

## Content analysis of adolescent and the beginning of youth social education books based on the social component of ethics

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Received 11 January 2022, Accepted 24 March 2022

### *Abstract*

Textbook is one of the main elements for conveying messages in the process of education. and, having rich content is an important tool for achieving social and ethics-oriented citizens. The purpose of this study is to determine the frequency and importance of ethics components, in social studies textbooks. The research method is a content analysis and the unit of analysis is sentences and pictures. The statistical population is all social education textbooks for fifth to ninth grades in the academic year 2019-2020, in which the whole community was considered as a sample. The research tool is a researcher-made checklist and MAXQDA software. The component of ethics was examined based on existing theories with 10 sub-components. After determining the frequency of indicators, the statistical method "Chi-square and Shannon entropy" was used. The results showed that the highest frequency observed in the ethics component is related to the sixth grade with 488 cases, the second rank belongs to the fifth grade with 359 cases. The third rank is assigned to the seventh grade with 342 cases, the fourth rank to the ninth grade with 232 cases and the last rank to the seventh grade with 198 cases.

The results of chi-square test confirmed significant differences in frequencies. Also, the results of Shannon entropy analysis showed that the highest coefficient of importance is related to the component of godliness and religiosity with a coefficient of importance of 0.81 and the lowest coefficient of importance is related to the component of no fault finding and absence with a significance coefficient of 0.048. Based on the findings, attention to the issue of ethics in The fifth and sixth grades are more than the seventh to ninth grades, and in general, little attention has been paid to the components of fidelity, honesty and absenteeism in textbooks.

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**Keywords:** Content Analysis, Social Education Textbooks, Adolescence, the beginning of youth, Ethics.

## **1. Introduction**

Achieving the components of social ethics is one of the important goals of education in any society and it is also mentioned in the national Redes program of the Iranian educational system. If those in charge of education are able to achieve these goals, there will definitely be an ideal and desirable society with ethical citizens. Ethics deals with the biological and natural characteristics or mental factors and cognitive capacities and social factors to explain the moral system of individuals, and of course, after each of these emphases, a certain understanding of ethics is magnified and other aspects of ethics It looks faint. The first group introduces ethics with traits such as empathy, empathy, kindness, compassion, altruism, etc. The second group emphasizes moral principles such as justice, fairness, rights, etc., The third group deals with conscience, feelings of guilt, feelings of shame, socialist behaviors, and so on. But without a doubt, morality includes all these traits and characteristics. Combining theories and studies, it can be stated that the main components of ethics are godliness, avoiding extravagance, saving, kindness, respect for fellow human beings, family friendship, respect for parents, pacifism, self-sacrifice, courage, non-fault finding, kindness With nature and animals, trustworthiness, honesty and truthfulness, etc.

Teaching moral components as the most important social action has a significant impact on promoting awareness, attitude and moral behavior of individuals. Ethical citizens move towards excellence, progress and comfort, and citizens experience enjoyable social life together. All thinkers of educational sciences acknowledge that the best and most appropriate time to teach abstract and social components such as moral indicators is the beginning of adolescence, and adolescents and young people are more influential in various social actions. Adolescence and the beginning of youth are of special importance in terms of the formation of individual and social personality, cognitive development and flourishing of individual talents and the development of moral and social behaviors (Sarukhani, 2016).

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Adolescence and (Beginning of youth) is a transition from childhood to adulthood, and this process is often difficult and challenging. On the one hand, the adolescent is going through physical and sexual maturity with unprecedented speed, and on the other hand, family, culture and society want her to be independent. Establish new relationships with peers and adults and gain the necessary preparation and skills for professional and social life. In addition to accepting and adapting to all this change, the adolescent must acquire a coherent identity and answer the difficult and old questions of "Who am I?", "Where is my place in the universe?" And "What do I want from my life?" Give a specific and specific answer (Maleki, 2016).

There is no complete consensus among psychologists about the length of adolescence. They have estimated the length of this period from thirteen to fourteen years, but in more recent works of psychology, the ages of 11 to 13 and 18 to 20 are usually considered adolescence. The fact is that the beginning, end and length of this period are different in girls and boys, different societies and different social classes. This period is shorter in simpler societies and longer in advanced industrial societies. Despite such variations, most aspects of adolescence and youth are universal and distinguish it from previous stages of development: the physical and moral changes that have emerged since the beginning of this period are among the most important. Ethical standards for human beings are not raised and do not change. Adolescents' growing abilities make them more aware of moral issues and values, and they find more complex ways to cope with them. At the same time, what society wants from adolescents is changing rapidly, and this requires a constant reassessment of moral values and beliefs, and of course the teaching of moral issues. Adolescence and youth also provides the ground for some moral hazards (Karimi, 2019).

Many adolescents suffer from immaturity and self-centeredness due to lack of moral education or wrong education. Their obedience to the law is still due to the supervision of powerful people and the fear of punishment. They soon learn that they can ignore some of the existing laws without being prosecuted, and this leads to ongoing social problems and tensions. Their social will have a great impact on the general health of society (Nourian, 2010).

Educational experiences in formal and public education systems are offered to students under the title of organizing curricula and at the class and school level. Among these, textbooks are one of the most traditional educational media through which textbooks are presented in writing. They include reflections on curriculum changes and community values. One of the curricula offered in most countries is social studies. This course is directly related to ethics and values education and prepares students to live and behave responsibly in society. In the formal and public education system of Iran, social studies courses have been developed for the third to ninth grades. Due to the nature of the subject and the great connection with social issues to social norms and values, these books can have a great contribution in learning moral values, so it is necessary to analyze and evaluate these books carefully enough and in accordance with the goals and principles. (Maleki, 2016).

Therefore, according to the mentioned cases and issues, this research has been carried out with the aim of analyzing the content of social education books during adolescence and early adolescence based on the social component of ethics and seeks to answer the question: to what extent in social science books Are the fourth to ninth grades of moral concepts considered?

## **2. Review of Literature**

Content analysis has been defined in various ways, part of which is related to the history of this technique and its evolutionary process, and the other part is related to differences in the broad scope of this technique.

Krippendorff introduces content analysis as a research technique that is used to deduce reproducible and valid data from data about their text (Krippendorff, 2020: 25). He considers the purpose of this analysis, like other research techniques, to provide cognition, new insight, a picture of reality, and a guide to action. Berelson, one of the pioneers of content analysis, describes this technique as "a study to describe objectively, systematically, and quantitatively the explicit content of a message" (1959, 18, cited by Krippendorff, 2020, 26).

In another definition, content analysis is considered as a research technique that is used for inferences in terms of identifying the current and objective system of certain features in a text. Holstie sees content analysis as a technique

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for finding results (research) by objectively and systematically determining the personal characteristics of messages. He argues that this definition combines three criteria: that the method of content analysis must be objective and orderly, and that if it is to be distinguished from information retrieval, cataloging, or similar measures, it must have theoretical underpinnings. Holstie does not refer to quantification in his definition, because he believes that making a strong distinction between qualitative and quantitative is an exception, not specific studies, such as examples of regular documentary analysis, or just to increase or decrease the validity of the content analysis method. It is not allowed. This definition also accepts the condition of limiting the content analysis method to describing the obvious features of the messages. Although only explicit features of the text can be encrypted, the retrieval of hidden meanings of messages is allowed, although these inferences must be substantiated by independent evidence (Holstie, 2019, 38). As can be seen, the definitions all emphasize the systematic nature of this technique. In fact, content analysis is a technique for extracting data from text that has its own characteristics.

The first major work to be written on new computer analysis, which sought to provide solutions to problems even in this area, was published in 1966. When the results of a computer program developed by Stone et al. To discover what had hitherto remained unknown. The pervasive realm of semiotics, the scope of which was not well known, breathed new life into content analysis through new subjects and imagery, humor and music, or through theoretical underpinnings. With the growth of computer software, word counting computer programs emerged. These programs formed the basis of a new discipline later called "computer stylistics" and revolutionized the laborious process of processing texts such as alphabetical list prohibition (probably the first computer content analysis, the work of Asbok and Zips, 2015) in the use of method. Data retrieval for the analysis of about 4,000 symbolic tales of Ceramis (an ethnic group in eastern Russia).

The historical use of content analysis in its practical dimension can be attributed to the use of content analysis in recognizing the words, words and terms of the holy books such as the Torah, the Bible and the Qur'an. Due to the

depth of meanings in the scriptures, commentators analyzed the content of words and their meanings. The first documented quantitative analysis of texts dates back to the eighteenth century. The method of content analysis, which is used to study the content of textbooks and even other applications, has been used in various studies. In one of the studies conducted in World War II using the content analysis method, British analysts successfully predicted that the Germans had V-2 missiles (Koi, 2014; quoted by Jeffrey Harandi et al., 2019). In another study, Prisork and Peru (2015) analyzed history textbooks in several Western countries, including Germany, France, the United Kingdom, Portugal, Switzerland, and the Soviet Union, and revealed the ethnocentrism of these books in introducing Africa, Latin America, and Asia (Jafari Harandi et al., 2019).

Applications of Content Analysis Content analysis has a high status and importance in the original research of education and for analyzing the content of textbooks, various fields and applications can be considered, which have three applications: Descriptive application: As the first level of scientific research seeks to identify phenomena and express and accurately describe them. In fact, descriptive research is a kind of photography of facts and phenomena through which the researcher imagines and understands the phenomena from different angles and angles. The higher level of this research explores and recognizes the relationships between phenomena and their internal components. Analytical application: Compared to the descriptive approach that deals with the surface layers of content, the analytical approach tries to reach as much as possible the inner layers and latent variables of the content of the textbook and to critique them scientifically.

Developmental application: Curricula have a dynamic nature and existence and are constantly evolving. In other words, continuous dynamism and improvement is a condition for survival and an effective factor in the effectiveness of educational content, for this purpose, advanced educational systems design and use their own structures and ways of empowerment (Moradi, 2018). Internal is related to the topic of the approach proposed by Eisner and Valence (1979, quoting Marsh, 2018) in the curriculum study background. This approach is based on the study of "cognitive processes". This

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means that in the curriculum, attention should be paid to cognitive and practical skills rather than students Be able to use them in their intellectual and scientific realm. According to this view, the growth and development of cognitive processes is one of the main tasks of the school. Therefore, the functions of the school include helping students with "learning learning methods" (metacognition) and providing the necessary to strengthen the students' intellectual abilities (Fathi Vajargah, 2005). Some of the most important goals of the school from this perspective are the development of human characteristics, such as skills and lifelong learning interests of ethics that the school should focus on fostering (Silver et al., 2019).

Morality is the sum of temperament and has two meanings in the word; Some have considered morality to mean esoteric power and nature that can be understood by human beings only with the sight of insight and non-appearance. They know the meaning of the firm psychic adjective that man performs the actions appropriate to it immediately; Like courage. A person who has the temperament of courage does not hesitate in facing the enemy (Sharifi, 2010). According to the inspiring school of Islam, the science of ethics is to purify the soul from evil attributes and adorn it with the properties of Jamila, which is interpreted as the refinement of morality.

In Western texts, terms such as Ethics and Moral are used. Webster's dictionary defines morality as the principles of right and wrong behavior and adherence to standards of right behavior. Referring to other sources, including Oxford culture and existing research, it is inferred that Moral introduces moral virtues and vices, and Ethic is the science of ethics and is closely related to the philosophy of ethics. In general, by summarizing the existing definitions in the field of ethics, as Naqibzadeh (16-14) has suggested, we can say: And to reach the recognition of good from evil, and this recognition of the value of good, motivates him to do good deeds, has reached the realm of morality and has taken a step towards becoming human (Naqibzadeh, quoting the truth, 2017: 109). Despite all the efforts of philosophers to define morality since several thousand years ago, they have not reached a theoretical agreement on morality, and determining and limiting this value has been one of the most important

concerns of moral philosophers, and because of its importance in determining good and bad criteria.

Various schools have emerged, the study of which is one of the most important issues in the philosophy of ethics. The most important of these theories are: 1. Theory of relativity: Some scientists believe that good and bad are relative and credit matters and there is no good or bad at all; Rather, it is good that the custom of society accepts it. For example, an action is ugly for a person like Zayd, but the same action is good for another person, such as Amr and Bakr.

2. Theology Theory: Some scholars believe that we can not understand the good and bad of moral virtues, but we need guidance, and this can only be done through revelation and inspiration.

3. The theory of the proponents of the originality of thought: Collectively acknowledge that recognizing the good and bad meanings of moral qualities does not require guidance, study and research; Because in every human being there is a force by which he understands moral virtues and vices and tries to do virtues and avoid vices; That is, just as we judge that a flower is better than a thorn and light is better than darkness, so we understand that trust is better than betrayal, and truth is better than a lie.

4. Proponents of the originality of emotion: Some scientists and philosophers believe that in order to identify and determine the concept of good and bad of any moral matter, emotions and heart inspiration should be the basis of work; Because the heart never makes mistakes and does not give wrong orders. So whatever the heart desires is good and what it does not want is bad.

5. The theory of empiricists: Some philosophers believe that the good and bad of any moral action should be sought in its effect and result. So an action is good when the effect is good and bad when it is bad. Information that has a non-sensory aspect has no value, and it is not right to see, for example, what people think about a moral act, or what reason dictates, or what religion thinks about it?

In general, morality has a significant role in all aspects of human individual and social life, so that no one can ignore its role; Because the philosophy of ethics clarifies the dark and obscure angles of the hypotheses of moral action.



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Philosophy of ethics seeks appropriate answers to dozens of questions arising from moral propositions and clarifies questions such as what is a moral act and the criterion of moral value, and in the light of which the officials and those in charge of educational affairs, They can choose the right path and appropriate methods by using the tools and facilities needed for moral education. They can flower the society by creating a relationship and using the tools of love, friendship, affection and love, and by morality in the society, they can turn the dark backgrounds of human life into hope, love, affection and love.

Show more searches on the components of ethics has been limited and more attention has been paid to expressing the general concept of ethics, and more interestingly, the components in this research have been less scientifically researched even by experts and educational planners. Refers to research that is somewhat related to the subject of the research. Thorneberg and Herschel (2014) in a study entitled The relationship of young socialization in the peer group and textbooks, and Schmidt and Neil (2021), in a study entitled The effect of textbooks on the education and growth of students concluded that textbooks factor It is important and influences the cultural, social and moral development of students.

In a study by Mi Hui Liu (2020) in Taiwan entitled "Development of Citizenship Values and Social Skills". The results show that due to the national curriculum policy, the goals and approaches related to citizenship education and social skills are very specific and prescriptive. In addition, there is a strong relationship between national policies and the rules and provisions of the school curriculum. It seems that educational experiences were established with the aim of promoting moral independence and through school activities. John Eshpoler (2019) in a study examined the level of attention to human rights components in Canadian high school textbooks, and the results showed that students, teachers and curriculum experts agree with teaching the concepts of human rights in three areas of knowledge, attitudes and abilities. However, little attention has been paid to the concepts and components of human rights in the field of curriculum design.

Iftikhar Ghanbar (2014) in a study entitled Islam, Democracy and Citizenship Education in the Social Studies Curriculum in Pakistan showed that

the main purpose of this project is to use the curriculum to create a patient, balanced, intellectual citizenship. The results show that Pakistan's citizenship education model is mainly based on religious education. In this model, the main goal is how to nurture citizens who remain faithful to their government and place of residence through religious teachings. Karman Kapnexi (2018) in his research showed that in the total analysis of books, 50.5% of the right to health, 47.1%, the right to education and 2.4% to the right and social ethics have been considered. Kazuko (2018) conducted a study entitled Ethical Citizen Education in Japan's Transition into three schools (a public school, a private school and a model university school) in Sapporo. The results of this study indicate that the curriculum related to the education of ethical citizens in all three schools is based on books published by the Ministry of Education. In addition to civic education classes, the curriculum includes school-related events and student council activities.

Baghbani (2021) in his research on the content of religious, social and Persian books in elementary and middle school in relation to introducing students to Islamic and Iranian values, showed that Islamic values in Persian and religious books, in terms of quantity It is equal to the goals of those courses, but Iranian values are not equal to the goals of these courses. In a study, Dehghani in (2020) entitled "Content analysis of social education textbooks in elementary school based on social skills according to the views of teachers at Qazvin University. The purpose of this study is to review the textbooks of elementary education based on teaching social skills to students. The third grade book is more than the fourth grade book and the fourth grade book is more than the fifth grade book. Farighi (2020) in his research has analyzed textbooks in terms of attention to human values in the sixth grade of elementary school. Findings obtained from his research indicate that in social and Persian books, we read that some values such as cooperation with others, respect for elders have been relatively well considered. Some values such as honesty, empathy and love have received little attention and some values such as love for animals have not been paid at all; Therefore, according to the results of this research, the content (text and image) of reading social and Persian books has not addressed the issue of human values in a balanced way. Karimi

(2020) in a study entitled "Assessing the feasibility of secondary education goals" concluded that moral goals were moderately feasible (2.06).

Azizi (2019), in his research entitled "The extent to which the educational goals of high school and pre-university religion and life textbooks are achieved", reached the conclusion that in the field of practice and behavior, all groups are weak, in the field of insights and beliefs and Trends, all groups are ranked well and in all three domains, all groups are ranked average. this research, Showed that the educational goals of the books of religion and life in all three realms of cognition and insight, beliefs and tendencies and practice and behavior have not been achieved to the desired extent, but the rate of realization of these goals in the realm of cognition and insight is higher than other cases. . Mahmoudi in (2017) has obtained the following results from the analysis of tripod books: 1- He has educated 45% of ethical citizens. 2- Participatory citizen education is next with 36% 3- Critical citizen education is the lowest with 18%. Finally, one of the issues addressed by the critical citizenship education approach is justice and equality. Kashani (2017) in a study entitled Content Analysis of Heavenly Gift Books from the Perspective of Universal Ethical Components, concluded that the content of these books was not in line with the moral goals set for them and paid close attention to Islamic values and moral concepts of the world. Has not been.

Summary of research in the field of ethics indicates the role and importance of productivity and ultimately improve the quality of social life. However, the place and role of textbooks in promoting the concept of social ethics in adolescence and early adolescence as the most important period. It has been neglected in the educational system. Based on the above explanations and considering the necessity of analyzing the components studied in textbooks, the main purpose of this research is:

"Identify the concepts of ethics and their components in social education textbooks for fifth to ninth grades Research questions"

1. To what extent are the concepts of ethics addressed in the fifth to ninth grade social education textbooks?

2. Is there a significant difference in the frequency of ethics components in the fifth to ninth grades?

3. What is the significance of each of the components of ethics in the fifth to ninth books?

### 3. Methodology

Social and human phenomena are complex topics, so the methods of research on these phenomena are diverse and numerous, and the validity of research achievements is strongly influenced by the validity of the method chosen for research (Khaki, 2017). One of the methods that has been rapidly expanding in recent years is the content analysis method. Berelson considers content analysis as one of the research techniques that is used to objectively and systematically describe the overt and covert content of communication and its purpose is to interpret. Is (Barden, 2018).

Therefore, in the present study, the content analysis method has been used to examine the components of social ethics in social education textbooks for fifth to ninth grades. The unit of analysis is the pages (sentences and pictures) in which the team of collaborating experts in the research has accurately counted each page and the degree of correspondence of the sentences and pictures with the sub-components of ethics. In different bases, chi-square statistics are used and finally, Shannon entropy method has been used to investigate the coefficient of importance of the components. Today, many methods have been proposed for data analysis, which are based on calculating the percentage rank of the frequency of indicators. There are mathematical problems in these methods that reduce the validity of the results. Shannon's entropy method, which is derived from systems theory, is used in this research, which is also one of the innovative aspects of the research. In fact, this method can be used when the data of a decision matrix is fully specified. The idea of the above method is that the higher the scatter in the values of an index, the more important that index is (Momeni, 2017: 246).

Shannon entropy steps

Step 1: The multiplicities of the data matrix table are normalized from the following equation.

$$P_{ij} = \frac{F_{ij}}{\sum_{i=1}^m F_{ij}} \quad (i = 1, 2, 3, \dots, M; j = 1, 2, \dots, n)$$

(Normalized frequency matrix = p ,Category frequency = f ,Responsive number = i ,Category number = j , Responsive number = m)

Step 2: The information load of each category is calculated from the following relation and placed in the relevant columns.

$$E_j = -k \sum_{i=1}^m [P_{ij} L_n P_{ij}] \quad (j = 1, 2, \dots, n) \quad k = \frac{1}{L_n m}$$

(Normalized matrix = p, Nepri logarithm = LN, Responsive number = I, Category number = j, Responsive number = m)

Step 3: The coefficient of importance of each category is calculated from the following relation and any category that has more information load is more important.

$$w_j = \frac{E_j}{\sum_{j=1}^n E_j}$$

(Degree of importance =  $w_j$ , information load of each category =  $E_j$ , number of categories = n, category number = j)

It should be noted that in the calculation of  $E_j$ , the values of  $P_{ij}$ , which is equal to zero, have been replaced by a very small number of 0.00001 due to errors and infinite answers in mathematical calculations, but j is an index that considers the coefficient of importance of each category in a message. In the form of respondents, it indicates that on the other hand, according to the vector w, the categories resulting from the message are also ranked (Azar, 2016).

"Statistical community" is all the books of social education for fifth to ninth grades that have been written in the academic year 2020-2021, and includes: textbooks, illustrations and exercises related to the concepts of ethics. The sample size is equal to all social education textbooks for fifth to ninth grades, which due to the nature of the research subject and due to the limitations of the statistical community, sampling has been omitted and in order to obtain accurate and reliable data, the counting method has been used.

The collection tool in this research is the system of categorization and coding of variables and sub-variables, which can be referred to as a checklist or textbook content analysis form. This tool has been developed by a researcher to study and study the basic concepts and theories related to ethics. Finally, the

sub-components are collected and included in the final list. Since the unit is sentence and image analysis, each sentence and image is placed in its own category.

To ensure the existence of validity in the primary extractive component, the content analysis form is provided to four experts and professors of the curriculum and they are asked to rank all the components in terms of appropriateness and harmony with the concepts of ethics in a range from 1 to 5. To value. And components with a value less than 10 are removed. The re-execution technique is also used to determine the reliability of the tool. In this way, the prepared form is provided to the experts simultaneously and separately, and after applying the opinions and analyzing them about several lessons from the books (randomly), the reliability of the obtained data is calculated using the following formula.

$$C. R. = \frac{\text{Agreed components}}{\text{All components}} \times 100$$

According to the above formula, there is a 97% agreement between the coders about the 10 selected indicators. In the present study, descriptive and inferential statistical analysis methods including: chi-square (chi-square test) and Shannon entropy and MAXQDA software are used.

#### **4. Findings**

In this research, the fifth to ninth social education textbooks are based on ten sub-components of social ethics (godliness and religiosity, thrift, kindness and respect for fellow human beings, family friendship, respect for parents, peace-seeking, non-fault finding, nature-friendliness and kindness to animals, Trustworthiness and honesty) were analyzed in the form of three questions. For this purpose, first the total frequency of components in all books was prepared and then using chi-square statistics, the differences in the frequency of components in different bases were tested and finally the amount The significance of the data was obtained through Shannon entropy. The results are shown in Tables 1 to 4, respectively.

**Table 1. Descriptive findings**

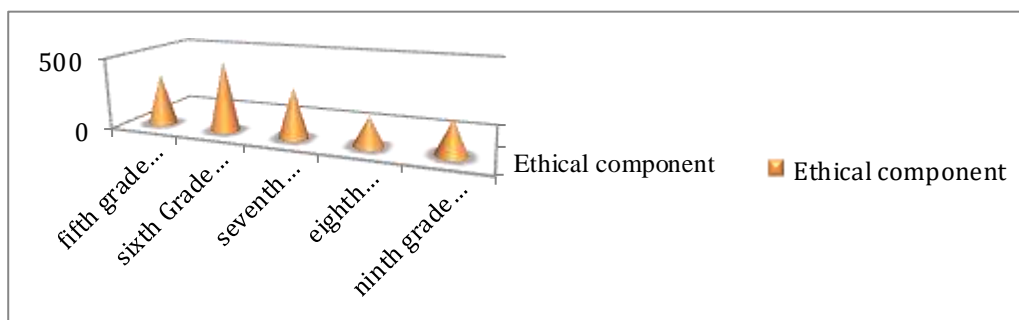
<b>education degree</b>	<b>Page</b>	<b>Sentence and image</b>
Fifth	119	1609
sixth	175	1704
seventh	192	2036
eighth	200	2131
ninth	200	2183

According to Table 1, the fifth elementary social education book out of 1609 sentences and pictures and 119 pages, the sixth elementary social education book out of 1704 sentences and pictures and 175 pages, the seventh social education book out of 2036 sentences and pictures and 192 pages and finally the eighth social education out of 2131 sentences and pictures And 200 pages and finally the ninth grade social education consists of 2183 sentences and pictures and 200 pages, which were identified and counted by examining each picture and sentence, the relationship of each of them with the creative component.

Question 1: To what extent are the concepts of ethics addressed in the fifth to ninth grade social education textbooks?

**Tabl 2. Results from the abundance of concepts related to the components of the ethics component in social education books**

<b>Subsidiary indicators</b>	<b>Fifth</b>	<b>sixth</b>	<b>seventh</b>	<b>eighth</b>	<b>ninth</b>	<b>Total</b>
Godliness and religiosity	138	177	21	17	14	367
Avoiding extravagance (saving)	1	55	19	10	12	97
Kindness and respect for fellow human beings	48	46	110	35	27	266
Family friendship and family commitment	58	52	70	97	108	385
Honor parents	11	21	39	0	19	90
Peace and oppression	48	105	64	8	14	239
Lack of fault and absence	1	1	0	0	0	2
Nature Friendship and kindness with nature and animals	54	34	22	24	31	165
Bailment	0	4	0	1	0	5
Honesty and honesty	0	3	0	6	7	16
total	359	488	342	198	232	1633



**Figure 1. Total component of ethics in social education textbooks of different grades**

According to the table and diagram above, the highest frequency observed in the ethics component is related to the sixth grade with 488 cases, the second rank belongs to the fifth grade with 359 cases, the third rank belongs to the seventh grade with 342 cases and the fourth rank belongs to the base. Ninth with 232 cases and last rank to seventh grade with 198 cases.

Question 2: Is there a significant difference in the frequency of ethics components in the fifth to ninth grades?

In order to investigate the significance of the differences in the frequency of the ethics component in the fifth to ninth books, the statistical method of chi-square ( $\chi^2$ ) was used.

**Table 3. Overall results of the  $\chi^2$  test**

p	df	Value
0.002	3	14.428 ( $\chi^2$ )

According to the above table, the differences in frequencies in the ethics component in different bases are significant differences.

Question 3: What is the significance of each of the components of ethics in the fifth to ninth books?

The analysis of the data obtained through the anthroshanone method shows the following results:



**Table 4. Results through the Anthershanon method**

Honesty and honesty	0.204	0.53
Bailment	0.310	0.70
Friendship and kindness with	0.179	0.05
Lack of fault and absence	0.320	0.72
Peace and oppression	0.215	0.69
Honor parents	0.335	0.74
Family friendship and family commitment respect for fellow human	0.381	0.76
Avoiding extravagance (saving)	0.230	0.71
Godliness and religiosity	0.221	0.56
	0.875	0.81
	<b>The amount of uncertainty</b>	<b>Coefficient of importance</b>

Based on the results of the above table, the values of information load and the coefficient of importance obtained from the frequencies in all grades were examined.

### 5. Conclusion

Experts believe that one of the main sources for the development of human needs and social relations is education, which should be considered as the most important and basic source of growth and development in all countries. In this regard, the curriculum and textbooks as a model And the formal model for educating the moral citizen is a suitable tool for teaching moral values at a sensitive age to children and adolescents. Due to the importance of textbooks, this study analyzes the content of social education textbooks for fifth to ninth grades based on the component of social ethics and the results show that the differences in frequencies in the component of ethics in different grades are significant, the highest frequency observed in The moral component is related to the sixth grade with 488 cases, the second rank belongs to the fifth grade with 359 cases, the third rank belongs to the seventh grade with 342 cases and the fourth rank belongs to the ninth grade with 232 cases and the last rank belongs to the seventh grade with 198 items.

The noteworthy point in the findings is that the issue of ethics in the fifth and sixth grades has received more attention than the seventh, eighth and ninth grades. Also, what is evident in the examination of each of the indicators is the

lack of attention to fidelity, honesty and truthfulness, lack of fault finding and absence in the fifth and seventh grades. In the sixth grade, there is no lack of fault finding and trustworthiness, very little honesty, also in the eighth grade, the index of no fault finding and unseen and honoring parents is mentioned, and finally in the ninth grade, there is no index of no fault finding and trustworthiness. Not paid. This issue (lack of attention to ethical indicators in textbooks) has also been confirmed in Kashani (2017) and Mahmoudi (2017) researches.

Also, the results of Shannon entropy analysis showed that the highest significance coefficient is related to the component of theism and religiosity with a significance coefficient of 0.81 and the lowest significance coefficient is related to the component of no fault finding and absence with a significance coefficient of 0.048.

It is necessary to mention that Shannon entropy method gives high importance to the components that have more frequency and purposeful distribution in different educational levels. The implication is that spending too much can not indicate a high coefficient of importance. This method is such that components that have a high frequency but unequal distribution will have a low coefficient of importance compared to components that have a lower frequency but an intermittent and uniform distribution.

Based on what has been found in this research, it can be said that social studies textbooks have not been able to clarify the basic role and importance of social ethics for students and play a positive role in this direction. Therefore, this requires a lot of attention and effort to include the concepts of social ethics in textbooks and curricula.

Adolescence and the beginning of youth, on the other hand, is a period of life that is the basis for learning higher courses and is considered as an important educational experience for students. These experiences, if related, will be motivating, rewarding, and effective, and will lead to lifelong learning, so it is best to expand the teaching of social concepts in this course and complete them in higher courses.

In this regard, educational should meet the emotional, social and satisfying needs of students's curiosity and provide them with the opportunity to acquire

the necessary knowledge and understanding of themselves, the world around them and social and moral issues. For this reason, and to solve the problem of teaching the above-mentioned moral and social concepts and values, social education textbooks should be full of sentences and pictures that facilitate the memorization and institutionalization of social ethics in students.

These findings are in line with the findings of Mahmoudi (2017) who states that in textbooks, 45% of ethical citizen education, 36% of participatory citizenship education and 18% (lowest ratio) of critical citizenship education are allocated. Finally, one of the issues highlighted in critical citizenship education is justice and equality. Also, the results of Karimi (2020) Thorneberg and Herschel (2021) and Karman Kapnexi (2014) are consistent with the findings of the present study.

In general, according to the results, some components of social ethics are paid very little or not at all, such as (components of fidelity, honesty and lack of fault finding and absenteeism) and other components are also paid little attention.

Certainly, paying attention to these components and taking them into account in textbooks can play an important role in nurturing healthy human beings and, consequently, a healthy, moral and advanced society.

As mentioned, the research results indicate that balanced and appropriate attention in different grades to the components and indicators of ethics in textbooks has not been, for example, in the sixth grade, the frequency of ethics components is more than the seventh, eighth and ninth grades. Therefore, decision makers, planners and textbook authors need to pay special attention to this important issue, because based on the growing trend of students physically, cognitively and morally, it is necessary and necessary education appropriate to their age, and inevitably these trainings should have a growing trend in terms of quantity and quality. Teachers' awareness of the results of such research through teaching and supplementary training can be considered to compensate for the lack of attention to this index. It is effective, the present study was no exception to this despite the efforts made to comply with the relevant principles, but because only one researcher completely analyzed the content, so to use the extracted concepts should be careful and after conducting research

Similarly generalize the results. It is suggested that other researchers also study and analyze the component of ethics in other textbooks and for better educational planning, the simultaneous and favorable use of other educational and scientific documents to explain the component of ethics should be on the agenda.

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