

Evaluation of the Book of Child Education and Family Relations for the third grade, Department of Arts Applied in the light of social dimensions

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summary

The current research aimed at (Evaluating the Book of Child Education and Family Relations for the third grade, Department of Applied Arts in the light of social dimensions).

To achieve the goal of the study, the researcher took the descriptive approach as a method for his study, and the study community consists of female teachers and students in the subject of child education and family relations for the third grade, the Department of Applied Arts, which numbered (200) schools and students in the province of Babil, and to collect the necessary data and information, the researcher chose a sample of (150) A school and a female student at a rate of (75%) of the original community, and the researcher used the random stratified sample, to represent the original community of the study. As well as refer to the literature and previous studies .The validity of the tool (the questionnaire) was confirmed by presenting it to a group of experts, and the researcher made sure of its stability by re-applying the questionnaire to a sample of female teachers and students, and then the researcher applied the questionnaire in its final form, which consisted of (30) paragraphs of dimensions. The social dimension is divided into six social dimensions: (social interaction, cultural dimension, economic dimension, educational dimension, health dimension, family dimension). On the availability of the standard in the book of Child Education and Family Relations for the third grade, Department of Applied Arts.

Chapter One: Introduction to Research

First: The research problem: the textbook is a reliable source, and from it we gain knowledge easily. He should learn it, as the textbook is evidence of what is required of the courses in terms of quantity and quality and in the number of his lessons. It also works on building the learner's personality in the areas of social experiences and human relations, providing a combination of material and teaching method, and translating the methodological goals into behavior performed by the learner. (Al-Afoun, Al-Fatlawi, 2016: 232)

Therefore, it is necessary to evaluate the textbook, to know the weaknesses and strengths, and to improve it, as (Cro-Nbach) 1971 sees that evaluation is a major part in the progress of the curriculum, as the function of evaluation lies in all facts to use them to produce better work and to reach a deeper understanding of the educational process, as it benefits The process of evaluating textbooks from one period to another in order to reveal the weaknesses of the work, and the desire to remove them, and then reveal the strengths to maintain and support them. , to improve performance at a time when there was great

interest in developing curricula. (Al-Rashidi, 2000:16)

Second: The importance of research:

Education is considered a process of development and growth of students' personality from all sides, and education works to form and develop trends, develop students' tendencies, meet their needs and satisfy their interests, and education inside the school complements what is happening outside, and if life teaches the individual cooperation, love of work, responsibility, criticism and self-confidence, then Education within the school works on directing and refining these trends, so that they are acceptable to the individual and society, and these aspects are all available in the textbook, and may even help the textbook to acquire some of these aspects in an indirect way (Sabri and others, 45: 2015).

The textbook is considered one of the elements of the curriculum, as it is the content of the educational material and the provision of the required learning to learners. The book derives its importance from the importance represented by the content. The textbook has become a record in which the minimum scientific knowledge is documented, which the curriculum stipulates, which is the tool for the educational process. The book is built on foundations, includes useful material, is well presented, smooth and readable, and is a good book.

Evaluation is a process of diagnosing the strengths and weaknesses of the phenomenon, or working with multiple methods on the weaknesses and emphasizing the strengths, and with the aim of improving the learning process. Or other learning activities, to treat students' shortcomings in some concepts, he performs the process of evaluation, and evaluation, diagnosis and treatment in the light of unified criteria (Al-Laqqani, 2013: 122).

Third: The aim of the research: The current research aims to (evaluating the book of child education and family relations for the third grade, Department of Applied Arts, third edition) for the year (2014 AD) in the light of social dimensions.

Fourth: Research Limits:

- Human limit: The research will be limited to female teachers of child education and family relations for the third grade in the Applied Arts Preparatory School and female students in the province of Babil.
- Time limit: the academic year (2021-2022).
- My place limit: Schools in the center of Babil Governorate.
- Knowledge Limit: The Book of Child Education and Family Relations for the third grade, Department of Applied Arts, printed in 1435 AH 2014 AD (third edition) General Directorate of Vocational Education of the Ministry of Education

Fifth: Define terms

1. Calendar:

Idiomatically: Al-Najjar and others (1960) defined it as (the process of estimating the value of a thing, or its quantity in relation to specific criteria). (Al-Najjar et al., 1960, p. 107)

Child-rearing and family relations:

It was defined by the Ministry of Education, 2014: Child Education and Family Relations: It is a book that deals with topics related to children and social control, and addresses the problems experienced by the child and the family and ways to solve them, as well as family crises, problems and some economic problems. (Republic of Iraq, Ministry of Education, Directorate of Vocational Education, 2014, p.3)

Procedural definition of child-rearing and family relations:

It is a set of topics related to the child, methods of socialization, family crises, psychological, social and economic problems, and he tries to find solutions for them, and gives ways to prevent them, which is to be taught to third graders.

Applied Arts Branch:

Known by the General Directorate of Vocational Education, 2018 , It is the branch approved by the Ministry of Education, the General Directorate of Vocational Education, and it has set a condition of acceptance for those who obtain the third intermediate grade certificate. The graduate of this department is accepted in the faculties of Arts, Department of Social Work and Fine Arts in all its departments, and institutes of technology, administration and economy, and basic education (Republic of Iraq, Ministry of Education , Directorate of Vocational Education, 2014)

Social Dimensions:

1. defined by Buchana Mariam (2004): The social dimension is the distance between different groups in society, such as social class, gender, nationality or race, mixing different groups less than members of the same group. It is a measure of the closeness or intimacy that an individual or group feels towards another individual or group in a social network or the level of trust enjoyed by one group to another, and the extent of perceived similarity of beliefs (Bukana Mariam, 2004: 70)

social dimensions:

It is meant (procedurally): it is the set of economic, social, cultural, educational and health factors, traditions and beliefs, social relations and harmony within the family.

Chapter II

Theoretical background and previous studies

First, the theoretical background

1. Calendar

Calendar was not a modern process in all aspects of life; Rather, it is as old as creation, as its existence dates back to the ages before codification, and it was practiced by man from that period, and it has been necessary since God Almighty created him, and he used it to serve him in all aspects of life, so it became the main and important part in human life (Al-Jabri et al., 2014: 87)

The importance of the calendar:

Evaluation is an important process for students, teachers, parents, school administrators or supervisors from many different aspects. For students, we find that the evaluation provides them with feedback that helps them to clarify the extent of the progress made or the weaknesses that they still suffer from, and the evaluation process leads to clarifying their own goals, so that this helps them to know what is important for them to learn and works to develop their ability to Critical thinking, and doing work that will benefit them in the future. (Saada, Ibrahim, 2014: 352)

Objectives of the educational calendar:

The educational supervisor must always keep in his memory the idea that the results of the educational research can be a primary source of data related to summarizing the goals of the educational evaluation and selecting them will achieve their goals and make them distributed over the educational process, as follows:

1. Paying attention to improving all the different factors, circumstances and dimensions that affect the improvement of aspects of education

that directly affect the improvement of students' growth and education.

2. To assist teachers in evaluating the implications of their educational decisions and the extent to which they have achieved the objectives in order to develop them for the better.
3. Helping the student to identify his weaknesses and the extent of his progress in what he learns, and motivating him towards perseverance and study and instilling confidence in himself in order to develop his capabilities and capabilities.
4. Evaluating the teacher's behavior because it is an important and necessary aspect and has a clear impact on the education of his students because he is considered a role model for them in all his actions and behavior. (Al-Rubaie, 2016: 270)

Textbook Functions:

- ❖ It enriches and reinforces the learner's learning.
- ❖ Helping learners to acquire the educational objectives planned in the curriculum.
- ❖ Providing educational opportunities for each learner, to deal with the scientific material and educational experiences through his cognitive powers, his senses, his attention and his learning methodology.
- ❖ It helps learners to understand the psychological and logical-conceptual structure of the learning material.
- ❖ It develops the ability of learners to think of all kinds and levels (Al-Esawy, 2012: 126)

Textbook dimensions:

There are factors and dimensions that interfere and impose themselves on the textbook, including:

- 1) The economic dimension: This dimension controls its total cost due to

several factors, including: the type of paper and its weight, the number of images, drawings and fonts, and the size of one page.

- 2) The visual dimension: the learner receives the scientific material from the book visually and its elements are the distance between the student's eyes and his hands holding the book, as well as the scale used, the spaces between lines, columns and colors.
- 3) The educational and psychological dimension: This dimension relates to the educators' view of the textbook, as the book is not a tube in their view, but rather the student's companion all the time, unlike other means, and its elements are: its scientific material, its method (total-part) and the objectives sought from it. (Judges, et al., 2014: 268)

Social Dimensions:

Social and moral education depends on the individual's acquisitions, the development of social values and the general rules of human behavior, and this education stems from the subjective experience of the individual, his activities, his daily experiences, his experiences with people and the facts surrounding him, and this education is achieved and developed through practical exercises for the child and through purposeful movement and desire. In participating in the life of the group, and also through his actions and behavior with others, which leads to effective presence, inner satisfaction and psychological commitment (Al-Anani, 2005: 16)

The social dimension: The development of this aspect is important for the individual and society alike, given that the individual is born in the society and lives in it. This necessitates his affiliation with him and it is the duty of the school to create rich opportunities for the individual to acquire membership in society.

- **Social interaction:** Social interaction is one of the most prevalent concepts in psychology and sociology, and it is the basis in the study of social psychology how an individual interacts. In the environment, and the resulting values, habits, and tendencies from this interaction (Kretsch, and others, 1974: 6)

Soissons defines social interaction as the process by which members of the group relate to each other mentally and motively, in desires, needs, knowledge, goals, and others.

- **The cultural dimension:** Perhaps the concept of culture defined by (Claude Klahoun), helps in knowing human behavior, as he said: (By culture we mean all life plans, which have been formed throughout history, and the historical emergence of culture has been based on the fact that culture is transmitted from The way of learning, and the human being is the only creature capable of practicing symbolic behavior. Culture, in essence, is an accumulation of educated behavior patterns that have arisen and developed thanks to symbols and the concept of culture that defines it. (Al-Sabouni, 2006:59)
- **The economic dimension:** the economic and social situation has a major role and a direct impact on the academic achievement of students, and they are complementary that the economic situation of the families of the basic stage students is reflected in their academic achievement. The poor people, whose children have other concerns, work in jobs that help their families, and their educational attainment is also reduced. (Hussein Omar: Bt:10)
- **The educational dimension:** that the education system in a society is a product of the cultural heritage, past experiences and the pattern of the

existing society, but this system works at the same time in order to train the individuals who will form the society of tomorrow and will deal with its developments and face its challenges and from which usually arise doubts and difficulties of change and development. Any scientific system that relies solely on the transfer of knowledge will only achieve a shallow level of qualification for students in the future (Al-Qurashi, 2012: 51)

- **The health dimension:** One of the important areas of public health is health education, and it is considered an essential part of any public health program. Health education is no longer a spontaneous process. Rather, it has become a technical process, and attempts have been made by specialists in the field of education to define it: the process of teaching society how to protect itself from diseases and health problems. Accordingly, health education seeks to help individuals achieve physical, psychological, social and mental safety and sufficiency through their efforts and motivate them and push them towards practicing healthy habits. (Hegazy, 2016: 163)
- **The family dimension:** the stability of family construction contributes directly to stability and social development; This is because the family is the backbone of society, as it represents the base of human life, and it is based on solid foundations of religion, morals, and interdependence, so it is strong in nation-building, and a living cell in the body of society. (Musa, 2011: 32)

Second: previous studies:

Al-Badran Study (2007)/ Evaluating the curriculum book and the textbook from the point of view of teachers and students in the colleges of education in Iraq)

This study was conducted in Iraq (University of Baghdad), and its aim is to evaluate the curriculum book and the textbook from the point of view of the teachers and students in order to diagnose the strengths and weaknesses of the book. To obtain paragraphs representing the areas covered by the evaluation process and these areas are (objectives, content, presentation style, book output, book language), the research sample included (12) teachers and (320) students, and the researcher processed the statistical data using the Pearson correlation coefficient and the mean Reference, weight percentile, and percentage. The study reached the following results

- The educational objectives set for the book (The Curriculum and the Textbook) represented the cognitive, emotional and psychological aspects, but they did not take into account the requirements of scientific development and were not characterized by coherence and objectivity.
- The method of presenting the material in the book, did not pay attention to the interpretation of the definition and did not take into account the students' tendencies and needs, and did not provide the element of suspense and attraction, and did not seek to increase the students' motivation to learn

The third chapter: Research methodology and its procedures

Research Methodology: The descriptive analytical method was used based on a quantitative description of the phenomenon studied, and that the descriptive method is used to analyze the content of a textbook to determine the frequency of the number of concepts contained in it, and whether this is consistent with its importance or not. (Al-Assaf, 2006: 236)

research community:

The research community included female teachers and students who study the subject of child education and family relations for the third grade, the Department of Applied Arts in the province of Babylon for the academic year (2021 - 2022 AD), numbering (30) female teachers and (170) female students distributed among the applied arts preparatory in the Directorate of Vocational Education in the province Babel, the Department of Statistics and Educational Planning, which is affiliated with three secondary schools (the first, Nader district, the center of Al-Hilla, and the third, Al-Musayyab) to find out the number of female teachers and students. and students as shown in Table n.o (1)

Preparing female and male female teachers for the subject of child education and family relations for the third grade, the Department of Applied Arts in Babil Governorate, and their percentage.

Percentage	Total	N.O of students	N.O of schools	middle school name	T
0/0 31	62	50	12	A / Babylon professional for girls	1
0/. 34	68	60	8	A/ Al-Furat Al-Professional for Girls	2
0/0 35	70	60	10	A/ Al-Musayyib Professional School for Girls	3

0/0 100	200	170	30	3	Total
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The total number of female teachers and students studying child education and family relations for the third grade, the Department of Applied Arts in the province of Babil (200), who represent the community of this study.

Research sample.

The sample is a group of the original community, representative of the basic elements in the community is better. Representation, so that the generalizations of the results from the sample to the community as a whole (Abbas and Akher, 2012: 218)

Therefore, the researcher determined the total study population of female teachers and

students who study the subject of child education and family relations for the third grade, the Department of Applied Arts, which numbered (200) schools and students. 0) from the research community, and this basis means dividing the original community into multiple layers, and then a specific number of individuals is selected in a random manner so that this number fits with the total number of individuals for each class from which the selection was made, and so on for the rest of the classes that represent the communities In order to explain this, the researcher followed the following procedures in his study:

Table No. (2)

Preparing the research sample of female teachers and students in the subject of child education and family relations

Total	N.O students	N.O school	Applied arts prep	T
62	50	12	A / Babylon professional for girls	1
38	30	8	A/ Al-Furat Al-Professional for Girls	2
50	40	10	A/ Al-Musayyib Professional School for Girls	3
150	120	30		Total

search tool:

Since this study aims to evaluate the book of Child Education and Family Relations for the third grade, Department of Applied Arts, in the light of social dimensions, in order to identify the extent to which this book has achieved in

terms of social dimensions, the researcher decided to specify the questionnaire to be the tool as it is suitable for surveying the opinions of the sample and easy to apply and allows The individual is free to express his opinions

clearly and gives him enough time to think. (Tawfiq and Ra'uf, 1992: 127)

In preparing the study, the researcher relied on the following procedures:

- ❖ The researcher reviewed the specific tool for evaluating the quality of the textbook, approved by the Curriculum Quality Assurance Division, the Quality Department in the General Directorate of Curricula.
- ❖ The researcher took the opinions of the subject teachers about the most important criteria that should be

available in the book raising children and family relations through the exploratory questionnaire.

- ❖ The researcher reviewed the literature and previous studies that dealt with school social dimensions and studies that dealt with evaluating the book in the light of social dimensions.
- ❖ On the basis of this, the researcher built the questionnaire in its initial form and contained (30) criteria distributed over six dimensions, as shown in Table (3).

Percentage	number of criteria	Social dimensions	T
16.67%	5	Social interaction	1
16.67%	5	Cultural dimension	2
16.67%	5	Economical dimensions	3
16.66%	5	Educational dimensions	4
16.66%	5	healthy dimensions	5
16.67%	5	Family dimensions	6
100%	30		Total

A- Validity of the research tool

It means its ability to measure what it was created for. The attribute to be measured. (Abd al-Rahman. Zangana, 2007)

In light of this, the researcher presented the standards to a number of arbitrators with experience in the field of education, psychology, measurement and evaluation, curricula and teaching methods, and specialists in the field of quality.

In light of the arbitrators' opinions and their observations on the questionnaire, the researcher adopted an agreement percentage of 80./. From the arbitrators on each criterion indicating its validity and neglecting the

criteria below this ratio, and it was indicated by (Bloom,), that if the paragraph occurs with an agreement ratio between the arbitrators and its amount is (./75) or more, it can be considered a valid paragraph or criterion to achieve sincerity for him. Bloom) 1977, 512.

B- stability of the tool

In order to be able to rely on the study tool, it must be characterized by stability: the application of the measurement tool to a sample of beneficiaries and more than once in similar conditions and the consistency of measurement (Melhem, 2000: 248)

The current study relied on the method of re-application, being one of the important

methods task in calculating stability. As in

Table (5)

The degree of stability of the resolution for each of its fields

The overall resolution stability coefficient	Stability coefficient for each domain	Fields	NO
0,869	0.865	Social interaction	1
	0.842	Cultural dimension	2
	0.875	Economical dimension	3
	0.885	Educational dimension	4
	0.894	Healthy dimension	5
	0.853	Family dimension	6

Fourth: Statistical Means

The researcher used the statistical package for social sciences (SPSS)

Chapter Four: Presentation, Results and Interpretation

After completing the procedures followed by the researcher, we present, in this chapter, the result that the researcher reached in light of achieving the research objectives, which is (Evaluation of the Book of Child Education and Family Relations for the third grade, Department of Applied Arts in the light of social dimensions) by following the following steps:

- ❖ The frequencies of the sample answers were calculated for each paragraph of the questionnaire in the manner of the three alternatives and were filled in a specially designed form to be treated statistically.
- ❖ The researcher relied on the equation of the weighted mean and the percentile weight to determine the achieved and non-verified paragraphs in each of the fields, and the first alternative (highly achieved) was awarded three degrees, the second alternative (attained to a moderate degree) two degrees, the third alternative (highly achieved) few) one degree.

- ❖ The researcher arranged the questionnaire in descending order from the highest weighted mean and percentile weight to the lowest weighted mean, in a percentile weight within each of the six domains.
- ❖ The researcher adopted a criterion for evaluating the book of Child Education and Family Relations, and for each of its paragraphs a capacity of (75%) after consulting a number of experts in measurement and evaluation who agreed on the validity of this criterion in evaluating the book according to the paragraphs of the questionnaire prepared by the researcher.

The following is a presentation of the research results and their interpretation.

First: The field of social interaction The field of social interaction included (5) paragraphs, and the results of the study showed that the verified paragraphs from the field (4) paragraphs and the unverified paragraphs in this field (1), their weighted mean ranged from (2.48) to (2.22), As for their percentage weights, they ranged between (82%) (74%),

and the table (6) shows this for the paragraphs in the field of social interaction.

Note	Rank	weight percentile	weighted mean	Paragraphs	T. Paragraphs in the questionnaire	T
Verified	First	%82	2.48	It includes choosing a good role model and a balanced personality among his peers	2	1
verified	Second	%80	2.40	It achieves the principle of justice and mercy	2	2
verified	Third	%78	2.36	Ensures that each child chooses an adequate standard of living	4	3
verified	Forth	%76	2.30	Helps students to be self-reliant	3	4
unverified	Fifth	%74	2.22	Helps students live in a cohesive family	5	5

It is clear from the table that the percentage of achieved items in the field of social interaction amounted to (80%) and the percentage of unfulfilled paragraphs amounted to (20%), and this means that the book of Child Education and Family Relations for the third grade achieves most of the paragraphs of the field of social interaction.

Second: The cultural dimension: The cultural dimension field included (5) paragraphs, and the results of the study showed that the achieved paragraphs in this field amounted to (4) and the unrealized paragraphs (1), and their weighted averages ranged from (2.59) to (2.17) and their weight The percentage ranged from (86%) to (72%)

Table (7) illustrates this. Paragraphs in the cultural dimension

Notes	Rank	weight percentile	weighted mean	Paragraphs	T. Paragraphs in the questionnaire	T
Verified	1	%86	2.59	Develop respect for the school environment and the external environment	10	6
Verified	2	%81	2.44	Develop learners' personality, talents and mental and physical abilities to their fullest potential	8	7
Verified	3	%79	2.38	It includes the types of information and ideas that support the cultural aspect	6	8
Verified	4	%76	2.30	Includes topics that support learners' reading culture	7	9
Unverified	5	%72	2.17	Allows learners to fully participate in cultural, artistic and social life	9	10

It is clear from Table (7) that the percentage of materialized items from the cultural dimension reached (80%) and the percentage of

unrealized items reached (20%), and this means that the Book of Family Child

Education and Family Relations for the third grade achieves

Third: The economic dimension:

The economic dimension included (5) paragraphs, and the results of the study showed that the achieved paragraphs in this

field amounted to (3) paragraphs and the unrealized paragraphs (2), and their weighted average ranged from (2.44) to (2.16), and their percentage weights It ranged between (81%) and (72%) paragraphs in the economic dimension, as in Table (8) illustrating this. Paragraphs in the economic dimension

Notes	Rank	weight percentile	weighted mean	Paragraph	T. Paragraphs in the questionnaire	T
Verified	1	%81	2.44	Respect the rules of competition and not harm competitors	14	11
Verified	2	%78	2.36	Learners' realization that social and economic problems and their effects on societies and the way to solve them	12	12
Verified	3	%77	2.31	Transferring the cultural heritage from the systems, institutions, bodies and theories of learners through economic upbringing	13	13
Unverified	4	%74	2.24	Raising young people in an economic environment and instilling economic values and ideas	11	14
Unverified	5	%72	2.16	Society benefits from progress and the services it can provide	15	15

Table (7) shows that the percentage of realized paragraphs in the economic dimension reached (60%), and the percentage of unrealized paragraphs reached (40%), and this means the book achieves an average percentage of the paragraphs of the economic dimension

Fourth: The educational dimension:

The educational dimension included (5) paragraphs, and the results of the study showed that the achieved paragraphs in the field reached (5) paragraphs, and their weighted average ranged between (2.53) to (2.30), while their percentage weights may reach between (84%), (76%), and table (9) illustrates this. Paragraphs in the educational dimension

Notes	Rank	weight percentile	weighted mean	Paragraphs	T. Paragraphs in the questionnaire	
Verified	1	%84	2.53	Delivering the study material to all learners at the same level	17	16
Verified	2	%80	2.41	Availability of modern topics for learners	19	17
Verified	3	%79	2.38	Encouraging learners to respect time and make good use of it	20	18

Verified	4	%78	2.35	It qualifies learners and helps them develop their personalities and hobbies as well as their mental and physical abilities	16	19
Verified	5	%76	2.30	Instilling a love of reading and learning in students	18	20

It is clear from the tables (9) that the percentage of paragraphs achieved in the educational dimension reached (100), and this means that the book fulfills all the paragraphs of the educational dimension.

of the study showed that the realized items in the field amounted to (4) items, while the unrealized items were (1), and their weighted average ranged from (2.49) to (2.21) As for its percentage weight, it ranged between (83%) (73%), and the table (10) illustrates this for the items in the health dimension.

Fifth: The health dimension: the health dimension included (5) items, and the results

Notes	Rank	weight percentile	weight percentile	Paragraph	T. Paragraphs in the questionnaire	N
Verified	1	%83	2.49	Availability of topics that help learners maintain their physical, mental and psychological health	22	21
Verified	2	%81	2.44	Providing health education through various means	25	22
Verified	3	%79	2.37	Providing advice and guidance to learners to avoid infectious and dangerous diseases	23	23
Verified	4	%77	2.31	Enjoying good health will enable him to enjoy and preserve the beauty of nature	21	24
Unverified	5	%73	2.21	Availability of comprehensive curative health care	24	25

It is clear from Table (10) that the percentage of items achieved in the health dimension reached (80%), and this means that the book achieves most of the items in the health dimension

said that the items verified from the field amounted to (5) items, and the middle of them ranged from weighted between (2.63) and (2.34), while the weights ranged between (87%) to (78) and Table (11) illustrates this. Paragraphs in the family dimension.

Sixth: The family dimension: The family dimension included (5) items, and the study

Notes	Rank	weight percentile	weight percentile	Paragraphs	T. Paragraphs in the questionnaire	N
Verified	1	87%	2.63	Activating the role of non-governmental organizations in providing necessary services to families in need	27	26

Verified	2	85%	2.57	Respect the customs and traditions of every family	29	27
Verified	3	83%	2.49	Satisfying learners' psychological tendencies and adopting modern educational methods in socialization	30	28
Verified	4	79%	2.38	Helping understand learners' family problems and how to treat them	26	29
Unverified	5	78%	2.34	Conducting studies and field research for the family that needs care and attention	27	30

It is clear from the tables (11) that the percentage of paragraphs achieved in the family dimension reached (100%), and this means that the book fulfills all the paragraphs of the family dimension.

Conclusions

- ❖ The social dimensions were available in the book of Child Education and Family Relations for the third grade, Department of Applied Arts, at a rate of (83%).
- ❖ The book Education, Child and Family Relations, contains social dimensions in each of the following:
- ❖ Social interaction: 80% 2- Cultural dimension: 80% Economic dimension: 60%
- ❖ The educational dimension: 100% 5- The health dimension: 80% 6- The family dimension: 100%

Second: Recommendations

- ❖ The importance of training and qualifying female teachers of child education and family relations during service in light of social dimensions.
- ❖ The necessity for female teachers of child education and family relations to contribute to the development of the textbook in the light of social developments.

- ❖ The importance of distributing a mini guide for the most important social, cultural and health values as a guide for the school in raising learners.

Third: Suggestions

- ❖ Conducting an evaluation study of the book Child Education and Family Relations from the point of view of parents.
- ❖ Conducting a study with the aim of measuring the problems of students of the Applied Technical Department with regard to the subject matter.
- ❖ Conducting a study with the aim of identifying the problems and difficulties faced by teachers of child education and family relations while teaching the subject

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