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Content analysis of reading and writing textbooks of the primary school of Iran regard in UNICEF's Decuple Values

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Abstract

The main purpose of this research was to study and criticizing UNICEF's decuple values by highlighting the importance of curriculum. In this research, content analysis method is used to analyze curriculum of human sciences in primary levels. Statistical samples of content analysis are reading and writing textbooks of primary schools in fourth and fifth grades. For data collection instrument was Inventory of UNICEF's Decuple Values for content analysis of textbooks. For reliability of content analysis, agreement coefficient calculated between two independent measurements \( r = 0.79 \). Result of content analysis suggests that in general, the mean of agreement between the studied content and decuple values propose by UNICEF is about 60.64. The number indicates very low pay attention to such essential requirement in the curriculum. Actually some important values missed from the curriculum.

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1. Introduction

Today the world needs the universal pervasive ethics. This universal ethics includes values such as happiness, peace, respect, responsibility, honesty, simplicity, humility, patience, and liberatory. These values will be signified while they become as a part of our behaviours in everyday life (J. Tillman, 1998).

Due to enormous emphasize on this issue by theorists and scientists in the world, formulating an international agreement was possible. To this end, in 1989 the most comprehensive instrument for supporting the children and observing their rights were approved by many countries in the world and Islamic Republic of Iran jointed to this agreement in 1993. In order to be informed of the contents of this agreement, some of its articles known as UNICEF (United Nations International Children’s Fund) run as the followings. These rights are as follows:

1. Living, survival and development;
2. Education;
3. Teaching decuple values (happiness, peace, respect, responsibility, cooperation, honesty, simplicity, humility, patience, and liberty);
4. Playing;
5. Child commenting freely in affairs related to oneself;

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6. Supporting against abuse;
7. Supporting against narcotics (UNICEF).

This study took into consideration the attention to paragraph three of this agreement’s articles, i.e. decuple value in curriculum of primary schools in Iran (reading and writing textbooks).

According to Tillman and Hsu (2000) the twelve values are important for life: freedom, cooperation, tolerance, happiness, honesty, love, peace, humility, respect, responsibility, simplicity, and unity which can be expressed in life through attitude, behavior and relationships. The educational program helps children, youth, educators and parents to understand, develop and share values in daily life. Living Values Education (LVE) is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In fostering quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

Kont Thai studied the course syllabus in twelve counties in 1999 by accentuating the importance of universal curriculums. His research showed that based on the universal joint theories the affairs were mostly taken into account include environment, development, intercultural communications, peace, economics, technology, human rights, democracy, international organizations, population, health, discrimination, global citizenship (see: Hakimzadeh, 2007). Internationally, some studies has been officially carried out since 1968 and we can name P.Komos research titled “World Educational Crisis” and afterwards many researches were conducted in France, Japan, U.S., and China in this field.

2. Method

Descriptive research methodology, quantitative content analysis, was applied in this study. The statistical population consisted of curriculum of Primary Studies Course in Iran (Ministry of Education in Iran, 2010). The reading and writing textbooks of primary fourth and fifth grades were selected as a sample and analyzed.

Instrument for measuring was Inventory of analyzing content of reading and writing textbooks of the primary school fourth and fifth grades. This inventory is formulated to consider the attention to decuple values of UNICEF in Cognitive, Emotional and Skill fields in fourth and fifth grades textbooks (reading and writing), (see: Noroozian, 2002).To surveying the content validity, the inventories were granted to the educational experts and sociologists conducted studies in social and moral issues and reviewed after their comments and the final list was formulated. To insure the content analysis reliability, the inventories were delivered to the primary education expert and she analyzed the content along with the researcher. Agreement coefficient was calculated between independent measurements which was equal to =0.79.

3. Results

The main research question is as the following:
How were the attitude and attention of the reading and writing textbooks contents of the primary fourth and fifth grades in Iran toward UNICEF decuple values?

The results of contents analyzing reading and writing textbooks of the primary school in fourth and fifth grades are summarized in table No.1 and for better result, classification of L.Bloom about three necessary dimensions of educational aims (Cognitive, Emotional, and Functional) in content analysis of textbooks were considered.

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1 A Project proposed by Tillman
Table 1. The results of content analyzing reading and writing textbooks of the primary school (grades of 4 and 5)

<table>
<thead>
<tr>
<th>Analyzing Status &amp; Aspects</th>
<th>Cognitive</th>
<th>Fourth Grade</th>
<th>Functional</th>
<th>Cognitive</th>
<th>Fifth Grade</th>
<th>Functional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peace</td>
<td>F 4</td>
<td>.578</td>
<td>F 3</td>
<td>.113</td>
<td>F 1</td>
<td>.256</td>
<td>11.53</td>
</tr>
<tr>
<td></td>
<td>% 5.78</td>
<td></td>
<td>% 11.53</td>
<td></td>
<td>% 2.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Responsibility &amp; Rights</td>
<td>F 9</td>
<td>13.04</td>
<td>F 1</td>
<td>3.84</td>
<td>F 3</td>
<td>7.69</td>
<td>2.89</td>
</tr>
<tr>
<td>Social Responsibility &amp; Rights</td>
<td>F 10</td>
<td>14.49</td>
<td>F 5</td>
<td>7.69</td>
<td>F 4</td>
<td>12.82</td>
<td>13.04</td>
</tr>
<tr>
<td>Happiness</td>
<td>F 3</td>
<td>4.33</td>
<td>F 2</td>
<td>7.69</td>
<td>F 4</td>
<td>7.84</td>
<td>12.82</td>
</tr>
<tr>
<td>Patience</td>
<td>F 14.49</td>
<td>4</td>
<td>F 15.38</td>
<td></td>
<td>F 2</td>
<td>12.35</td>
<td>12.82</td>
</tr>
<tr>
<td>Honesty</td>
<td>F 4.34</td>
<td>3</td>
<td>F 11.53</td>
<td></td>
<td>F 3</td>
<td>17.64</td>
<td>17.39</td>
</tr>
<tr>
<td>Self Esteem</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Respect to Others</td>
<td>F 5</td>
<td>7.24</td>
<td>F 4</td>
<td>15.38</td>
<td>F 4</td>
<td>10.25</td>
<td>16.34</td>
</tr>
<tr>
<td>Humility</td>
<td>F 2</td>
<td>2.89</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td>F 12</td>
<td>17.39</td>
<td>F 2</td>
<td>7.69</td>
<td>F 15</td>
<td>38.46</td>
<td>27.89</td>
</tr>
<tr>
<td>Liberty &amp; Defending it</td>
<td>F 6</td>
<td>8.69</td>
<td>F 3</td>
<td>11.53</td>
<td>F 4</td>
<td>10.25</td>
<td>8.69</td>
</tr>
<tr>
<td>Simplicity</td>
<td>F 2</td>
<td>2.89</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Introduce International Assemblies &amp; Organizations Assembly</td>
<td>F 2</td>
<td>4.34</td>
<td>1</td>
<td>3.84</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Percent of Sentences Related to UNICEF Decuple Values</td>
<td>F 2.60</td>
<td>.98</td>
<td>1.47</td>
<td>2.41</td>
<td>.47</td>
<td>1.13</td>
<td>4.60</td>
</tr>
<tr>
<td>Total Set of Sentences Mentioned in Textbook</td>
<td>2645</td>
<td>2109</td>
<td>4754</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As you see in table No.1, in set of reading and writing textbooks of the primary fourth and fifth grades 4.60 percent is specified to UNICEF decuple values and the cognitive dimension had the most frequency and emotional aspect had the least frequency in both books. 134 sentences were in relation with UNICEF’s decuple values out of 2645 available sentences in the reading and writing textbooks of the fourth grade and they were equal to 5.06 percent and indicated the low attention to the values. The least frequency is in emotional aspect and individual life dimensions are not paid attention or missed.

In the fifth grade 85 out of 2109 sentences were in relation with the UNICEF decuple values and the most frequency was in cognitive aspect and the least was in the emotional aspect like the textbook of fourth grade, and totally 4.03 percent indicated the low attention to these values and the peace, self esteem, humility, simplicity, liberty and its defence and an introduction to the international assemblies and organizations were taken for granted.
Actually these values are the case that children need to educate for a happy and healthy life. May be they won't getting a chance in the future to educate these necessary moral values out of formal education.

4. Discussion and Suggestions

Final result of content analyzing reading and writing textbooks in primary fourth and fifth grades indicated that 4.60 attention was paid to cognitive, emotional and functional aspects of decuples values and it mean that the low consideration of UNICEF's decuple values. The same result reported by other researches, Niknam (2008) and Gholtash (2009) ,which they respectively analyzed social responsibility and considering citizenship training in the textbooks of primary school and both found that, they were ignored. In all under consideration elements, cognitive aspect of UNICEF's decuple values received the most attention. As the importance of moral values in emotional and functional aspects was very significant, this study and other studies results that above mentioned indicated that in the content emphasize was on the cognitive aspect of curriculum and emotional and functional aspects were ignored. As the general education mainly emphasize on search and functional achievement to social and individual values and values learning were combined with the emotional growth. It is required to mention that all factors are taken into consideration in all aspects (cognitive, emotional and functional) whereas the students of the last years of primary and secondary schools are looking for the new values. It is necessary to fix these basics, principles, and moral values in them by curriculum and it would be better to develop and foster the positive emotional and practical experiences should be reinforced with behaviours and values we are about to teach. This is to say that we should pay more attention to physical needs as well as spiritual and mental needs of the students to balance in life. If we ask the children, the citizens of now and in the future, to experience the cheerful world right in its real meaning, participate in all good experiences of the life along with others, promote the speed and efficiency of their performances via their cooperation, cooperate with each other to achieve a common goal and our children consider the humility as the beginning and ending of the life values as well as its worth, it is required to pay attention to moral values necessary for individual and social life and universal citizenship more than before. Based on the research findings, suggestions are taken into account for future research as the followings:

1. Curriculum of all primary grades would be analyzed based on the values;
2. Taking into consideration the teacher's awareness and recognition regarding UNICEF's decuple values.

References


Ministry of Education in Iran. (2010).Reading and Writing Textbooks of Grade 4 and 5 of primary schools of Iran.


