The amount of the proportion of content Persian textbooks with the needs of memory makers

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Abstract. The aim of this study was to evaluate the appropriateness of the content of school textbooks Persian base with the content selection criteria, based on the primary school teachers' point of view is the city of Iranshahr. This study is among the important descriptive studies, and type survey. The study sample, all second grade primary school teachers were Iranshahr city, that number was 210. Based on the table, starting with random Krejcie and Morgan are among the population, 136 individuals were selected as sample. Tools for data collection, the researcher made questionnaire (to measure the appropriateness of content) is. Its validity was confirmed by experts in curriculum and its reliability was calculated using Cronbach 87.0. Data SPSS software and statistical tests (t single group, t test) were analyzed. The findings showed that the content of the base of the second Persian school characteristics and needs of learners fit.

Keywords: Textbooks, memory makers, proportion of content

INTRODUCTION

With a rich content of educational curricula, in textbooks, can enrich the educational environment play an important role as a center of education process, guarantee the realization of the goals of are education. (Adlib Nia, 2001). One of the key elements in the process of curriculum, content selection and organization of curriculum based on the principles of selecting, arranging and organizing the content other words organizing the content, one of the pillars of fundamental and critical issue in the development of the curriculum. (Naghipour Zaire, 2003). Textbooks, especially in the initial period are of special significance because educational content, curricula are in (Adlib Nia, 2001). In order to determine the amount of the appropriate content of textbooks should be content and materials for the analysis and the study and the evaluation and reflection. The evaluation of the content textbooks with regard to other factors in educational efficiency, possible judgment and decision making in the case of ideal content providers. Therefore attention to necessity The evaluation and the analysis the content textbooks and being informed of the views and viewpoints and function teachers Of the students and the quality content and level of learning learners direct relationship between such The investigations (Malaki, 1388). Is necessary and vital to the Selection content, criteria and criterion of the available, so that according to which one can chose suitable content. Sayed Alum Literature Education, is full of opinions and points of view of various and different in this regard. In studies and works of planning curriculum category content selection criteria is more in the form of criteria of Proportion content with a collection of the key issues the attention.

In this research the Selection criterion content include:

1- Proportion with specifications and needs of memory makers.

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1-1 Proportion with content and capacities learning Students.

1-2 1-2 proportion content with the needs and desires of the students.

1-3 1-3 proportion content with real life Students.

1-4 1-4 content should provide ground for experience and learning next students okay.

Findings showed that Content analysis research in the field are a lot has been done. In research, alone race, (1374) to the Content analysis Persian books fourth year elementary and deal with Education and Training aims Primary Period.In this analysis the amount of emphasis and how distribution concepts and the themes in the books about the analysis. The results indicated that the books are examined in dimensions of belief values education, transmission of knowledge and methods training skill and activity, national education, social, political, Economic and artistic aims in accordance with elementary education period of; While in physical education and health education concepts in the Books there are a little. Kirk fart (2009) on the results of a study that examines the books in English in the fourth grade of primary education has been shown that the design of educational books consistent with the objectives of the Ministry of Education. In addition to the content synchronized with the needs and interests of students. This study was conducted three years after the English-language textbooks. It seems that the evaluation of textbooks on a regular basis, to increase awareness for reform or will the design of textbooks. Since the desired quantity and quality specified thus a textbook in teaching to ensure the most appropriate content of textbooks should be aware textbooks teachers (Peasant, 1998) the aim of this study Farsi primary school textbook content, according to the criteria for selection of content from the perspective of primary teachers is the city of Iranshahr.

Assumptions:

Between teachers' views about the content of primary school textbooks in terms of gender, there is a Persian. Second grade primary school textbook content Persian characteristics and needs of learners fit.

Research Methodology:

A description of the survey methodology.Statistical population, the basis of all primary school teachers Iranshahr city in 2013-2014 academic year, which according to the report, the expert in charge of primary education Iranshahr city Department of Education, the number of 210 people. The population used to determine sample size krejcie and Morgan, 136 students were selected as the research sample. Stratified random sampling was performed.

Data collection tools:

The package is a self-made questionnaire response, in which the questions and answers related to each question had already been prepared, while logical responses to each question, the answer to another question, completely independent and separate. According to the literature written questionnaire with 11 questions is. Questions 1 to 11 main components fit the needs and characteristics of learners weigh. For each question, based on the Likert scale, 1 is anticipated response options that include: very good, good, fair, poor and very poor. To ensure the validity of the self-made questionnaire, the experts were curricula. The questionnaire was developed by the researcher, then was sent to experts in curriculum. Criticism of the questionnaire, and their ideas in the questionnaire were considered resolved. Finally, after several stages of debugging, the final questionnaire was developed. The reliability of the questionnaire used in this study, using spss software and through Cronbach's alpha 87.0 respectively.
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RESULTS

Table: T-test for gender differences in teachers' views

<table>
<thead>
<tr>
<th>Significant level test</th>
<th>Degree of freedom</th>
<th>t</th>
<th>Difference Mean</th>
<th>Average</th>
<th>Count</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>The range</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.118</td>
<td>131</td>
<td>2.802</td>
<td>2.21070</td>
<td>3.1211</td>
<td>18</td>
<td>Man</td>
</tr>
<tr>
<td></td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.108</td>
<td>Woman</td>
</tr>
</tbody>
</table>

As can be seen in Table 2 t value was calculated to 0.729. This compares to 134 at 0.467 significant degree of freedom is not acceptable since it is significantly less than or equal 0.05, this means that the average scores of male teachers (3.5055), with mean scores of teachers women (3.4527) there was no significant difference (0.05 > p).

The result is that the perspective of male and female teachers in primary school textbook content, and there is no difference.

Table: T-test some of the components fit with the characteristics and needs of learners.

<table>
<thead>
<tr>
<th>Significant level, two-tailed test</th>
<th>t</th>
<th>Degree Free</th>
<th>Mean</th>
<th>Average</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td>19.98</td>
<td>135</td>
<td>0.63178</td>
<td>3.6317</td>
<td>Proportion to the characteristics and needs of learners</td>
</tr>
</tbody>
</table>

Learning about the appropriateness of the content to the needs and characteristics of the t-value of 19.98 respectively. The value of the degrees of freedom 135 at 0.000 significant and WHEREAS, the acceptable level significantly less or equal to 0.05, this means that the average calculated 3.6317 the average criterion (3) a significant difference exists (0.05 < p). And the amount of the difference is equal to 0.63178. The result is that the content of school textbooks Persian second base, with the characteristics and needs of learners fit. The value of this proportion is higher than average and lower than good.

CONCLUSION

In this study, the proportion of primary school Farsi textbook content with the content selection criteria, from the perspective of teachers around the city of Iranshahr, evaluated. The overall result obtained suggests that the proportion of primary school Farsi textbook content, the characteristics and needs of learners is in line with results found Kirk fart (2009) showed that the design of books the Ministry of Education is consistent with the educational goals. In addition, the content is congruent with the needs and interests of students, to be aligned. The result is that the content of school textbooks Persian second base, with the characteristics and needs of learners fit. The value of this proportion is higher than average and lower than good. The results showed. According to the findings of the study recommended: Courses and workshops for teachers learn curriculum content with the desired characteristics held by the Ministry of Education. In the development and review of Persian-fifth of the views of teachers, students and families, Partners program to be used. Since a lot of the old textbook study, but still fit in some components of content, it can be seen weak, recommended textbooks after modifications, initially on a pilot basis in some areas be used, then by doing such research it turns out their strengths and weaknesses, and the weaknesses of the reform, to be taken in the final book publishing.
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