

**Evaluation of the Overall Aims of Iran Educational System in ‘Social Studies’  
Book of the Third Grade in Elementary Period**

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***Abstract***

The aim of the present study was to evaluate the application of octoploid aims of educational system including faithful, moral, scientific-educational, cultural-artistic, biological, political, and economical goals in ‘Social Studies’ book of third grade in elementary period via content analysis. Therefore, each lesson of this book was analyzed as a unit of predicament. The results showed that social, educational and economic aspects were the most attended, respectively, while the political goals were the least considered.

***Keywords:*** education aims, elementary period, social studies, educational book

***Introduction***

Educational aims are among the most important components describing the training states of a society.

The overall aims of education show the extreme and direction of formal training of the country and represent that educational system in Iran attempts to realize these aims in educators (Shariatmadari, 1998:73).

Conflicts between the concept of training, and therefore, the aims of education which is shaped based on that conceptualization, and finally, the evaluation methods, lead to inevitable failure. In fact, in such a state, not only achievement of determined aims is impossible, but evaluation methods will not have an outstanding success in reality. It seems that the current educational system of Iran has confronted such a conflict, since, according to principles of Islamic training dominating the educational system of Iran, considered goals of training are so elevated than that can be restricted in a limited farmworker of behavioral aims. If we refer to educational aims approved by the ‘‘ council of fundamental change of educational system’’ (1996), this reality

will be cleared. For example, in section 1 ,in the part of faithful aims it is written: “enforcing belief, faith to Islamic basics and expansion of divine insight based on the Quran and traditions of Mohammad the Profit and Innocent Imams, with respect to the principles nom. 12 and 13 of constitution about the followers of Islamic religions and religious minorities“ (Shamshiri, 2007: 88).

Elementary period, regarding development, training and evolution of children, has a significant importance. This period is also called the period of obedience, correction, creativity and appearance of general talents. This level of education is named “Elementary Instructions”, “Obligatory Instructions”, “General Instructions” and “Public Instruction” (Safi, 2006: 98).

### **Literature review**

The aims of educations in elementary period, approved in session 647 of council of higher education have been determined in line with the apostleship and mission of education and conducting overall development of students based on principles of Islam. Educational aims in elementary period include faithful, moral, scientific-educational, cultural, social, biological, political and economic aims. Malaki (2010: 125) in explaining the overall goals of education in Islamic Republic of Iran emphasizes that: given that the ideal of human being in the system of Islamic education is reaching the divine adduction, this final aim is divided into faithful, moral, scientific-educational, cultural, social, biological, political and economic aims. Improvement of individual’s needed sciences and skills is a scientific-educational goal and biological aims include: insuring psychical and psychological health via providing proper conditions, enhancing the mentality of general hygiene and preserving the environment, improving the mentality of attending to body exercise as a base for spiritual development of human being. Yazdani and Hassani (2011) compared goals of the guidelines of educational programs for elementary and guidance periods. According to their findings, near 44.6% of approved goals of these periods were not covered in any aims of the guidelines of educational programs. This finding shows that even if all goals of educational programs have been achieved, realization of near one fourth of them is impossible since they are not considered in these two periods at all. In addition, a major part of these goals are covered only by aims of educational programs in one or two units. These outcomes indicate that a significant portion of aims determined by the council of supreme education are either not considered totally by the planners or covered by limited goals of the guidelines of educational programs.

Atashk et al (2012: 64) conducted a research titled “Reflection of universal moral concepts in educational goals of Iran”. The results of this study revealed that in the three educational periods in Iran, the moral concept of peace was totally neglected, moral concepts of dignity, barefacedness, patience, trust, and friendship were highly unconsidered, and concepts of loyalty, responsibility, commitment, and respect had the highest extent of attention. In Addition, the best liter for attending universal moral concepts was in moral, social and faithful goals, and cultural-artistic, scientific-educational and biological goals were least attended.

Atafar et al (2002: 85) investigated the effects of financial facilities, physical facilities, human resources, management and its activities, content and educational materials, and education activities on realization of pre-determined goals of education in elementary period. They concluded that with .99% insurance, all studied factors had direct effects on realization of these goals.

Abedi and Nili (2013) analytically compared goals of social training in educational system of Iran with Allameh Tabatabaie’s view. They reported that although the goals of social training from the perspective of Allameh Tabatabaie toward educational system of Iran were more comprehensive, the recent documents and evidence indicated the gradual reduction of distance between these two. Also, many goals of social training of Iran could be explained via Allameh Tabatabaie’s perspective.

**Study Question:** given this introduction, the main purpose of the present study was to find if octoploid goals of education have been realized in “Social Studies” book of the third grade in elementary period. Therefore, the overall goals of educational system in Social Studies book of the third grade in elementary period will be studied in this paper.

### Methodology

This study is quantitative and analyses the content of “Social Studies” book of the third grade in elementary period. Since the main aim of this paper is to investigate the application of octoploid goals of education including faithful, moral, scientific-educational, cultural, social, biological, political and economic goals in “Social Studies” book of the third grade in elementary period, content analysis was used and after defining each lesson as the analysis unit, the texts of each lesson was analyzed given the octoploid goals. According to frequency computation of each of the aims, the extent of covering or neglecting the approved goals of educational system was measured. The statistical population consisted all lessons of “Social Studies” book of the third

grade in elementary period. Due to the limited volume of population, no sample was formed and the whole statistical population was selected to be investigated via content analysis.

**Findings**

The Social Studies book of the third grade in elementary period has seven chapters presented in Table 1.

**Table 1-** chapters of Social Studies book of the third grade in elementary period based on the subject

Chapter	One	Two	Three	Four	Five	Six	Seven
Subject	I grow older	Family	Cooperation in family	Family needs	Our home	Our school	From home to school
Pages	10	12	6	14	12	8	14

Based on the data in Table 2, among the ocloploid goals, the scientific-educational goal in ‘‘Social Studies’’ book of the third grade in elementary period had the most frequency (n=61) and political goal had the least frequency (n=5). Furthermore, it was revealed that among the book chapters, the ocloploid goals had the most frequency in chapter 4 (n=60) that included 23% of the whole goals, while the least frequency of these goals was in chapter 7 (n=19) which contained only 7% of the book total aims.

**Table 2-** the frequency of ocloploid goals of educational system in ‘‘Social Studies’’ book of the third grade in elementary period

Chapter	faithful	Moral	Scientific-Educational	Social	Cultural-Artistic	Biological	political	Economic	Total frequency	percentage

<i>One</i>	5	3	5	6	4	2	2	-	34	13
<i>Two</i>	8	6	6	9	1	2	2	-	38	15
<i>Three</i>	2	2	3	4	3	-	-	1	20	8
<i>Four</i>	2	4	10	7	7	16	-	14	60	23
<i>Five</i>	2	5	19	-	16	-	-	8	51	20
<i>Six</i>	2	5	12	7	2	1	1	3	37	14
<i>Seven</i>	2	-	6	3	3	-	-	1	19	7
<i>Total</i>	23	25	61	36	35	5	5	27	259	100

### Conclusion

The content analysis in this study showed that "Social Studies" book of the third grade in elementary period had not covered the octoploid aims of Iran educational system in a balanced way. It was also cleared that political goals did not have its deserved station in this book although political development has an undeniable importance in stable evolution of societies.

### Suggestions

- Given the importance of realization of general goals of educational system in study books, it is suggested to investigate this subjects in study books of various grades.
- In respect of the significance of political goals in lessons contents, it is proposed to authors of "Social Studies" book of the third grade in elementary period to include fundamental concepts, proper with students' needs.

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