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**STUDY THE ATTENTION TO THE HUMAN RIGHT COMPONENTS OF GOALS
AND CONTENT OF PRIMARY SCHOOL TEXTBOOKS**

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ABSTRACT

The purpose of this study is to determine the amount of attention to the human rights components of Goals and content of textbooks in elementary school. The research is qualitative content analysis study population included all primary school textbooks (social studies, reading, writing, gifts of Heaven) which were trained at schools in the academic year 2013-2014. Due to the nature of the subject and because of the limited sample of the population, regardless of the whole population it was considered as an example. Shannon entropy is used to analyze the data. The main conclusions are:

- The development goals of elementary school are in social studies books on the citizenship of the components of the "rule of law" and "the right to a healthy environment".
- In formulating the objectives of Persian textbooks (read) primary school there has been no attention to the human rights component.
- In formulating the objectives of Persian textbooks (Write) primary school there has been no attention to the human rights component.
- In formulating the objectives of gifts of Heaven textbook of primary school there has been no attention to the human rights component.
- The content of social studies primary factor is the most important component of the "right to a healthy environment" and "right to health".
- 6-Persian reading content of textbooks in primary school as a component of the right to a healthy environment, peace and non-propaganda for war, freedom of expression, the right to a decent life and good, and ultimately strengthen the spirit of equality and fraternity with the highest coefficient are important.

- In content of Persian textbooks (write) none of the components has been paid to human rights.
- In content of primary school textbooks heavenly gift, the most important component is the spirit of equality and fraternity.

Keywords: Human Rights, Goals, Content, Textbook, Primary school

INTRODUCTION

Human rights are in all the world's major philosophical schools and movements on democratic and egalitarian in the world and well. Although human rights have long history, but global recognition and its development is no doubt largely due to the efforts of the United Nations. Members of the United Nations Charter, the organization stated that the rights and fundamental freedoms is one of the most important goals. Since 1945 to now, to promote and protect human rights is one of the most important concerns and key areas of work of the United Nations[2],The international community has increasingly expressed that human rights education to the realization of human rights. The education system plays a pivotal role in the promotion of human rights because no one knows Kids today are the future leaders and decision makers And any attempt to create a deep belief in human rights concepts toward creating and maintaining world peace can be effective[4],Human rights and freedom that every human being regardless of class, race, gender, ability, ethnicity, racism, religion and citizenship are entitled to enjoy and be

supported. Human rights should be equal for everyone. The philosophical basis of human rights, a belief in the existence of a form of justice is valid for everyone everywhere. Human rights are for understanding how human beings should be treated is essential. (Fagan 2002). The purpose of human rights education or human rights education is that students are able to combine the cell can be a source of social change. Education as a way to improve the quality of life, strengthen the people, their ability to participate in decision-making processes that improve economic policies, Cultural and social[7],According to 26 article of the Universal Declaration of Human Rights: Everyone has the right to educate. Education should be the full development of individual personality and strengthening of respect for human rights and fundamental freedoms is. Education should promote understanding, tolerance and friendship among nations, peoples and religions and develop the activities of the United Nations to maintain peace and help.(Article 26 of the UN Universal Declaration of Human Rights).

Without a doubt one of the most important challenges raised in human society is the lack of familiarity with the concepts of human rights violations in many cases is the result. To solve this problem the most important solution is to create awareness in the minds of young people. The intellectual infrastructure must be corrected. Given the importance of broad efforts by various international institutions and organizations have been And huge costs in order to fulfill the objectives of the resolution of conflicts and challenges has been spent. In this context, this study sought to examine the components of Human Rights regarding the objectives and content of primary school textbooks was.

MATERIALS AND METHODS

The purpose of this study was to describe the elementary school text books so the qualitative research method of content analysis was used.

Shannon entropy method

Entropy in information theory, an index for the measurement uncertainty by a probability distribution can be expressed. The compensation model is well known methods to the content and goals of primary school textbooks from the point of view of six sources(Books in the first, second, third, fourth, fifth and sixth year), The concept of targeted(Human Rights)are Classified. The first message is in terms of categories to fit

any source in the form of counting the screw.

Index of research

Content analysis depends on the quality of its components are designed and manufactured according to the research question. In this study the concept of human rights is concerned.

Community sample

The population of the study included all primary school textbooks (social studies, reading, writing, heavenly gift), which was taught in schools in the academic year 2013-2014.

Reliability and Validity

To determine the validity of research, after compiling the list of content analysis through the study of literature human rights and national and international studies have been done, the list of academic experts was 8 and was approved by them. To determine test-retest reliability study (test-retest) was used. The correlation coefficient is 0.91. The frequencies were counted.

RESULTS

Analyze the first research question

The first research question was based on the "How the human rights components of Goals primary school social studies textbooks have been considered?"

As it can be seen in Table 1 a total of 50 units of the recording (recording unit is in the analysis of objectives including

textbooks), Most of the 3 units recording of "right to a healthy environment" is dedicated. According to this index the highest rate of basic social studies textbooks is sixth while No mention of the many indicators of human rights in primary school social studies textbooks goals yet.

Table1. Distribution of textbooks related to human rights goals Social Studies elementary school

		Third level	fourth level	fifth level	sixth level	total
1	Right to Life	0	0	0	0	0
2	Personal Security	0	0	0	1	1
3	Prohibition of torture and cruel treatment and the protection of the physical integrity of a person	0	0	0	0	0
4	Prohibition of slavery and the buying and selling of human beings	0	0	0	0	0
5	The prohibition of arbitrary detention, imprisonment and exile	0	0	0	0	0
6	Right to health (Right to Health)	0	0	0	0	0
7	Freedom of expression	0	0	0	0	0
8	Freedom of religion, thought and conscience	0	0	0	0	0
9	Property	0	0	0	0	0
10	The right to education (right to education)	0	0	0	0	0
11	The right to play and rest	0	0	0	0	0
12	Respect and protect the privacy of individuals	0	0	0	0	0
13	The right to maintain the integrity and reputation	0	0	0	0	0
14	The right to marry and found a family	0	0	0	0	0
15	Citizenship (freedom to choose and change his nationality)	0	0	0	0	0
16	The right to free choice of habitats and leaving the country	0	0	0	0	0
17	Asylum	0	0	0	0	0
18	Right to information	1	0	0	0	1
19	The right of assembly	1	0	0	0	1
20	The right to participate in the political process and free and fair elections	0	0	0	0	0
21	Fair wages receive the right to work	0	0	0	0	0
22	Freedom of association (the right to form trade unions)	0	0	0	0	0
23	The right to a decent life and good	0	0	0	0	0
24	The right to participate in cultural life, scientific progress and support of scientific inventions, literary and artistic	0	0	0	0	0
25	Equal rights for men and women	0	0	0	0	0
26	Protection of Mothers and Children and damaged	0	0	0	0	0
27	The right to social security	0	0	0	0	0
28	Strengthening the spirit of equality and fraternity	0	0	1	0	1
29	Nondiscrimination	0	0	0	1	1
30	Equality of rights and the right to participate in matters spiritual and material necessary	0	0	0	0	0
31	Benefit from the protection of the law for all	0	0	0	0	0
32	Recourse to a court of competent jurisdiction, the right to litigation and litigation	0	0	0	0	0
33	The right to defend against the charge (free expression and access to legal representation in court without pressure)	0	0	0	0	0
34	Respect for the presumption of innocence	0	0	0	0	0
35	Peace and Non propaganda for war	0	0	0	1	1
36	Friendly relations between nations	0	1	0	0	1
37	The rule of law	1	0	1	0	2
38	The right to a healthy environment	1	0	0	2	3
39	The right to human rights education	0	0	0	0	0
	The objectives of the foundation					
	The five basic goals					50

Shannon most important factor in the study of the later stages of primary education social science textbooks goals citizenship in the knowledge component of the "rule of

law" with 0.498 Load factor information and 0.522 of the "right to a healthy environment" With 0.456 Times information And 0.478 ratio is important.

Second question

How the human rights components of Goals are focused in primary reading books?

Survey indicators for human rights purposes read primary school textbooks shows the total 20 records (Recording unit is in the analysis of objectives including textbooks), One aim of the "non-discrimination" in the fifth year goals and a goal to read "freedom of expression" in the fourth grade read books dedicated purposes. And any reference to human rights, most of the objectives of the primary school textbooks have been read. Shannon later study of all 39 components of human rights is a factor of 0.

The third question

How the human rights components of Goals are focused in primary writing books?

Survey indicators shows for human rights purposes of textbooks written in primary school. A total of 21 units recorded in the first year of the primary purposes of writing a book about "international relations" are dedicated. And any reference to human rights, most of the objectives of the primary school textbooks have been written Survey found later by Shannon none of the human rights components of Goals place in the

book is not written and the importance of all components of the index is 0.

The fourth question

How the human rights components of Goals are focused in primary heavenly gift Textbooks?

Survey indicators for human rights purposes heavenly gift elementary school textbooks shows a total of 72 units Recording 11 goals dedicated human rights component. Shannon spirit of equality and fraternity component later in study methods and rates charged 0.679 important information is 0.50.

Analysis suggests that many other components mentioned components are coefficient of 0.

The fifth question

How the human rights components of Goals are focused in primary Social Studies Textbooks?

Investigate human rights in the context of social studies textbooks of primary school shows 1685 recording unit (Recording unit is analyzing the content of textbooks page), 100 cases have been referred to the human rights component. Survey found later by Shannon index component of the right to life 0.064, Personal Security 0.35, the right to protection of health (Right to Health) 0.121, the right to education (right to education) 0.121, the right to play and rest, 0.044/0, with the frequency of the right to

marry and found a family 0.067, The right of assembly, 0.061, the right to participate in cultural life, scientific progress and support of scientific inventions, literary and artistic abundance 0.038, Protection of Mothers and Children and damaged segments: the elderly, the disabled and the unemployed 0.061, the right to social security 0.067, Strengthening the spirit of equality and fraternity 0.054, peace and non-propaganda for war 0.092, Friendly relations between nations 0.033, reserved the right to a healthy environment 0.133.

The sixth question

How the human rights component is considered in the content of primary school reading textbooks? Investigate human rights in the context of social studies textbooks for primary school shows. A total of 680 recording unit (recording unit in the analysis of the content of textbooks pages), 112 cases have been referred to the human rights component. Survey found later by Shannon index component of the prohibition of torture and cruel treatment and physical integrity 0.064, the prohibition of arbitrary detention, Imprisonment and exile 0.043, Freedom of expression 0.083, The right to play and rest 0.059, The right to maintain the integrity and reputation of 0.043, Fair wages 0.039 receive the right to work, the right to a decent life and well 0.083, The right to participate in cultural life, scientific

progress and support of scientific inventions, literary and artistic 0.066, Protection of Mothers and Children and damaged segments: the elderly, the disabled and the unemployed 0.059, The right to social security 0.043, propaganda for war and not peace 0.086, friendly relations between nations 0.064, rule of law 0.039, the right to a healthy environment is 0.097.

The seventh question

How the human rights component is considered in the content of primary school writing textbooks? Survey indicators related to human rights in the content of primary school textbooks written shows. A total of 544 recording unit (recording unit is analyzing the content of textbooks page), 55 is a component of human rights. This component of the right to health (Right to Health) with a frequency of 1, Freedom of expression with a frequency of 3, to have fun and relax with a frequency of 3, the right to information with a frequency of 1, The right of association 2, the right to work, fair wages receive 1, the right to participate in cultural life, scientific progress and support of scientific inventions, literary and artistic abundance 9, support women and children affected segments: The elderly, the disabled and the unemployed with a frequency of 1, equal rights for men and women with a frequency of 2, to strengthen the spirit of equality and brotherhood lot 4,

lot 1 benefit from the protection of the law for all, Peace and Non propaganda for war with the frequency of 4, with a frequency of 1 to friendly relations between nations, the right to a healthy environment with a frequency of 24 students. Survey found later by Shannon index component of freedom of expression and opinion 0.097, the right to recreation and relaxation 0.111, right of assembly 0.105, the right to participate in cultural life, scientific progress and support of scientific inventions, literary and artistic 0.104, strengthen the spirit of equality and fraternity 0.158, Peace and Non propaganda for war 0.158, 0.263 reserved the right to a healthy environment.

The eighth question

How the human rights component is considered in the content of primary heavenly gift Textbooks?

Investigate human rights in the content of primary school textbooks show the heavenly gift. A total of 358 recording unit (recording unit in the analysis of the content of textbooks pages), 120 cases have been referred to the human rights component. Survey found later by Shannon index component of the right to life 0.050, Personal Security 0.061, prohibition of torture and cruel treatment and physical integrity of 0.058, the prohibition of arbitrary detention, imprisonment and exile 1, Prohibition of slavery and the buying and

selling of human beings, 0.031, the right to protection of health (Right to Health) 0.061, freedom of expression 0.060, freedom of religion, thought and conscience 0.050, property rights 0.031, the right to education (right to education) 0.049, The right to play and rest 0.031, to preserve the dignity and reputation of 0.031 right to live decently and well 0.061, The right to participate in cultural life, scientific progress and support of scientific inventions, literary and artistic abundance 3, protection of mothers and children and the affected segments: the elderly, the disabled and the unemployed 0.041, spirit of equality and fraternity 0.073, equality of rights and the right to participate in matters spiritual and material necessary to 0.061, The right to defend against the charge (free expression without access to a lawyer in court pressure) 0.029, respect the presumption of innocence 0.061, Peace and Non propaganda for war 0.029, friendly relations between nations 0.057, the right to a healthy environment is 0.067.

CONCLUSION

The results of the analysis showed it was the first question, from a total of 50 units recording the highest of the three single recording of "right to a healthy environment" is dedicated. According to this index the highest rate of social studies textbooks is the sixth base However, no mention of human rights to most of the

objectives of social studies textbooks for primary school. Persian textbook content analysis purposes (read) indicate that a total of 20 units of the recording (recording unit is in the analysis of objectives including textbooks), One aim of the "non-discrimination" in the fifth year goals and a goal to read "freedom of expression" in the fourth grade read books dedicated purposes. And any reference to human rights, most of the objectives of the primary school textbooks have not read Farsi. The results of the analysis indicate that the primary purpose of writing the book in the first year of the primary purposes of writing a book about "international relations" is dedicated. In fact, it can be argued that setting objectives focus on the human rights component in the formulation of these objectives are not in line with research by Yazdani (2002), Manafi Dastjerdi (2005), Jafari (2004), Gandomi (2008), Loraei (2011) and Al Advan (2010).

In analyzing the question of to what extent the human rights components of Goals primary school textbooks have been considered divine gifts? The results showed that a total of 72 units of the recording (recording unit is in the analysis of objectives including textbooks), 11 human rights components of Goals dedicated. This amount compared to the books, social studies, reading and writing is remarkable.

Directly is compatible with research by Gandomi (2008), Loraei (2011) And indirectly confirms the research findings by Yazdani (2002), Manafi Dastjerdi (2005) and Jafari (2004). In analyzing the question of how human rights component in the content of primary school textbooks for social studies addressed? Our results indicate that there is a total of 1685 record unit (recording unit is analyzing the content of textbooks page), 100 cases have been referred to the human rights component. Directly is compatible with research by Loraei[7], And indirectly confirms the findings of research by Gandomi[5], Yazdani[9], and Jafari[6].

In analyzing the question of how human rights component in the content of textbooks Persian (read) is the primary consideration? The results indicate that a total of 680 units of the recording (recording unit is analyzing the content of textbooks page), 112 is a component of human rights. Indirectly confirms the research findings by Yazdani[9], Manafi Dastjerdi[8], and Jafari[6].

In analyzing the question of how human rights component in the content of textbooks Persian (writing) is the primary consideration?

The results indicate that it is the 544 recording unit (recording unit is analyzing the content of textbooks page), 55 is a

component of human rights. That is directly compatible with research by Gandomi[5],and Loraiei[7],and indirectly confirms the research findings by Yazdani[9],Manafi Dastjerdi[8],and Jafari[6],In analyzing the question of how human rights component in the content of primary school textbooks have been considered divine gifts?

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