

Investigating the Level of Attention of Social Studies Textbooks in Elementary School in Iran to the Field of Economic and Professional Education

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Abstract

Background: In the document on fundamental education transformation, economic and vocational education is listed as one of the fields of study. According to international studies, there is a direct link between economic growth and educational development. It is critical to pay close attention to the components of economic education in textbooks.

Objectives: The goal of this research is to see how much attention elementary school social studies textbooks pay to economic-professional education.

Methods: This study's statistical population is all social studies textbooks used in elementary schools during the academic year 1998-99. In addition, the sample size is considered to be the same as the statistical population. The data collection for researcher-made checklists was regulated, and its validity was confirmed by experts, with an emphasis on three areas of cognitive, skill, and attitudinal-emotional about economic education. Descriptive statistics were used to collect and analyze the data.

Results: According to the findings of the content analysis, social studies books paid 69 percent of their attention to the cognitive domain of economic education, 13.5 percent to the skill domain, and 17.5 percent to the attitude-emotional domain.

Conclusions: The findings show that the cognitive domain is more important than the other domains. Although it has been considered, the skill area of economic education has received insufficient attention.

Keyword: Content Analysis, Economic-Professional Education, Cognitive, Skill and Attitude-Emotional Domains.

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Introduction

Education system should pay attention to the various aspects of educators' existence, as grasped from the principle of comprehensiveness in formal and public education. Education can be divided into six areas based on the dimensions and existential areas of educators and attention to different features of good life in the Islamic Republic of Iran's philosophy of education: religious education, devotional and moral education, social and political education. Biological and physical education, cognitive and artistic aesthetic education, economic and professional education, scientific and technological education are all examples of different types of education. Economic and vocational education is a branch of formal and public education that focuses on one of the most important aspects of human life, namely the economic and livelihood dimension. This section examines the development of educators' abilities to manage their livelihoods, as well as their economic and professional endeavors. (Theoretical foundations of fundamental change)

Because of the need for social change, education is one of the most complex and large organizations in any country, and it is inextricably linked to social, cultural, and economic development. In addition to education, specialized and committed human resources are trained. Even if a country's natural resources are limited, it can rely on competent and skilled manpower to best meet its material bottlenecks. The path to obtaining this skilled manpower involves both informal and formal education in the fields of economic and professional goals. The first stage of economic education begins in the home and in primary school, where many skills and appropriate economic behaviors are instilled in the child (Basirati Barzaki, 2016)

In the document on fundamental transformation of education, economic and vocational education is listed as one of the fields of education that draws the attention of everyone, including curriculum specialists, teachers, students of educational sciences, and parents, to the subject of economic education. If economic education begins in childhood, it will pave the way for behavioral changes and transformations in adulthood, in both personal and social life, and these changes will pave the way for economic change in society. (Kandahari, 2017)

Economic education, according to Kaminski (1996), encompasses all educational efforts aimed at providing learners with the knowledge, skills, abilities, motivations, and attitudes necessary to organize and deal with future life in a variety of economic, political, and legal contexts, as well as to enable them technically and ethically at the private and global economic levels.

Bloom's classification of educational objectives was developed by a group of training, measurement, and evaluation specialists, led by Benjamin Bloom. Educational goals are divided into three general categories in this classification: cognitive domain, psychomotor domain, and emotional domain. Knowledge and information, as well as mental abilities and skills, are included in the cognitive domain. To put it another way, cognitive domains are currents that are associated with mental and intellectual activities. The psychomotor domain is concerned with motor abilities and physical activity. Interest, motivation, attitude, and appreciation all fall under the emotional domain. (Saif, 2018)

According to this category, in the present study, economic education has been studied in three areas: cognitive, skill, and attitudinal-emotional. In the field of skills, the components studied include: creativity and entrepreneurship, and in the field of knowledge, the components of economic ethics and understanding of one's position among peers were examined.

In their study "Study of the level of attention to the six areas of education of the document of fundamental change in education in elementary school social studies textbooks," Vafaei, Fazl Elahi Ghomshi, and Taleifard (2017) recognize the economic and professional field of human ability in management livelihood and economic and professional endeavors (understanding of economic issues and professional skills, commitment to ethics, entrepreneurial ability, avoiding idleness and unethical behavior, etc.).

It is necessary to take into account the components of economic-professional education to identify them according to the purpose of research, which is to examine the level of attention given to the field of economic-professional education in elementary school social studies textbooks.

Manufacturing: The production of goods and services that meet human needs while also having the characteristics of scarcity and limitation, and which will be impossible in many cases, difficult in others, and with bottlenecks in the general course of human life (Sobhani, 83: 2015).

Distribution: refers to the distribution of goods and services, as well as raw materials, in various geographical areas, as well as public and private locations within a city or neighborhood. Alternatively, each person's share of the profits from oil and gas wells. (Sobhani, 123: 2015)

Consumption: Man spends all or part of his earnings to meet his wants and needs. This income, whether in the form of goods and services or money that can be used to buy goods and services, is important. It's referred to as consumption (Sobhani, 171: 2015)

Export: To sell or supply a country's international goods and services to other countries in exchange for goods, foreign exchange services, gold, debt settlement, or for the purpose of providing free help, repair, completion, or participation in exhibitions (Tavayan Fard, 2004)

Importation: commodities and services received from another country for use in one's own country (Tavayan Fard, 482-483 2004)

Job recognition: Choosing the right sector and job is one of the most crucial decisions that students will make in their future lives, and if this choice is incorrect and the person is not carefully directed, he will suffer irreparable personal and social losses.

Knowledge of resources: These resources have traditionally been considered land, labor, and capital as the basic data or components of an economy. Everything that nature has provided, such as manual workers, artisans and managers, and employees and workers, make up the North Earth. (Tavayan Fard, 350: 2004)

Land, water, and the atmosphere are the most significant natural resources. These three sources offer us with useful services and amenities, such as food and drink, which we obtain from the earth's fertile soil. The earth's crust provides us with oil and other mineral resources. (Economics Principles, Volume I, 705)

Fiscal discipline: refers to the efficient use of a government agency's budget, people, and facilities by any government agency, institution, or firm that receives public funds in some way (Yazdan Mehr & Keshavarz, 2017).

Creativity: Being alert to problems, flaws, knowledge gaps, missing elements, inconsistencies, and spotting difficulties, discovering solutions, guessing, creating hypotheses about flaws, attempting and retesting are all examples of creativity. (Azizi Poor, 2010:88)

It is also defined as the application of mental ability to combine old elements to produce a new, valuable, and purposeful thinking or solution (Amir Hosseini, 2010: 3).

Entrepreneurship: is defined as the process of producing something new and valuable while taking into account financial, psychological, and social risks in order to attain financial, personal, and independence satisfaction (Azadian, 2010: 14).

When a person uses his or another's capital to build a new notion with his or her own capital or with the support of other people's capital (Tavanayan Fard, 2007: 375).

Economic ethics: refers to characteristics and behaviors that have economic consequences, regardless of whether those characteristics and behaviors are economic in nature (Mir Moazi, 2011: 459)

Understanding the situation: In the article, Moradi Badrani (2015) discusses student individual differences and their role in determining educational situations; recognizing individual differences and the situation of students, both physically and in terms of various situations for a skilled teacher. And expertise is crucial since these distinctions have a direct impact on pupils' development and growth, as well as the potential for new scenarios.

Importance: Education is one of the most significant infrastructures for the country's overall greatness, as well as a serious weapon for promoting the country's valuable human capital in numerous fields. Education serves a variety of purposes, including scientific, economic, cultural, and social ones. As a result, it is a critical issue as well as a powerful tool for scientific, cultural, social, economic, and political development (Vafae, Fazl Elahi Ghomshi, & Taleifard 2017:132).

Many scholars and professionals have investigated and assessed the content of primary school social studies textbooks in relation to a variety of topics. The components of children's rights in the content of the researched textbooks have not been considered in a balanced and comprehensive manner, according to the children, and the majority of the assertions contained in the content are descriptive rather than practical.

In their study of moral education and its place in social studies books, Hassani and Vajdani (2017) found that, despite many attempts to structure the process of value education, a conceptual model for value education in general and moral education specifically is not explored.

In their study on the content analysis of social studies textbooks based on multicultural education, Eini, Yazdani, and Sadeghi (2015) discovered that individuals with disabilities and people of other ethnicities are not adequately represented in social science textbooks. In addition, intercultural principles receive less consideration.

In examining the degree of attention to the six areas of education document of fundamental change in education in social studies textbooks, Vafaei, Fazl Elahi Ghomshi and Taleifard (2017) found that the economic and professional dimension has the least amount of attention, with an information load of 0.733 and a significance coefficient of 0.133.

Alipour, Nateghi, and Faqih (2017) investigated the position of Islamic economic education in the content of elementary school textbooks of heaven gifts and discovered that the knowledge of economic education received the most attention, while the least attention was given to the knowledge of Islamic ethics.

In their explanation of the components of economic education based on Islamic teachings, Musazadeh and Sanati (1396) claim that the components of economic education can be grouped into three categories: production, distribution, and consumption.

Ramezani, Ahani, and Ayati (2013) investigated the content of the third elementary science book, focusing on the six educational domains. It is of a professional nature. They are socially and individually handicapped.

According to the research background, social studies textbooks from various grades of elementary school have been studied and analyzed in various fields, but no research on the field of economic education has been done in study books, so this research appears to be necessary due to a research vacuum in the field of reviewing social studies textbooks in terms of economic and vocational education.

In our society, graduates of the country's educational system who enter social family life and assume various responsibilities lack regular information about basic economic concepts and principles; as a result, they are not present as they should be in individual life, in the face of situations, and may not find themselves capable of recognizing and analyzing the current situation. Education, whether informal or formal, is usually separate from social affairs and life planning, and has no direct and effective interaction with economic issues and concepts (Peyghami and Noorani, 2011 :43).

The majority of residents are unaware of how economic issues develop and how community leaders attempt to resolve them. This issue arises from a lack of emphasis on economics in primary school curricula. As a result, there is no doubt that education is important. The importance of elementary education in equipping citizens to comprehend and solve economic problems cannot be overstated. Because most students drop out of formal education at the end of high school, it is not sensible to wait until they are in college to teach them economics. They enter and exit the labor market on a regular basis. Even individuals who enroll in university may not elect to take an economics course. As a result, economics instruction should begin in elementary schools (Seyedi, Dortaj & Jalayi, 2011).

Economic education has been on the educational agenda of many developed countries of the world, which are economically well-off, since childhood and adolescence, according to Kandahari (2017) in his book on economic education of students in different nations along with some educational opportunities in the field of economics for elementary students. In light of the importance of addressing economic and vocational education in elementary school textbooks in

order to empower people in the face of economic problems, cultivate economic sham in students, and prepare them for economic independence and successful confrontation with economic developments and events, a review and study of Social Studies textbooks appears to be necessary in terms of economic and vocational education.

The researcher's goal in this study is to first determine the components of economic education in three areas of cognition, skill, and emotion, and then determine to what extent the cognitive, skill, and emotional domains are addressed in the field of economic and vocational education based on the adjusted components of study books.

Method

The current research was carried out using a descriptive content analysis method. Momeni Rad, Aliabadi, Fardanesh and Mozini (2013) in their research on qualitative content analysis in the research procedure: Essences, stages and validity of the results have given: "Content analysis, according to Chelimski (1989), is a set of processes for gathering and organizing information in a uniform format that allows the researcher to do analyses to determine the qualities and meaning of materials, either written or recorded information."

The current study was conducted in two parts. The first stage was completed using a qualitative analysis method, and the components were extracted as a consequence. This stage categorizes the components obtained in three areas of cognition (knowing how to solve economic problems, basic economic concepts, recognizing jobs, recognizing resources, and financial discipline), skill (creativity and entrepreneurship), and attitude-emotional (understanding their position among peers and understanding the concepts of economic ethics). The components are then objectively analyzed and tallied in all books in the second stage.

All of the parts that make up the content of elementary school social studies textbooks in the academic year 1998-99 are included in the statistical population in this study. The sample size in this study is the same as the statistical population. The unit of analysis and recording of paragraphs and images has been chosen for this investigation. Checklists and data analysis procedures are used in this study.

Research Reliability

The second researcher was employed to determine the research's reliability. For this aim, the second researcher was handed 10 pages from each of the elementary school social studies textbooks at random. Then, using the Holstie approach, the data agreement was determined as follows:

$$\text{Agreement coefficient: } \frac{A \times 2}{N1 + N2}$$

Table 1. Research reliability

| | Cognitive component | Skill component | Skill and Attitude-Emotional Domains. |
|-----------------------|---------------------|-----------------|---------------------------------------|
| Writer of the article | 16 | 0 | 11 |
| Skillful person | 19 | 0 | 15 |

According to the table above, the agreement on the data is $\frac{27}{34}$ data. Therefore, the agreement on the data was 79%, which indicates good reliability.

Findings

1. In the content of primary school social studies textbooks, how much emphasis has been paid to the cognitive, skill, and attitudinal-emotional domains?

Table 2. The results of a content analysis of paragraphs from primary school social studies textbooks based on economic-vocational education components.

| Components | Cognitive | | | | Skill | | | | Attitudinal-emotional | | | | | | | | | |
|------------------------|---|-------------------------|-----------------------|-----------------------|-------------------|------------|-------------------|--|-----------------------|--|-----------|------------|----|-----|---|-----|----|------|
| | Knowing ways to solve economic problems | Basic economic concepts | Recognizing vocations | Recognizing resources | Fiscal discipline | Creativity | Entrepreneurs hip | Understanding one's position among peers | economic ethics | Understanding the concepts of economic | | | | | | | | |
| Books | Abundance | Percentage | Abundance | Percentage | Abundance | Percentage | Abundance | Percentage | Abundance | Percentage | Abundance | Percentage | | | | | | |
| Social Studies, third | 8 | 13.5 | 15 | 25 | 1 | 1.5 | 4 | 6.5 | 0 | 0 | 3 | 5 | 0 | 0 | 2 | 3.5 | 27 | 45 |
| | 46.5% | | | | 5% | | | | 48.5% | | | | | | | | | |
| Social Studies, fourth | 19 | 21 | 17 | 19 | 2 | 2 | 3 | 3.5 | 7 | 8 | 17 | 19 | 5 | 5.5 | 4 | 4 | 16 | 18 |
| | 53.5% | | | | 24.5% | | | | 22% | | | | | | | | | |
| Social Studies, fifth | 25 | 29 | 28 | 32.5 | 3 | 3.5 | 15 | 17.5 | 0 | 0 | 3 | 3.5 | 2 | 2.5 | 1 | 1 | 9 | 10.5 |
| | 82.5% | | | | 6% | | | | 11.5% | | | | | | | | | |
| Social Studies, sixth | 28 | 20 | 49 | 34.5 | 10 | 7 | 19 | 13.5 | 5 | 3 | 9 | 6 | 10 | 7 | 0 | 0 | 11 | 9 |
| | 78% | | | | 13% | | | | 9% | | | | | | | | | |
| Total | Abundance | | 258 | | 49 | | 70 | | | | | | | | | | | |
| | Percentage | | 68.5% | | 13% | | 18.5% | | | | | | | | | | | |

Table 2 shows that 46.5 percent of the paragraphs in the third book of social studies focused on the cognitive domain, 5% on the skill domain, and 48.5 percent on the attitudinal-emotional domain of economic-professional education. Also evaluated in the text were 53.5 percent cognitive domain, 24.5 percent skill domain, and 22 percent attitudinal-emotional domain. In fifth-grade studies, 82.5 percent of the cognitive domain, 6% of the skill domain, and 11.5 percent of the attitudinal-emotional domain were considered, while in sixth-grade studies, 78 percent of the attitudinal domain, 13% of the skill domain, and 9% of the attitudinal-emotional domain were considered. In addition, 68.5 percent of elementary school textbooks mentioned the cognitive

domain, 13.5 percent mentioned the skill domain, and 18.5 percent mentioned the attitudinal-emotional domain.

2. In the illustrations in primary school social studies textbooks, how much attention has been devoted to the cognitive, skill, and attitudinal-emotional domains?

Table 3. Content analysis of images of social studies textbooks in elementary school according to the components of economic-vocational education

| Components | Cognitive | | | | Skill | | | | Attitudinal-emotional | | | | | | | | | |
|------------------------|---|-------------------------|-----------------------|-----------------------|-------------------|------------|-------------------|--|---|---|-----------|------------|-----|-----|---|----|------|------|
| | Knowing ways to solve economic problems | Basic economic concepts | Recognizing vocations | Recognizing resources | Fiscal discipline | Creativity | Entrepreneurs hip | Understanding one's position among peers | Understanding the concepts of economic ethics | Understanding the concepts of economic ethics | | | | | | | | |
| Books | Abundance | Percentage | Abundance | Percentage | Abundance | Percentage | Abundance | Percentage | Abundance | Percentage | Abundance | Percentage | | | | | | |
| Social Studies, third | 4 | 5 | 29 | 36 | 20 | 24.5 | 3 | 3.5 | 2 | 2.5 | 4 | 5 | 0 | 0 | 0 | 19 | 23.5 | |
| | 71.5% | | | | 5% | | | | 23.5% | | | | | | | | | |
| Social Studies, fourth | 1 | 1 | 15 | 16.5 | 1 | 14 | 25 | 27.5 | 0 | 0 | 17 | 18.5 | 14 | 14 | 3 | 3 | 3 | 3.5 |
| | 59% | | | | 32.5% | | | | 6.5% | | | | | | | | | |
| Social Studies, fifth | 6 | 15.5 | 17 | 43.5 | 0 | 0 | 5 | 13 | 0 | 0 | 1 | 2.5 | 0 | 0 | 0 | 0 | 10 | 25.5 |
| | 72% | | | | 2.5% | | | | 25.5% | | | | | | | | | |
| Social Studies, sixth | 13 | 21.5 | 26 | 42.5 | 4 | 6.5 | 6 | 10 | 0 | 0 | 1 | 1.5 | 2 | 3.5 | 0 | 0 | 9 | 14.5 |
| | 80.5% | | | | 5% | | | | 14.5% | | | | | | | | | |
| Total | Abundance | | | | 197 | | | | 39 | | | | 44 | | | | | |
| | Percentage | | | | 70% | | | | 14% | | | | 16% | | | | | |

Table 3 shows that 71.5 percent of the photographs in the third book of social studies focused on the cognitive domain, 5% on the skill domain, and 23.5 percent on the attitudinal-emotional domain of economic-professional education. In fourth grade, 59 percent of the cognitive domain, 32.5 percent of the skill domain, and 22 percent of the attitudinal-emotional domain were evaluated. The cognitive domain is mentioned in 72 percent of the fifth-grade images, 2.5 percent in the skill domain, and 25.5 percent in the attitudinal-emotional domain, and the attitudinal-emotional domain is mentioned in 80.5 percent of the sixth grade images, 5 percent in the skill domain, and 14.5 percent in the attitudinal-emotional domain. In all elementary school textbooks, the cognitive domain is mentioned 70% of the time, the skill domain is mentioned 14% of the time, and the attitudinal-emotional domain is mentioned 16% of the time.

3. In primary school social studies texts, how much emphasis has been placed on cognitive, skill, and attitudinal-emotional domains?

Table 4. Content analysis of elementary school social studies books according to the components of economic-vocational education

| Component Books | Cognitive | | Skill | | Attitudinal-emotional | |
|------------------------|-----------|------------|-----------|------------|-----------------------|------------|
| | Abundance | Percentage | Abundance | Percentage | Abundance | Percentage |
| Social Studies, third | 86 | 61 | 7 | 5 | 48 | 44 |
| Social Studies, fourth | 102 | 56.5 | 53 | 229 | 26 | 14.5 |
| Social Studies, fifth | 99 | 79 | 6 | 5 | 20 | 16 |
| Social Studies, sixth | 160 | 79 | 22 | 11 | 20 | 10 |
| Total | 447 | 69 | 88 | 13.5 | 114 | 17.5 |

Table 4 shows that 61 percent, 5 percent, and 44 percent of the cognitive, skill, and attitude-emotional domains have been considered in all third-grade social studies books, respectively. 56.5 percent of the cognitive domains were considered in fourth grade. %, skill area 29 %, and attitude-emotional domain 14.5 %. In the fifth grade, the cognitive domain is used 79 percent of the time, the skill domain is used 5% of the time, and the attitude-emotional domain is used 16 percent of the time. In the sixth grade, the cognitive domain is referenced 79 percent of the time, the skill domain 11 percent of the time, and the attitude-emotional domain 10 percent of the time. In all books of social studies in the elementary school, the domains of cognitive, skill and attitude-emotional have been considered as 69%, 13.5% and 17.5%, respectively.

Discussion and conclusion

The goal of this study was to see how much attention primary social studies texts paid to the topic of economic-professional education. If economic education begins in childhood, it will create the way for behavioral changes and transformations in maturity, in both personal and social life, and these changes will pave the way for economic change in society. Graduates of the country's educational system who enter social family life and assume diverse duties in our society do not have frequent access to basic economic concepts and principles, nor are they able to identify and assess current economic trends and events in the country.

The findings of the research's first question show that in third-grade studies textbooks, the field of emotional attitude receives the most attention in economic education, while in higher-grade studies textbooks, the elementary field of cognition receives the most attention and the field of skill receives less. The cognitive domain of economic education receives the most focus in the fifth and sixth grades, whereas the cognitive domain receives the least attention in the fourth grade. The cognitive domain receives the most and least attention in the fifth and third grades, respectively. The fourth and third books, respectively, pay the most and least emphasis to the topic of skills. In general, in all books, the percentage of attention given to cognitive domains is relatively high, and this quantity of focus leads to a reduction in attention given to other domains.

The findings of the research's second question also suggest that the cognitive domain has received the most focus in the photographs of social studies textbooks for the third, fifth, and sixth grades of elementary school, while the skill domain of economic education has received the least attention. Only in the picture of the fourth grade book is the skill domain considered after the cognitive domain, followed by the attitude domain. The cognitive domain receives the highest

attention in the photos of the sixth book, and the least attention in the photographs of the fourth book. In general, the fourth book's pictures pay the most attention to the skill area, while the fifth book's photos pay the least attention. The emotional attitude in the photographs of the fifth book receives the most attention, while the fourth-grade book receives the least.

According to a general evaluation of the images and text in the books, the cognitive domain of economic-professional education receives 69 percent of the attention, the skill domain 13.5 percent, and the attitudinal-emotional domain 17.5 percent. The findings demonstrate that a well-balanced distribution of attention is beneficial. There are no distinct zones. The amount of attention paid to the high cognitive domain and the skill domain, i.e. the components of creativity and entrepreneurship, is insignificant. According to the findings of Mir Arizi, Haji Tabar, and Arianfar (2017), who investigated the components of economic literacy in secondary school textbooks from the perspectives of teachers and students and concluded that entrepreneurship received the least attention in the analysis of sociology and economics textbooks, which is consistent. The findings of this study are consistent with those of Alipour, Nateghi, and Faghihi (2017), who investigated the position of economic education based on Islamic ethics in the content of elementary school textbooks and discovered that more emphasis is placed on economic education knowledge in the content of these books. And the talent dimension, which has gotten the least amount of attention in the content of these books, has a strong chance of aligning with this purpose.

Based on the findings of this study, it is advised that a general review and required modifications be made in order to train efficient and beneficial forces in elementary school textbooks in relation to economic education and the degree of attention paid to each of its components. In addition, based on the current research in elementary school social studies textbooks, it is suggested that the content of books in other elementary school textbooks and at higher educational levels, as well as according to other components of economic education, be analyzed.

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