-Zaid & Hessa Abdul Karim, 2017). The researchers then took the following steps to adapt their research tool and achieve its goal:

Adapting the Research Tool (Spranger's Taxonomy of Values)

The following are the procedures followed to adapt their research tool and make it suitable for the Iraqi context:

A. The researchers obtained the original version of Spranger's taxonomy of values from the American Psychological Association (APA). The taxonomy consists only of the main values and their definitions.

B. The researchers contacted the aforementioned association and requested their approval to use the classification as a research tool and adapt it to the Iraqi context. Approval was obtained.

C. The original version of the classification was translated from English into Arabic by translation specialists*.

D. The researchers presented the translated classification paragraphs to an Arabic language specialist** and conducted oral discussions with him regarding the clarity of each paragraph, modifying ambiguous and incomprehensible words.

E. After ensuring the clarity of the paragraphs, the researchers retranslated the classification from English into Arabic by translation specialists*** to obtain their approval of the translation's veracity and accuracy after comparing it with the original translated version. Thus, the researchers now had two Arabic versions of the classification.

F. The two versions translated into Arabic were presented a third time to translation specialists**** for retranslation.

G. One of them was a reverse translation from Arabic to English. After verifying the consistency of the two Arabic versions into English, the Iraqi Translators Association's version was then reverse translated from Arabic to English. This ensured the validity of the translation for the researchers. The researchers thus had two versions of the classification in English, one representing the original version and the other

representing the proposed version of the Arabic version of the Iraqi Translators Association.

H. The researchers then worked to extract sub-values for each group based on its definition developed by Edward Spranger. Spranger's classification includes six basic value groups. The researchers will present these groups and the proposed sub-values that emerged from them. The number of proposed sub-values has now reached (54). Table I illustrates these values and their sources:

TABLE I MAIN VALUES, NUMBER OF SUB-VALUES, AND THEIR SOURCES

No.	Spranger's Main Value Category	Number of Sub-Values	Sources of Sub-Values
1	Religious Values	19	(Bahri, 2018:97); Vernon & Allport (1931); (Abduh, 1999:93); (Hamid, 1998); Experts in Islamic Sciences
2	Political Values	17	Vernon & Allport (1931); Experts in Law and Political Sciences
3	Theoretical Values	18	(Al-Areeshi & Al-Dossary, 2015:88); Vernon & Allport (1931); Experts in Educational and Psychological Sciences

4- Tool Validity

In order to achieve apparent validity, the researchers presented the tool in its initial form to a group of experts and specialists with scientific experience in the field of education and psychology, numbering (39) experts, after explaining to them the goal of Arabizing the tool and defining the main values included in the classification and the sub-values that fall under each main value. The researchers asked the experts to indicate the extent of consistency of the sub-values with the main values.

**** Iraqi Translators Association / Member of the International Federation of Translators / Al-Jawhara Translation Office Baghdad. And their representation, with deletions, additions, and modifications as they see fit, or sub-values being transferred from one primary value to another. The sub-values received the approval and satisfaction of the experts, with a 100% agreement rate, as no sub-values were deleted or transferred. This rate is considered an indicator of apparent validity. Bloom indicated that when the experts' agreement rate is 75% or higher, the researcher can feel comfortable with apparent validity (Ali and Hamouk, 2014).

5- Analysis

The analysis process aims to identify the extent to which educational objectives are integrated and comprehensive of various fields, and the extent to which their content is related to educational objectives (Bahri & Mona Younis, 2012). To analyze the content of the Modern and Contemporary History of Arab Countries textbook for the sixth grade, literary section, the researchers followed the following procedures:

- Obtaining the latest edition of the Modern and Contemporary History of Arab Countries textbook for

the sixth grade, literary section, approved by the Ministry of Education in the Republic of Iraq for the 2024-2025 academic year.

- Carefully reading the analysis tool (Spranger's classification of values) to enable accurate analysis (Ta'ima, Rushdi Ahmed, 2011).

- Including all topics in the book in the analysis process, with the exception of the introduction, chapter questions, and the table of contents. Educational literature in this field indicates the necessity of excluding the introduction, chapter questions, and the table of contents from the analysis process (Majid, 2013).

- The researchers designed a table that included the sequence, chapter number, page number, idea, idea type, main value, and sub-value.

- Transcribing the analysis results into tables prepared for analysis, to be processed statistically by calculating frequencies and percentages for each value.

6- Analysis Validity

Analysis validity refers to the extent to which the research instrument's vocabulary represents the domain we intend to measure (Abu Alam, 2006).

To ensure the validity of the analysis, the researchers presented a sample of the analyzed material, along with a copy of Spranger's classification of values, to a group of experts and specialists in the fields of educational and psychological sciences (Ziyada et al.,2010; Ali & Muhammad Al-Sayyid, 2011). The analysis process received their approval and approval, and they thus agreed on the reliability of the analysis.

7- Analysis Stability

Objectivity is one of its requirements. The stability of content analysis is based on two types of consistency:

- Consistency across time, which means that a single analyst or group of analysts arrives at approximately the same results when using the same tool on the same content at different time periods.

- Consistency between analysts, which means that another analyst arrives at approximately the same results when using the same tool and content and following the same analysis procedures (Al-Jalabi & Sawsan Shaker, 2005: 338).

To achieve the first consistency, the two researchers chose a random sample of the content of the book "The Modern and Contemporary History of Arab Countries," embodied in the entire third chapter (Iraq during and after the First World War), from page (51) to page (88), amounting to (38) pages, representing (19%) of the analyzed content. This percentage

was chosen based on the advice of statisticians that the minimum sample in descriptive studies should be (20%) if it was a few hundred, and (10%) if the community included a few thousand, and this percentage decreases until it reaches (5%) if the community was very large and might reach tens of thousands (Obaid, 2003). To extract stability using the consistency method over time, the sample was analyzed by the two researchers, then it was reanalyzed again after a period of (30) days, which is a period mentioned in many studies. Then the agreement coefficient was extracted in its two types after applying the Holsti equation. The agreement coefficient reached (0.95), which is a very good percentage and indicates that the stability of the analysis is very high, as there is no limit. The lowest acceptable level of reliability. The more important the decision, the higher the reliability (Mikhail & Amtanius Nayef, 2016). This means that reliability coefficients should be as high as possible. If they exceed 0.80, this is preferable when it comes to measures that address values, attitudes, tendencies, and emotional aspects (Abu Alam & Raja Mahmoud, 2006).

Regarding the second type of reliability (consistency between analysts), the researchers analyzed the same material for a second time and asked another analyst with experience and knowledge in this field, after agreeing with him, to repeat the analysis process and its rules. The analysis process was conducted separately between the researchers and the other analyst, using the Holsti equation to calculate reliability between the researchers and the other analyst. The results showed that the agreement rate was 0.92, which is a very good reliability coefficient.

Thus, the reliability coefficients obtained by the researchers are high and meet the objectives of the current research.

8- *Research Tool in its Final Form*

After verifying the validity of the tool with its stability, the tool, in its final form, was ready for application. The researchers applied the tool to the content of the sixth-grade literary history textbook to determine the extent to which Spranger's classification values were present in the book's topics.

9- *Statistical Means*

The researchers used appropriate statistical methods to achieve the research objective.

X.   DISPLAY AND INTERPRETATION OF RESULTS

This chapter presents the results obtained and their interpretation according to Spranger's value classification by answering the following question: To what extent are values present in the content of the Modern and Contemporary History of Arab Countries textbook for the sixth grade of literature, according to Spranger's value classification? After dealing with the results of the content analysis of the book "Modern and Contemporary History of Arab Countries" for the sixth literary grade, which consists of (193) pages, to

determine the extent of the availability of values according to Spranger's classification, the results of the analysis revealed the total number of main ideas contained in the book "Modern and Contemporary History of Arab Countries" for the sixth literary grade, which was (2724) ideas, including (1772) diverse ideas(Abdul Rahman et al., 2016). Spranger's classification obtained (952) ideas out of the total number of ideas within three main groups. The group of political values ranked first with (780) repetitions and a percentage of (28.63%), while the group of theoretical values ranked second with (119) repetitions and a percentage of (4.36%), and the group of religious values ranked third with repetitions amounting to (53) repetitions and a percentage of (1.95%), and Table II shows this:

TABLE II NUMBER OF REPETITIONS OF VALUES IN EACH GROUP AND THEIR PERCENTAGES

No.	Value Categories	Frequencies	Percentages	Order According to Spranger's Classification
1	Political Values	780	28.6%	2
4	Theoretical Values	119	4.3%	3
6	Religious Values	53	1.95%	1
	Subtotal	**952**	**34.95%**	
	Miscellaneous Ideas	1772	65.05%	
	Total	**2724**	**100%**	

After statistically processing the results and reviewing the frequencies and percentages, the researchers concluded that the book "History of Modern and Contemporary Arab Countries" for the sixth grade, literary, contained Spranger values with varying frequencies and percentages. The following is an interpretation of the results according to the frequencies and percentages of the main values and sub-values, as follows:

1. Political Values Set

The ideas of the Political Values Set obtained (780) sub-values, with a percentage of (28.63%), divided among the book's chapters as follows: Chapter One (78) sub-values, with a percentage of (10%), Chapter Two (158) sub-values, with a percentage of (20.25%), Chapter Three (163) sub-values, with a percentage of (20.89%), Chapter Four (142) sub-values, with a percentage of (18.20%), and Chapter Five (72) sub-values, with a percentage of (9.23%). Chapter Six included (60) sub-values, with a percentage of (7.69%), and finally Chapter Seven included (107) sub-values, with a percentage of (13.71%), as shown in Table III:

TABLE III NUMBER OF SUB-VALUES IN THE GROUP OF POLITICAL VALUES AND THEIR PERCENTAGES IN THE BOOK'S CHAPTERS

No.	Chapters	Number of Political Sub-Values	Percentage
1	Chapter One	78	10%
2	Chapter Two	158	20.25%
3	Chapter Three	163	20.89%
4	Chapter Four	142	18.20%
5	Chapter Five	72	9.23%
6	Chapter Six	60	7.69%
7	Chapter Seven	107	13.71%
	Total	**780**	**100%**

2. Theoretical Value Set

The number of sub-values analyzed was (119), representing (4.36%). These sub-values were divided among the book's chapters as follows: Chapter One included (12) sub-values, representing (10.08%). Chapter Two included (34) sub-values, representing (28.57%). Chapter Three included (23) sub-values, representing (19.32%). Chapter Four included (19) sub-values, representing (15.96%). Chapter Five included (18) sub-values, representing (15.12%). Chapter Six included (10) sub-values, representing (8.40%). Finally, Chapter Seven included (3) sub-values, representing (2.52%). Table IV illustrates this:

TABLE IV NUMBER OF SUB-VALUES IN THE VALUE SET THE THEORY AND ITS PERCENTAGES ARE INCLUDED IN THE BOOK'S CHAPTERS

No.	Chapters	Number of Theoretical Sub-Values	Percentage
1	Chapter One	12	10.08%
2	Chapter Two	34	28.57%
3	Chapter Three	23	19.32%
4	Chapter Four	19	15.96%
5	Chapter Five	18	15.12%
6	Chapter Six	10	8.40%
7	Chapter Seven	3	2.52%
	Total	**119**	**100%**

3. The Religious Values Set

Religious values accounted for (53) sub-values, representing (1.95%), divided among the book's seven chapters as follows: The researchers found no religious values in the first chapter, and therefore the number of sub-values was (0), representing (0%). The second chapter included (7) sub-values, representing (13.2%), while the third chapter included (11) sub-values, representing (20.75%). The fourth chapter included (14) sub-values, representing (26.41%), while the fifth chapter included (17) sub-values, representing (32.07%). The sixth chapter included only two sub-values, representing (3.77%), and finally, the seventh chapter also included two sub-values, representing (3.77%). Table V illustrates this:

TABLE V NUMBER OF SUB-VALUES IN THE RELIGIOUS VALUES SET AND THEIR PERCENTAGES WITHIN THE BOOK'S CHAPTERS

No.	Chapters	Number of Religious Sub-Values	Percentage
1	Chapter One	0	0%
2	Chapter Two	7	13.2%
3	Chapter Three	11	20.75%
4	Chapter Four	14	26.41%
5	Chapter Five	17	32.07%
6	Chapter Six	2	3.77%
7	Chapter Seven	2	3.77%
	Total	**53**	**100%**

First: Conclusions

1. There is a lack of balance in the Spranger classification values in the content of the Modern and Contemporary History of Arab Countries textbook for the sixth grade.

2. The group of political values received the most attention from the book's authors, while the group of religious values received less attention.

Second: Recommendations

1. Education directorates should hold workshops for teachers to address this issue of values with students at various opportunities and occasions.

2. Encourage institutions, such as media, culture, religious, and social affairs institutions, to participate in the project of visiting middle schools and holding events and seminars to promote values among students.

3. The Ministry of Education should consider a balance between the types of values included in the classification and highlight certain values, such as equal opportunity, tolerance, patience, honesty, and mercy, in the content of the Modern and Contemporary History of Arab Countries textbook for the sixth grade.

Third: Suggestions

1. Analyze the content of middle school social studies textbooks and middle school history textbooks according to the Spranger classification of values.

2. A comparative analytical study, based on Spranger's value classification, of the Modern and Contemporary History of Arab Countries textbook for the sixth-grade literary textbook in the Republic of Iraq and a similar textbook in an Arab country.

3. A comparative study between Spranger's and White's value classifications in analyzing the Modern and Contemporary History of Arab Countries textbook for the sixth-grade literary textbook.

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