

Studying the Status of Joy in the Content of Primary School Curriculum

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Abstract: Current research, studies the status of joy in the content of primary school curriculum. Statistic society includes all elementary school textbooks, 21 of which were selected as statistic samples using objective sampling method. Research questions investigate the status of joy in the content, figures and questions of the textbooks. To find the answers, content analysis method was used. Results of the study showed the status of issues such as religious values that were more signified and self-esteem was less.

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1. Introduction

1-1 statement of problem

Contemplating about how to live happy is the idea that has long preoccupied the human mind, and persuades him to look for the best ways of living better and achieving joy of life (ZareiMatin et al., 2009). The most significant issue is to pay attention to joy and happiness and its factors, since they play vital role in society and its institutes (Hasanali Nasr Abadi et al., 2009). Joy is the base of life and happy students have positive energy, a motive to better learning (Jafari et al., 2008). The main course of education all over the world, in which students are energetic and happy, is primary school. It's the course in which full development of personality occur.

Primary school have considerable effect on developing concepts and meanings of things that children encounter in everyday life. This course offer appropriate situation and opportunity for education, pedagogy, and learning accurate methods of communicating with others. As a result, preparing joyful and motivated environment supports learning process of student. However, joyful curriculum results in developing the sense of being valuable and positive in students (Safi, 2011; Alavi, 2009). In this regard, textbooks or educational contents, especially in centralized educational system, are considered as the written and codified base of education which requires scientific analysis (YarMohammadian, 2010).

For educational planners, authors and decision-makers, content analysis is essential and supportive. This analysis helps to scientifically investigate concepts, principles, attitudes, believes and all components of textbooks, and compares and evaluates the aims of curriculums (Taghipour Zahir, 2008).

Content of textbooks may encourage some attitudes or manners that are not appropriate for the goals of curriculum. A content analyzer or educational planner can study messages behind the simple stories or textbooks using content. Generally, the basic issues we encounter in today's life have no reference in the content of textbooks; however, students are expected to learn whatever is presented as concepts, ideas, and generalization in especial educational topics. Rarely interests and abilities of students are the base of determining curriculum content (Nodding, 2005). One of the issues that have been ignored in educational curriculum is the status of joy. In this regard, this fundamental question arises that how much joyful is educational system and all its components, aspects and elements? Whether educational curriculum tries to create joyfulness in students and other people? (Ferdousi, 2009).

In fact, joy is one of the best and good moods in each person. It seems, regarding joylessness of textbooks and curriculums, there is a need for direct or indirect injection of joy into curriculum to eliminate pessimism to textbooks and make students interested to them (Seligman, 2002).

However, in this work we try to find the status of joy in curriculum of primary school. It seems to include the joy in curriculum we should start from primary schools which are the first step of entering educational world and student is fresh to learn.

2-1 research questions

Main question: What is the status of joy in the textbooks of primary schools?

Secondary questions:

1- What is the status of joy in figures of primary school textbooks?

2- What is the status of joy in content of primary school textbooks?

3- What is the status of joy in questions of primary school textbooks?

2- Material and Method

In this descriptive research, content analysis method was used to analyze concepts and themes of primary school textbooks using a special framework. First, concepts of joy were recognized, and then they were transmitted to ten experts of curriculum, and were determined as concepts of joy based on view points of experts.

These concepts include: religious values, optimism, close relation with people, life satisfaction, participating in group works, self-confidence, and self-esteem. Statistical society of the research includes all textbooks of primary school period. In total, 31 books are taught in five years of primary school, 21 of which were analyzed based on purposive sampling. Content analysis table was used for data collection.

Content of textbooks were analyzed in three parts of figures, text and questions. Descriptive statistic method (frequency, percentage, and table) was also used to analyze the data.

In this part, the main question of studying the status of joy in textbooks of primary school is put forward and described based on table 1. Secondary questions were also described and finally, the results were represented by collecting responses of secondary questions.

Question 1: What is the status of joy in content of the textbooks?

According to data from Table 1, religious values most represent joy in content of the textbooks of primary school (27%), and self-confidence (7%) and self-esteem (4.66%) are the least.

Question 2: What is the status of joy in figures of textbooks?

According to data from Table 1, religious values most represent joy status in textbooks of primary school (27.2%), and self-confidence (6.9%) and self-esteem (4.7%) are the least.

Question 3: What is the status of joy in questions of textbooks?

According to data from Table 1, religious values most represent joy in textbooks of primary school (18.43%), and self-esteem (1.87%), satisfaction of life (2.12%), and optimism (6.1%) are the least.

3- Results

Table 1. Frequency of joy components in textbooks of primary school

Categories	Analysis units					
	Content		Figures		Questions	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Religious values	607	27.2	122	27.2	148	18.43
Optimism	471	21.1	53	21.1	49	6.1
Close relation with people	401	18	119	18	62	7.7
Life satisfaction	247	11.8	31	11.1	17	2.12
Participating in group works	247	11.8	120	11	182	22.7
Self-confidence	154	6.98	18	6.9	330	41.09
Self-esteem	104	4.668	5	4.7	15	1.87
Total	2231	100	468	100	803	100

Table 2. Frequency of joy components in various levels of primary school textbooks

Categories	Grades									
	First		Second		Third		Fourth		Fifth	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Religious values	75	23.3	95	14	245	26.86	230	26.53	232	32.09
Optimism	52	16.24	110	16.22	125	13.71	149	17.19	137	18.95
Close relation with people	39	12	148	21.83	184	20.18	142	16.38	69	9.54
Life satisfaction	37	11.5	61	9	46	5.04	103	11.88	39	5.39
Participating in group works	67	20.8	84	12.4	163	17.87	124	14.30	111	15.35
Self-confidence	46	14.3	152	22.42	126	13.82	98	11.30	96	13.28
Self-esteem	6	1.86	28	4.13	23	2.52	21	2.42	39	5.39
Total	322	100	678	100	912	100	867	100	723	100

According to the Table 2, the most frequency in happiness regarding textbooks in first grade of school relates to religious values (23.3%) and participating in group works (20.8%), in second grade

close relation with people (21.83%), in 3rd grade religious values (26.86%) and close relation with others (20.18%), in 4th grade religious values

(26.53%) and optimism (17.19%), and in the 5th grade religious values (32.09%) and optimism (18.95%).

According to the findings, religious values are the most and self-esteem and life satisfaction are the least reflective issues during various grades of primary school.

4. Discussion and Conclusion

This study focuses on textbooks of primary school period and the status and importance of joy in their contents.

Results of the study show that components of joy can be classified in 7 groups of religion, optimism, close relationship, life satisfaction, participating in group works, self-confidence, and self-esteem. Recognizing these components help us in designing and codifying curriculums. In this regard, results of descriptive statistic and data from table 1 and 2 show that religious values and self-confidence and self-esteem are the most and least reflective issues, respectively. On the question about the status of joy in figures of textbooks, religious values are most emphasized, but self-confidence and self-esteem are less significant.

On the questions of textbooks, the focus was again on religious values and less on self-esteem, life satisfaction and optimism. To increase joyful contents in textbooks, components of joy should be recognized (Farhadi et al., 2005). Desirable representation of some components such as religion is necessary but not sufficient (Dehnavi et al., 2004; Koivumaa–Honkanen et al., 2004).

Regarding the fact that there is positive relation between joy and quality of student's relation, it was found that joyfulness increases self-confidence and creates a space full of kindness, successful experiences and healthy relations, and should be considered very seriously in textbooks.

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