



Analysis of Second Year English Textbook with Respect to Ethical Values at Higher Secondary Level

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Abstract

This Study aims to analyze the second-year English textbook at the higher secondary level with respect to ethical values. The core objective of the study was to find out ethical values reflected in the second year textbook of English developed by the Punjab Textbook Board in the light of the National Curriculum 2006. This study was conducted by using Qualitative Content Analysis research design. The data was collected from the second year English textbook of the higher secondary level. Data was tabulated and analyzed with the help of thematic analysis. Major findings and conclusions of the study revealed that some of the ethical values as honesty and equity, were not incorporated properly. Whereas the contents about “tolerance” were barely found in the English textbook. Majorly, it was found that content about “humanism” was found at a satisfactory level, and the content about “equity” was less in quantity. It was also noted that the value “justice” was fairly treated in the text and themes of the English textbook. It was also found that, to some extent value “honesty” was reflected in the contents. The conclusion of the study showed that in some places, ethical values were reflected in the contents of the English textbooks of higher secondary level.

Keywords: Ethical values, National Curriculum, Honesty, Tolerance, Humanism, Equity, Justice, Honesty,

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Introduction

Based on diverse definitions of education, the inference is that education is to acquire knowledge and character; in other words, it is the growth of knowledge, character, and skills of students. What the knowledge is, a body of information exists out there, or knowledge is a production of an individual, when he confronts ideas or experiences. Diversity of thinking exists regarding the purposes and functions of education, and in this regard, there are several complications. The objective is the fundamental accomplishment of processes and functions are logical outcomes of processes (Yero, J. L. 2018). The reflection of human values in the learning environment is needed, and this is believed to be useful in building ethical values in society. (Blessinger, 2016)

There is a correlation between values and ethics in the teaching and learning environment, especially in the delivery of content. The Government of Pakistan is concerned with the development of ethical values in the national curriculum and is very clear on what is to be developed on the contents of the English textbooks in 11th and 12th respectively (Waterbury, 1998). The Ethical Development is a significant topic that is based on the theory of Jean Piaget on moral reasoning. According to this theory, we come to realize that Ethics begin at an early childhood stage, and many aspects influence ethical values. Ethics are acceptable norms that are morally reasonable; ethics would be capable of molding the behavior and adding maturity to the person to make the correct decisions. (Safatly, 2017).

The National Education Policy (NEP, 2009) has been concerned with the inculcation of ethical values in curriculum material. The present educational system is merely geared towards narrating the contents, and the instillation of moral values is not deemed as the role of the contents and education. The most basic items to promote ethical growth in learners at all levels of learning are textbooks, and this can be done by designing the curriculum material with an ethical issue or ethical dilemma (Robelia, 2015). The learning institutions have, in this respect, an impressive contribution. A college and university library can organize such a cycle of valuable textbooks among the students so that they can easily obtain textbooks. (Frederiksen, 2013). Textbooks outline what is normal and put emphasis on the norms of ethical values in the society. The ideologies of the nations are developed in part through textbooks as the ideology is founded on the thought and the thoughts can be drawn out of the text books (M.Ayaz Naseem, 2016). Students are positive learners based on the intellectual domain practically. To build character, they should practice various types of ethical behaviors like tolerance, patience, and empathy in their day-to-day life through tolerating the real-life challenges; the students can enhance ethical behaviors in their lives. (Lickiona, 2002). Most of the books published between the year 1970 and 2008 in 70 countries are more concerned with human rights and the rights of varied groups, which is no easy task in the development of ethical values (Bromley, 2009). Textbooks do not follow the requirements of the area culture, especially since the graphic contents are completely opposite to the area's norms, values, and discourse of languages. (LakeCorral, 2010).

Textbooks can communicate well and thinking can be improved with the assistance of textbooks, Core ethical values and performance values are two aspects of character that are quite helpful, first will ensure that we treat other in an ethical manner and second i.e. performance values will help us to make positive difference in the world. We are initiative on what is right or wrong or to serve others to help in the overcoming of problems of relationships so that we leave our work without the risk of any reward to a noble cause that has no reward. (Ckalker, 2017). The problems of education which seem to have been presented would be how to emphasize on national identity, the values of tolerance and the values of respect must be

emphasized in the national curriculum which is the first step towards instilling the ethical values in a state. (Dobbernack, 2015).

Fundamentally, cultural and social message is integrated in education system of Pakistan in textbooks. The textbooks are quite potent in nearly every classroom of colleges and are acting as a source of knowledge and learning to the students, but also these are acting as an instructor tool to supply information to delivery of the contents and also a basic source of knowledge in classroom. Textbooks are powerful indicators regarding the associated knowledge of both the instructor, which deal with reality of the knowledge in the truthful manner. During the learning process by the students in the school, the basic textbooks provide information that is applied practically in the field that the students are studying (Allen M., 1998). Personalization of textbooks is a timeliness requirement especially that of stereo type and classical text books should be updated. To this end, the seniors can have significant roles to revise, reorganize and restructure the textbooks to make them reform (Shahid, 2014).

Statement of the Problem

It is directed in The National Curriculum for English Language Grades I – XII (2006) that authors and curriculum developers were advised to incorporate ethical values in the textbooks, such as tolerance, patience, empathy, honesty, justice, equity, and humanism. There was a need to investigate the lack of ethical values in students, because social evils are prevailing day by day in society, whether ethical values suggested by the Ministry of Education exist in the contents or not. This study aimed to explore the existence of ethical values in the second year textbook of English at the higher secondary level, with relation to the National Curriculum for English Language Grades I – XII (2006)

Objective of the Study

The objective of this study was: To find out ethical values reflected in the second year textbook of English developed by Punjab textbook Board in the light of national curriculum 2006.

Significance of the Study

The findings of this study might be helpful for curriculum and textbook developers for incorporation of ethical values in the contents of English textbooks.

Literature Review

The research is carried out to enquire about the ethical values in the English textbooks at the HSSC level, published by the Punjab Textbook Board. The publishing of the textbooks has its own criteria by the government so that the values of ethics can be introduced in the textbooks, so that the learners can build character, and this will go a long way in ensuring that the society is healthy. Students are the future of any country, and education is the backbone of any nation. It cannot be able to generate quality in human resources without quality education in order to have better progress in the future. Education has been referred to as an invaluable value to the students presented by their parents and teachers. Education has ultimate goals to impart social, cognitive, and emotional growth in the students. Educated students will have access to better opportunities of all kinds and will be able to have a bright future in society. The world education system is relying on textbooks. Ethical principles portrayed in the textbooks may have a very significant role in behavior development among the learners and may be found as useful in character building.

Technically, the textbook is a means of instruction, to give the students a certain share of learning; it serves a purpose of reading, and certainly of activity in the form of classroom instruction, class 4, until the higher level. The pedagogical and learning activities are all based on the material of the textbook that reflects the curriculum, syllabi, and outline of the study. It was the concept of revolution regarding Al-Kitab or the book, which was announced by Islam

14 centuries ago in the desert of Arabia. Other valuable books were being taught in the Muslim schools along with the Quran during the early days of the Islamic era. Before this, the revolution in the printed textbook industry occurred in the 16th and 17th centuries. Textbooks were an exception in the world; in the world, teachers relied on the information in any of the rare books to give the lecture. Nowadays, textbooks are the norm, and every student in the world can obtain them (Baloch, 2013). Textbooks can provide teachers with a chance to make a more prominent utilization of their professional abilities, and for students to be engaged with the learning process (Gak, 2014)

History of Ethical Values

The history of ethical values started with the establishment of ancient Socratic and Aristotle's school of thought. Afterwards, there was remarkable progress in ethical values in medieval which continued with Hobbes, the father of modern ethics. After Hobbes, there was conflict among the English and German schools of ethics. This led to English Intuitionists (naturalists), followed by Utilitarian's against Kantian ethics. In the 19th century, the utilitarian's and Kantians were discussed throughout Europe, and at the beginning of the 20th century, ethics were divided into utilitarian and Kantian schools of thought. Basically, ethics deal with human well-being and talk about the nature of individual and social good. As a result of this individual pursues what is socially or morally good in this way, there is development of virtue, moral obligation, free will, and positive morality (Rogers, 1937)

Ethical Values in Islamic Perspective

Human beings are created with wisdom and free will. They are given status above all the other creatures. Due to these characteristics, human beings are expected to live a life of morality and ethical values. If everyone displays the best morality and moral values, then this world will become a place of peace and love. Islam is a complete code of life; it provides a comprehensive set of ethical values for its believers. Allah's Prophet (P.B.U.H)'s personality was an embodiment of perfect moral values and is an example for all Muslims of all times to come. Allah says in the Holy Quran, "And indeed, you are of a great moral character." [Quran, 68:4]. Islam deals with truthfulness, watchfulness, piety, uprightness, steadfastness, being good to others, kindness, equality, mercy, peace, modesty, sympathy, and patience. These mentioned values are the code of life for the believers, as Islam is not only a name of worship; the main thing is spending exemplary life in the world (Awan, 2014).

Reflection of Ethical Values in Textbooks

A textbook is the best means for the achievement of educational aims; there is a need to know about the fact that how textbooks are a powerful tool for the achievement of educational aims. A textbook can inculcate ethical values in learners, but the problem is how the desired ethical values would be part of the personality of the learner, because these values are directly affected by very strong factors like peers, social climate, and family (Haynes, 1998). Textbooks have an educational and upbringing system, as textbooks are very powerful for transferring and shaping ethical values. Social behavior is an important factor of personality, which can be acquired by social interaction of children with peers and adults in society, which is the ultimate result of dealing with textbooks. It is concluded that values can be developed by textbooks to some extent, and strategy, pedagogy, and the totality of the work are helpful for this purpose (Gitome, 2013). Textbooks are very important for the development of socialization in behavior; they are a message for the members. For the stimulation of the characteristics of the personality and the system of ethical values, it is very important for textbooks to have their own ethical values according to their civilization. The curriculum should be planned on the national level according to the ethical needs of society (Halima, April 2012).

The match of the ethical values should be according to the nature and aims of the subject. It is very important for a textbook to respect universal human values, social and cultural values, which are: freedom, toleration, respect for differences, cooperation, mutual help, interdependence, non-violent decision of conflicts, solidarity, equality of possibilities, and active part-taking in life. All these values are included in democratic principles. Indiscrimination among human, social groups and communities, racial, ethnic, national, linguistic, cultural, religious, social, genetic, depending on age, to groups with a special status. It is very bad for a textbook to be discriminatory for social and religious ethical values (James, 2003). In the Universal Declaration of the Rights for man and Child, it not only means the subject matter but comprehension and understanding about the creation of values, skills, attitudes, and formation of behavior, which is the real theme of the convention (UNICEF, 2007). Textbooks should offer a model for the divergence of cultural, religious, and art values in the way in which subject matter is presented. Textbooks play a vital role in inculcating ethical values in learners at the initial and higher levels in the academic period. Textbooks have potential for changing the behavior of learners at any stage of learning (Marinkoviu, 2013).

Every individual must learn values that promote, enrich, and benefit their lives and well-being, along with those of others. Values promote peaceful coexistence through the belief and expression of compassion, kindness, respect, and tolerance towards all living beings. The purpose is to promote humane and safe life experiences that empower all individuals to recognize and express their potential in an increasingly diverse and multifarious society.

Research Design

Qualitative Content Analysis research design was adopted by the researcher for this study. Second year English textbook was source of data for data collection, table of indicators and variables was designed and total number of values was seven, for every value six indicators were defined with the help of supervisor which proved very helpful for thematic analysis.

Data Collection

The data was collected with the help of table of variables and indicators by matching the indicators, relevant text and themes were extracted from the targeted sample.

Data analysis

Qualitative data were analyzed with the help of thematic analysis, by reading the lessons and matching the text and themes with variables and indicators. Every extracted text or theme against every values was assigned 1 score, frequencies were noted with repetition of the values.

Thematic Analysis

Documenting the methodology was undertaken by Dr. Richard Boyatzis, a professor of organizational behavior at Case Western Reserve University who wrote the book, Qualitative Information: Thematic Analysis and Code Development (1998) which outlines the principles of thematic analysis. Dr. Boyatzis describes thematic analysis as a process for “encoding qualitative information.

Conceptualization of Variables

The major variables selected for this study are following ethical values:

Tolerance: Tolerance is very important act of humanity; it should must be nurtured and enacted by the human beings in the society. It is the source for the reduction of diversity among different segments of society. It can create great ethical values for making us strong (UNO, 2017). **Patience:** It is a capacity to acknowledge delay in having absence of various things, similar to medicinal guide, help or any sort of close to home and corporate help.

Justice: It is the condition of decency in one's character and guideline of good reasonableness. It is a capacity to judge among good and bad.



Equity: Its implications rotate around fairness. It is a capacity to regard others, guardians and educators. Value is decency in one's activities. Value is to receive great conduct. This turns into the appeal of society.

Humanism: Love for individuals, past the chain of importance or strata framework. (Merriam Webster). It is a capacity to be useful for individuals, paying little heed to religion, culture, race and area.

Honesty: It is to be honest constantly and remaining dependable. It sets up feeling of devotion. It makes one a dependable. It is decency in one's deeds.

Empathy: It is a capacity to feel the agony of others and feeling in same circumstances the other enduring in. (Cambridge dictionary online). It influences you to stress when others are in a bad position and inclinations to encourage them.

Second Year English Textbook Analysis

Table No. 4.2 for Values in Second Year Lessons

Sr.N	Lesson name	Tolerance	Patience	Empathy	Honesty	Justice	Equity	Humanism
o1	The Dying sun					1		
o2	Using the Scientific....					1	1	
o3	Why Boys Fail in College				2	6		3
o4	End of Term		3			1	1	7
o5	On Destroying Books			3	2	1		
o6	The Man Who was A Hos.		1		2	1		
o7	My Financial career	4			2			
o8	China's way To Progress		1		1			8
o9	Hunger And Population..		3	3				
10	The Jewel of the world		1	1		3	2	7
11	First Year At Harrow			4				
12	Hitch – Hiking Across...		8	2				5
13	Sir Alexander Fleming							4



14	Louis Pasteur	2				2	3
15	Mustafa Kamal	2			2		3
	Total Frequency	Tolerance= 8	Patience =17	Empathy =13	Honesty= 9	Justice =16	Equity= 6
	Percentages of values reflected in Chapters	20%	40%	33%	33%	53%	26%
	Humanism= 40						
	Values in Chapters	3	6	5	5	8	4
							8

Text Extracted from Second Year English Textbook for Ethical Values

Tolerance: In lesson No.7 of textbook of second year the following text was detected for the presence of tolerance “he said unkindly loud, this gentleman is opening an account, he will deposit fifty-six dollars. Good Morning, it is deposited asked in a hollow, vibrating voice”, willingness to allow and self-control was found in this text. In lesson No. 14 this text was detected for tolerance “the marriage however was extremely happy and the wife seems to have been an important factor in her husband’s work, government asked Pasteur to investigate the disease” socialization, willingness to allow were found in the text for tolerance.

Patience: In lesson No. 3, there are three instances about patience “Following a direction, mapped out by his parents, I was permanently disappointed, How often had I stood outside sweet shops with empty pockets longing for a penny or two to materialize somehow or hung on the outskirts of a crowd around an ice-cream barrow wondering whether the ice-cream man would be miraculously inspired to offer me a 'cornet' or a 'slider' free, These things never happened” to accept delay and suffering were found in these lines. Following lines were extracted from lesson No. 9 for the themes of patience “But hunger does not mean missing one meal or even meals for a whole day it means when you have had something to eat at least as much again it also means a situation in which you are always wondering where the next meal is coming from or even If there will be a next meal, The Russian famines in 1921-22 killed several million people, Thousands, even millions, will die of starvation because of famines caused by lack of rain”. Promotion of patience, suffering were noted for patience in the text. In lesson No.10,12 ten themes were detected for presence of patience “and he arranged with the driver to be given a lift as far as it went, it was difficult travelling, their car had become stuck in a sand dune, and three days later their bodies were found dried up like leaves, they had drained the radiator in their desperate thirst, and one of them tried to drain the oil from the crank-case, Christopher was sick with thirst; and to add to his misery he had jumped bare-footed from the driver's cabin on the occasion, not realizing the intense heat of the sand, with the scream of pain he hopped back into the struck, everything was dead and dry and hot.....My mind was foggy was on fire, the inside of my head felt dried up, and my lungs hurt from the hot air.....There were times when I tried to make myself faint, but my head was pounding with such pain that it kept me conscious, the heat was incredible. In the shade of mud house the temperature reached 130F, while out on the sand the thermometer registered 165F” suffering was found in all this text for presence of patience.

Empathy: In lesson No.5 three instances were detected for presence of empathy “there to lie forlorn and forgotten whilst the unconscious world of men went on, poor innocent books, you

are lying there still: you lie there in a living death, and your fate is perhaps worse than you deserved” feeling others pain was found as the indicator of empathy. In lesson No.9 three more instances were detected for empathy in the text “they are the children whose eyes stare as if blind, whose legs and arms are like sticks of liquor ices, who neither cry nor laugh and who weigh 10 is at the age of two years, it is a country characterized by poverty, with beggars in the cities and villagers eking out a bare subsistence in the rural areas, it is a country lacking factories of its own, usually with inadequate supplies of power and light” in this text also feeling others pain was found as indicator of empathy. In lesson No.11,12 six instances of presence of empathy were noted. In the text “and then merciful ushers collected my piece of foolscap with all others and carried it up to the Headmaster's table, I would let the clever ones learn Latin as an honor, and Greek as a treat, but the only thing I would whip them for is not knowing English, Strangely enough, as soon as a camel was picked for the slaughter it seemed to know what was to happen and started screaming at the top of its voice, The target, though their life is primitive, are a people of great dignity, extreme honesty, high intelligence, and with quite an ancient history” feeling others pain was detected in this text as indicator of empathy.

Honesty: In lesson No.3 following instances were detected for honesty “Many boys attempt seriously to make good and really have native ability to do good, It is my custom always to ask the student to undergo a thorough physical examination” promotion of dutifulness, promotion of honesty were found for themes of honesty in text. In lesson No. 5,6 following lines were taken for honesty in the text “however harmless, would at once rush at me and seize me, Life is brief, and you might pass away before I had finished, I followed the directions, with the happy result speaking for myself that my life was preserved and is still going on”, promotion of honesty, feeling others pain and promotion of truthfulness are noted in this text for honesty. In lesson No. 7,8 only three instances were taken for honesty “are you the manager? I said. God knows I didn't doubt it, to tell the truth, I went on, as if I had been prompted to lie about it, I am not a detective at all”, promotion of truthfulness was found in this text, which is indicator for honesty.

Justice: From lesson No.1 to 6 following instances were detected for presence of justice in the textbook “It seems most likely that human race came into existence in some such way as this, it has been learned that there is always a good natural reason for everything that happens to people, there are two main classes :those who try and those who do not try, Good Lord never intended their son to be a physician, or a dentist, or an engineer, As well argued with a person that he ought to like onions when he detest them, it is not of much Value unless he possesses the physical vigor to bring it to bear on the world's problems, Not only does he get a mighty poor living by the process, but a mighty poor education as well, I Often enjoyed the actual class room work, what if you are hanged for it? Good God: you worm, better men than you have gone to the gallows, and I told him how I came to discover it all”, morally correct, advise for justice, motivation for justice, to be fair with others, were found in the text. In lesson No.10 and 15 five more instances were detected for justice in textbook “He beautified the cities of his domain, built an aqueduct for the supply of pure water to the capital, ordered the construction of a wall round it and erected for himself a place and garden outside Cordova in imitation of the place built by an ancestor in north-eastern Syria, its seats, Cordova, with half a million inhabitants, seven hundred mosques and three hundred public baths, yielded in magnificence only to Baghdad and Constantinople”, justice was noted in this text.

Equity: In lesson No. 2, 3, 10, 14, there were only six instances detected for presence of equity in the text “it is against the law to throw garbage in the streets, Wishes didn't come true in this life, Thanks be to Allah for having placed the sea between us and such a foe!, he said that he

had known only fourteen days of happiness, He was perhaps even more of a patriot than of a scientist”.

Humanism: In lesson No.3, there were three instances detected for presence of humanism “Such nervous Habits are not easy to uproot, Others can see the difficulty, They are responsible for his being here, and consequently they have the responsibility for giving him the best equipment possible to meet the worlds problem”, advise for humanism, helping others were found in this text as indicators of humanism. In lesson No.4 seven instances were detected for humanism “Friday morning was positively rose colored, Had its special happy flavor of the end of the week, with the tread of an escaped prisoner, Saturday night, with still a whole day between it and Monday, was pleasant in a quite different way; Sunday night was full of the threat of Monday morning, There was blessed breaks in routine, but not, of course, comparable to the holiday we got at Christmas and at Easter, I could look forward to a period of permanent felicity, and savor my happiness with conscious relish”, sharing happiness was found in this text for humanism. In lesson No.8 there are eight instances for presence of humanism “The Chinese may have introduced the smile policy, when the Chinese woman lists the social benefits she enjoys-8 hour working day, free hospitalization and medical care, nursery and infant school,56 paid day before child birth also without charge, all medical and hospital treatment is entirely free for every Chinese workers or peasant, a sick workers receives his total pay cheque for the first six months, then his company steps in with direct assistance, each plant, factory or agricultural commune has a health centre and a first-aid station”, in this mentioned text helping others was found as the indicator for humanism. In lesson No.10 there were seven instances taken for humanism “among the very few who escaped was a youth of twenty, Abd-al-Raman, a striking young man, tall, lean, with sharp, aquiline features and red hair - a youth of exceptional nerve and ability, found one friend there and set off again toward the west, where a Saxon nun styled it "the jewel of the world, this agricultural development was one of the glories Muslims Spain and one of the Arabs lasting gifts to the land, Al-Hakam enlarged the mosque which housed the university ,conducted water to it in lead pipes”, love for humans, helping others, humanism are found in the text for humanism. In lesson No.12 five instances were detected for humanism “but fortunately lieutenant did not turn the paper over and see the "cancelled 'stamp, Christopher performed useful service in helping the greaser with this arduous operation, he succeeded in convincing them that education would be useful to them. then most wisely, he adapted himself to their habits and customs, so that he could help them to get the most from their own natural way of life, rather than persuade them to adopt Western habits unsuited to their land and traditions”, helping others were found in the text as indicator of humanism. In the last three lessons ten more instance were noted for presence of humanism in the text.

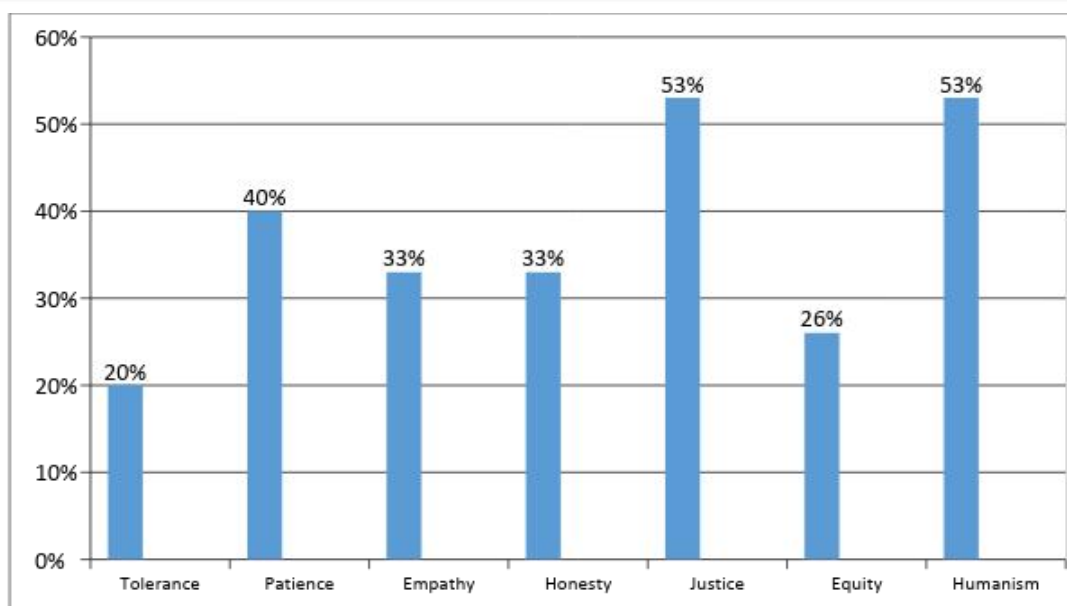


Figure 2: Over all %age of ethical values in 2nd year English textbook (PTB)

In Figure2 all details are given about the contribution of English textbook for ethical values, in which tolerance was found 20%, patience 40%, empathy 33%, honesty 33%, justice 53%, equity 23% and humanism 53% was noted.

Tolerance: Required ethical values were checked in the second year English textbook also, according to the study conducted by the researcher tolerance was mostly ignored value in the textbook, as only eight instances were detected in the whole book for tolerance. There are eight indicators in the table of indicators among them following four were found in the whole book “willingness to allow, socialization, to live with difference of opinion, promotion of self-control” research showed that tolerance was ignored in textbook of English.

Patience: All the required ethical values were checked keenly from the contents of English textbook of second year. Patience which has nine indicators in the table of indicators was also checked in the text, seventeen instances were detected in whole book, in which following indicators were found “accept delay, suffering, and promotion of patience”. In the whole textbook no word of patience was found directly but presence of patience in text is proved with the help of indicators.

Empathy: Empathy was searched in the textbook with the help of relevant indicators, which are five in number. There were total thirteen instances detected for the presence of empathy in the textbook, feeling other’s pain, to be kind with others were found in the text. It looks that ethical values are ignored in the English textbook, as it is necessary according to national curriculum of English 2006 to incorporate the ethical values in the textbook of English at HSSC level.

Honesty: In the whole textbook of second year total nine instances were extracted for presence of honesty in the text, ethical values have key role for the progress of any nation in the world but here in textbook of English scenario is totally different because ethical values are not given worth in the content. Total indicators for honesty are eight in number, among them “promotion of honesty, fairness, promotion of truthfulness” were detected for honesty.

Justice: The worth of justice was also observed in the textbook; only sixteen themes were extracted for presence of justice in the whole textbook. There are total eight indicators for justice in the table of indicators, among them following was detected for justice in the lessons “to be fair with others, advise for justice, motivation for justice, morally correct, justice”. This

was all about justice found in the second year English textbook. After a stud of contents, it was proved that justice was ignored in the contents of English textbook.

Equity: With the help of specific indicators, it was noted that equity is totally ignored in kthe textbook; only six instances were detected in whole textbook. There are total five indicators of equity in the table of indicators, among them following were found in the text “manners, fairness, thanking attitude, happiness”. Government of Pakistan has stated in the national curriculum 2006 that equity should be incorporated as other ethical values in the textbook, but unfortunately content developers are totally unfamiliar with national curriculum instructions.

Humanism: While studying the second year English textbook, forty instances were detected for humanism in the text with the help of specific indicators of humanism. There are total eleven indicators for humanism, among them following were found in the textbook of second year “advice for humanism, helping others, sharing happiness, loving others”. It is understood from the text that humanism was found more than other ethical values in the English textbook of second year, despite all of this, it was considered that humanism was not on satisfactory level in the textbook.

Findings of the Study

1. During the study, 8 instances related to **tolerance** were detected in the second-year English textbook. The total number of lessons in the book was 15, and tolerance appeared in 20% of them.
2. While studying **patience**, it was found that this value appeared in 40% of the lessons in the second-year English textbook.
3. It was observed that content related to **empathy** was present in 33% of the lessons in the second-year English textbook.
4. During the study, it was perceived that **honesty** appeared in 33% of the lessons in the second-year English textbook.
5. During self-study, it was found that the content related to **justice** appeared in 53% of the lessons in the second-year English textbook.
6. The study revealed that the ethical value of **equity** was found in 26% of the lessons in the second-year English textbook.
7. During self-study, it was noted that **humanism** appeared in 53% of the lessons in the second-year English textbook.

Conclusions

Tolerance: Found in English textbooks but insufficient to meet learners’ social and moral needs. It should be purposefully strengthened through curriculum and teaching practices.

Patience: Present in the content and supports universal values like cooperation, respect, and non-violence, which help build a democratic learning environment.

Empathy: Needed for emotional growth and positive interaction. Classrooms should encourage understanding and emotional expression among students.

Honesty: Indirectly shown in themes but not explicitly taught, despite curriculum requirements. It remains essential for personal and social trust.

Justice: A vital moral principle that promotes fairness and equality; it should be more clearly reflected in textbooks.

Equity: Largely missing in content, creating a moral gap. Emphasizing it would ensure fairness across students of different backgrounds.

Humanism: The most visible value in textbooks, but many other ethical aspects are overlooked and need inclusion for complete moral development.

Recommendations

1. Teachers can transmit ethical values by delivering effective curriculum, due to which curriculum may be developed in the light of prescribed ethical values.
2. According to the findings of the study, there is a gap of ethical values, authors may fulfill this gap by inculcating ethical values in textbooks.
3. The contents of English textbooks may be revised with the consideration of ethical values in the text.
4. To consolidate the thoughts of students about ethical values, cross cutting themes may be integrated in the Curriculum.

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