

# A survey of the basic goals of social studies sixth grade of elementary teachers' views sixth city seal in the academic year 2013-14

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**ABSTRACT:** The purpose of this study was to assess the achievement of the objectives of the sixth grade social studies teachers' views of the city seal in the sixth grade school year 2013-14. For the purpose of this research, applications, and data collection are surveying-descriptive variables. The population of the study consisted of 24 students from the sixth grade teachers of elementary school years city seal in 2013-14. Of the 15 that due to the small sample size, the entire community Data were selected by census method. Instruments included a questionnaire and leaflet information that is recorded about the validity of the questionnaire were confirmed by specialists in spite of Bartlett Factor Analysis KMO .84. It was confirmed validity and reliability using Cronbach's alpha .94. Was calculated. The results showed that in the sixth grade civics lesson targets in the Consolidated fully realized the nature and goals of ethics axial orientation, national identity and social education and life skills relative to average and have realized the need to plan. Proper planning is essential to meet the objectives of the sixth grade social studies lesson is that while the male and female teachers point of view there is no significant the goals of.

**Keywords:** Social studies, sixth grade, nature-oriented, community education, national identity, and life skills.

## INTRODUCTION

Learn the process of education and educational psychology and educational system and indeed it may be said, the task School, learning is meaningful. Whether from the perspective of educational psychology, educational look at, whether from another angle, a very important and complex human learning ability is one of the many aspects of it still remains dark they have been unable to justify human knowledge (Yadegarzadeh 2004, p. 6).

According to the view of the Hashemite dynasty activity and the part of many people's jobs who were working in the framework of the education system. Highlights include the material and content that features some of the educational goals which are usually provided by education officials and policy makers or instructional materials by specialists or experts of Training Specialized curriculum (See Hashemi , 2012, p. 18).

Social studies is a field Learning is the human interaction with the environment, social, cultural, natural, economic and life changes, present and future aspects. It discusses the various. Social Studies of a graph Interdisciplinary learning that the concepts of scientific disciplines and various studies such as geography, history, economics, political science, sociology, civic education, environmental studies and citizenship, religion and morals of interest (Falahian et al. , 2012, p. 2).

The goal of education in civics period it is elementary knowledge. Students gain the ability to build social relationships with various groups and institutions that are members of a community to cope with the needs of the institutions referred to. They interact and communicate with appropriate laws and regulations to their daily needs and as a citizen to realize the destiny of society; social studies course that targets specific training itself is Fit, an interdisciplinary field of behavioral learning. That the concepts of field Various studies, geography, science and history, economics and political science, sociology and civic education, citizenship studies, environmental Religion and Ethics interest. And looking to make a real effort to learn students.

Given the size And Religious principles of Islam Social studies lesson plans specific measures to realize the perfection of man's innate sense of responsibility towards their education, and the creation of the People of God to

be divine revelation. With regard to the general curriculum, in particular the social studies curriculum transfer task expansion of cultural, social studies sought to extend this legacy has held social beliefs and values underlying ethical by students. Given the importance of attention to integration approaches that sixth grade social studies lesson (nature-oriented monotheistic, Social education, strengthening national identity, Ethics axial Life skills) to assess the achievement of the objectives of the social studies course Initial efforts are focused on Sixth The With Providing basic and applied solutions provide Up to Better achieve the objectives of the course on applied social studies.

Another study in the same cases and in some way related to such investigation took place;

Ghavidel (2013), to investigate the effect of the social studies curriculum citizenship rights of first grade students in Gorgan city high schools is discussed. The results show that the junior high school social studies program citizenship, dimension (social, political economic, civic, cultural) has observance.

Khodayar (2013), to investigate the matter component moral education curriculum (social studies, Persian celestial gift) sixth grade Primary focuses. The results show that books that has been considered as a viable component of moral education.

Rayat Pische (2013), content analysis of textbooks in social studies, science and think Research, sixth grade elementary components to develop the research capacity fundamental transformation concluded that most of the items are related to the components of creativity. Twelve items, the highest full extent of the least amount of attention gathering information items are injection molded concluded that more research-oriented books focused data collection.

Momeni (2012) conducted a study aimed to evaluate the effectiveness of the customs Islamic life skills (Dignity Plan) on Religious behaviors of students Babolsar city primary school has done. The design principles of Islamic life skills (Dignity Plan as independent religious behaviors of students as variable Related to Three hypotheses insight and skills enhancement, development of capabilities strengthen the spirit of honoring the dignity of others, knowledge of students was investigated. The results show Contains relationship, and implement plans to improve students' religious practices.

Hashemi & Abbasi (2011), research to reach the conclusion that life skills training is effective in reducing students gingerly.

Hashemi (2008), in a study to evaluate the use of critical thinking in social science textbooks to the conclusion that Social studies teachers, in order to assess the skills of analyzing and evaluating the level of adverse remarks assessed at a relatively favorable, teachers of sociology (1), respectively, explicit skills, evaluate the evidence and testimony, analysis, evaluation and interpretation of the and other low-level skills were relatively favorable. Teachers Sociology (2), expressly skill level and skill reasonably to be desirable and undesirable skills were at a relatively favorable.

Shikhavandi (2004) demonstrated course of elementary and junior high school civics and community have addressed the issues of ethnic identity. However, it is According to strengthen national integration is performed, as described attention to Associated with ethnicity and national identity will eventually weaken the position.

Tatle (2006) said positive life skills training as well as flexibility in the communication adolescents.

Smit & Garri (2005) found that their life skills training, learners feel about yourself and others affected significance of the expression of students.

Albertyn & et al (2004) found that about life skills, life skills training leading role in life, job responsibility, environment, planning for the future and the ability are.

Zimman & Schneider (1998) studied the life skills. The result of their study showed that the knowledge Students with moderate knowledge of life skills.

Derton, Sheri & Searci (1997) concluded from their studies that school textbooks as social factors can influence the students are appreciated.

Clairaut Deror (1995) has stated the occupied Palestinian education more national identity through lesson informal and extra-curricular activities, located agenda.

Corbin (1994) research on the analysis of the full extent of the relationship between the attitudes of male and female students in social studies lesson is done. The results show that the attitudes of students to teach social studies social studies lesson was not significantly related to their success.

#### **The major research questions:**

**The main question:** The sixth grade teachers saw the city seal sixth grade social studies lesson to what extent the objectives been achieved?

**Specific research questions were:**

- 1- From the perspective of the sixth grade teachers of social studies consolidated city-oriented nature, seal base Sixth grade is achieved, to what extent?
- 2- The sixth grade teachers saw the city seal centered ethic based on social studies sixth grade is achieved, to what extent?
- 3- The sixth grade teachers saw the city seal strengthen national identity in the social studies how much has been achieved in the sixth grade?
- 4- From the perspective of teachers trained in social sixth grade social studies core city seal how much is sixth grade?
- 5- The sixth grade teachers saw the city seal life skills in the social studies Sixth grade, how much has been achieved?
- 6- Are the views of the teachers teaching sixth grade education, basic social goals of city seal there is a sixth grade?

## METHODOLOGY

The basic objective of this study was to assess the achievement of the objectives of the sixth grade social studies teachers' views of the city seal in the sixth grade school year 2013-14 And the target application and a description of how data collection - a survey. The population of the study consisted of 24 students from sixth grade teachers in the school year beginning October city 2013-14 is that due to the small sample size, the entire community data were selected by census method. Instruments included a questionnaire and leaflet information that is recorded about the validity of the questionnaire were confirmed by specialists in spite of Bartlett Factor Analysis **KMO** .84 It was confirmed validity and reliability using Cronbach's alpha 0.94 Were calculated using the methods of descriptive statistics and data the results of the questionnaire the study were analyzed.

### The findings:

The first research question: six elementary teachers' views about the implementation of nature-oriented city seal integrated in the sixth grade social studies mean?

Table 1. Descriptive results of the implementation of the Consolidated oriented nature of Social Studies

Questions	Frequency					Index The descriptive statistics			
	Very little (1)	Low (2) the	Medium (3)	High (4),	A lot (5)	Mean	Middle	Fashion	Standard deviation
One	0	3/8	45.8	37.5	3/8	3:45	Three	Three	.77
2	0	4.2.	45.8	33.3	16.7	3.62	Three	Three	.82
Three	0	4.2.	33.3	50.00	12.5	3.70	4	4	0,75
4	0	3/8	37.5	54.2	0	3:45	4	4	.65
5	0	25.00	12.5	50.0	12.5	3:50	4	4	1:02
6	0	12.5	45.8	29.2	12.5	3:41	Three	Three	.88
7	0	16 0.7	37.5	41.7	4.2.	3:33	Three	4	.88
8	0	16.7	50.0	25.0	3/8	25.3	Three	Three	.84
Consolidated oriented nature	0	11.98	38.52	40.13	9:37	3:46	Three	Three	.82

The results indicate That 11.98 % Of teachers achieving the integrated nature of social studies sixth grade orientation in the Low, 38.52% Moderate, 13 & 40% % As much as 9.37% at the very High assessment have. These results indicate that on most managers' view, the realization of this component level **High**. The test results t showed that the attitude of the teachers on the implementation of the consolidated oriented nature of social studies sixth grade, there was no significance.

Results of this question suggest the nature of monotheistic pluralism in social studies sixth grade is properly executed. According to Islam, the awakening of inner nature, every human has the knowledge Innate and Treasures of monotheism is to discover it and to bring prosperity and to the fulfillment of this goal will best suit the structure of education in schools. The results with results Ghavidel (2013), Khodayar (2013), Momeni (2012), Soleymanian bahnamiri (2010) and Albert et al (2004) is consistent.

The second research question is: Comment sixth grade teachers of fulfillment ethic centered on the city seal sixth grade social studies mean?

Table 2: Descriptive results for pivotal realization of ethics in social studies

Question	Frequency					Mean	Index The descriptive statistics			
	Very little (1)	Low (2) the	Medium (3)	High (4),	A lot (5)		Middle	Fashion	Variance	Standard deviation
9	4.2.	16.7	41.7	29.2	3/8	20.3	Three	Three	.95	.97
10	0	25.0	41.7	25.0	3/8	16.3	Three	Three	.84	.91
11	4.2.	16.7	33.3	41.7	4.2.	25.3	Three	4	.89	.94
12	0	20.8	37.5	37.5	4.2.	25.3	Three	Three	.71	.84
13	0	16.7	33.3	37.5	12.5	3:45	Three	Three	.86	.93
Ethics axial	1.68	19.8	37.5	34.18	5/7	26.3	Three	Three	.85	.91

The results indicate That 1.68% The realization of ethics in social studies sixth grade core teachers in low, 19.8% At least, 37.5% moderate, 34.18% high or 7.5% At the very high assessment. These results indicate that on most managers view the realization of this component Level **medium** been. The test results t showed that the attitude of the teachers in the core ethic of achievement in social studies sixth grade, there was no significance. The results of this study indicate the central goals of the view that morality is not an appropriate level of teachers and students in the training course of justice and at different levels of attention to you relative and in personal, social and religious practices and practical training in the natural environment are evaluated and attitudes Appropriate and relevant to the student's behavior creates and the prosperity of the country and are working together interested fellows are appropriately trained and in order to accomplish this goal will be the development of better and more specific focus on the needs. The results with results Ghavidel (2013), Momeni (2012), Soleymanian Bahnamiri (2010) and Albert et al (2004), Corbin (1994) is consistent.

The third research question: six elementary teachers' views on the city seal realization of strengthening national identity is in a sixth grade social studies?

Table 3: Descriptive Results reinforced the realization of national identity in social studies

Question	Frequency					Mean	Index The descriptive statistics			
	Very little (1)	Low (2) the	Medium (3)	High (4),	A lot (5)		Middle	Fashion	Variance	Standard deviation
14	0	12.5	37.5	37.5	12.5	3:50	Three	Three	.78	.88
15	0	3/8	41.7	45.8	4.2.	3:45	Three	4	.52	.72
16	0	16.7	41.7	33.3	3/8	3:33	Three	Three	0,75	.86
17	0	4.2.	41.7	33.3	20.8	3.70	4	Three	.73	.85
18	0	25.00	25.00	45.8	4.2.	29.3	Three	4	.82	.90
19	0	12.5	45.8	29.2	12.5	3:41	Three	Three	.77	.88
20	0	20.8	41.7	33.3	4.2.	20.3	Three	Three	.69	.83
21	0	4.2.	45.8	29.2	20.8	3.66	Three	Three	0,75	.86
National Identity	0	13.2	40.13	35.92	10.93	3:44	Three	Three	.72	.84

The results indicate That 13.2% Strengthening of national identity in social studies sixth grade teachers of fulfillment in the Low, 40.13% Moderate, 35.92% High or 10.93% at the very high assessment Have. These results indicate that on most managers view the realization of this component Level **medium**. The test results t showed that the attitude of the teachers on the implementation of strengthening national identity in social studies sixth grade, there was no significance.

Results of this question suggests meet the strengthening of national identity in various aspects of cultural heritage and familiarity with scientific luminaries, Iranian culture and Islamic societies, cultures, ethnicities quantum well, but to achieve the results of the work, you should think a proper planning as well and at various levels achieved and exceeded the state average achievement level. The results of this study with results Ghavidel (2013), Khodayar (2013), Momeni (2012), Soleymanian Bahnamiri (2010), Shikhavandi (2004), Shakibaeiyan (2004) and Albert et al (2004) is consistent.

The fourth research question: six elementary teachers' views on the city seal realization of social education in sixth grade social studies mean?

Table 4: Descriptive results for the realization of social education in social studies

Question	Frequency					Mean	Index The descriptive statistics			
	Very little (1)	Low (2) the	Medium (3)	High (4),	A lot (5)		Middle	Fashion	Variance	Standard deviation
22	0	3/8	45.8	41.7	4.2.	3:41	Three	Three	.51	.71
23	0	4.2.	50.0	37.5	3/8	3:50	Three	Three	.52	.72
24	0	16.7	33.3	45.8	4.2.	3:37	Three	4	.67	.82
25	0	3/8	54.2	25.0	12.5	3:41	Three	Three	.68	.82
26	0	3/8	45.8	45.8	0	3:37	Three	Three	.41	.64
27	0	12.5	50.0	33.3	4.2.	29.3	Three	Three	.56	0.75
28	4.2.	12.5	50.0	29.2	4.2.	16.3	Three	Three	0.75	.86
29	4.2.	20.8	25.0	37.5	12.5	3:33	Three	Three	18.1	1:09
Social Education	1:05	12:42	44.26	36.5	5/6	3:35	Three	Three	.66	.80

The results indicate that 1.05% Realization of social education in social studies sixth grade teachers in low, 12.42% at least, 44.26% moderate, 36.5% high or 6.5% at the very high assessment. These results indicate that on most managers view the realization of this component level medium. The test results t showed that the attitude of the teachers on the implementation of public education in social studies sixth grade, there was no significance.

The result of this survey suggest Question The purpose of social education as the average realized the need for further action in realizing this goal is important. With respect to the practice and understanding of rights and citizenship, and the participation of students in the classroom community needs to be important many students of social as well as personal and social responsibility and attention to business relationships and normal social behavior and create a spirit of criticism of the students have to those found in the training of the social. The results of the results of the investigation Ghavidel (2013), Khodayar (2013), Momeni (2012), Soleymanian Bahnamiri (2010), Hashemi (2008) and Albert et al, (2004), Tatle (2006), Zimman & Schneider (1998) is consistent.

The fifth research question is: Comment sixth grade teachers implement life skills in social studies sixth grade city's review?

Table 4: Descriptive results of the implementation of Life Skills in Social Studies

Question	Frequency					Mean	Index The descriptive statistics			
	Very little (1)	Low (2) the	Medium (3)	High (4),	A lot (5)		Middle	Fashion	Variance	Standard deviation
30	4.2.	3/8	54.2	25.00	3/8	25.3	Three	Three	.80	.89
31	0	4.2.	62.5	29.2	4.2.	3:33	Three	Three	.40	.63
32	0	12.5	50.00	37.5	0	25.3	Three	Three	.45	.67
33	0	4.2.	54.2	33.3	3/8	3:45	Three	Three	.52	.72
34	0	12.5	50.00	37.5	0	25.3	Three	Three	.45	.67
35	0	4.2.	37.5	54.2	4.2.	3:58	4	4	.42	.65
Reasoning component	0.7	7.65	51.2	36.11	16.4	3:35	Three	Three	.58	.70

The results indicate That 0.7 % Of teachers implement life skills in the elementary social studies sixth in low, 7.65 % at least, 51.2 % moderate, 36.11 % as much as 16.4 % as much high assessment. These results indicate that on most managers view, the realization of this component level **medium** been A. The test results t showed that the attitude of the teachers on the implementation of life skills in social studies sixth grade, there was no significance.

Survey results show that the goal of life skills in social studies education, the purpose of the statements is fully achieved. Due to the transfer of knowledge in the natural environment and also for proper communication with others and to investigate the skills and abstract, and think creatively and foraging time dealing with problems caused students to develop life skills The lesson is that there is a profound need for the job. The results with

results Ghavidel (2013), Khodayar (2013), Momeni (2012), Alinasab (2012), Hashemi (1999), Soleymanian Bahnamiri (2010), Albertyn et al (2004), Tatle (2006). Zimman & Schneider (1998) are consistent.

The sixth research question: Is the vision of the sixth grade teachers city's social teachings of the sixth primary goals of the course, there was a significant difference?

To compare the attitudes of the teachers about the goals of education, social studies sixth grade test T was used. The results suggest that there are levels p-value the radical nature of monotheistic 0.413 ethics axial 0.806, strengthening national identity 0.745 trained social 0.537 and life skills 0.709 the that by taking sig 0.05 amount p-value all sixth grade civics from 0.05 and show more about the realization that none of the components between male and female teachers in the elementary education department sixth seal, there was a significant difference.

### Comparison of mean scores component using the Friedman test

Table 5:Friedman test was used to rank the goals of the results listed in the table below .

Components The	Average Rating:	Number	Degrees of freedom	Chi-square	p-value	Rank
Consolidated oriented nature	3.96	24	4	74.386	0.000	2
Ethics axial	1:08					5
Strengthen national identity	4:06					One
Social Education	3.92					4
Life Skills	1.98					5

According to the results of the p-value Smaller than .05 is obtained, so the average rate reviews purposes, there are significant differences. Lowest average rank of the ethic central to 1:08 and with the highest average rank well for strengthening national identity which is equal 4:06 is obtained.

### CONCLUSIONS

Consolidated results of the implementation-oriented nature in social studies demonstrate those teachers' views on the goal orientation 40.13 % as much. Given the integrated nature of activism in social studies sixth grade are properly realized. According to Islam, the awakening of inner nature, every human has the knowledge of the natural treasures of monotheism is that it should be discover and to bring prosperity and to the fulfillment of this goal will best suit the structure of education in schools.

The outcome of the central moral purpose of showing that the perspectives of teachers appropriate level is central to achieving the goals of ethics and biased 37.5% is the estimated average. In this lesson, students are trained in justice and in different levels according to the relative gain and in personal, social and religious practices and practical training in the natural environment are evaluated and attitudes appropriate and relevant to the student's behavior creates and the prosperity of the country and are working together interested fellows are appropriately trained and In order to achieve this goal are growing more and more work and specific focus on the needs of the there.

Outcome of the realization of national identity in social studies indicating that teachers 40.13% The average assessed Have , Strengthening national identity and cultural heritage of the country and become familiar with the various aspects of dating Figures in scientific, cultural and Islamic societies examined in different cultures Iranian work well, but to achieve better results in the need to Plan Proper planning and practical work at various levels achieved and exceeded the state average achievement level.

In order to evaluate the result of social upbringing suggests that teachers 44.26% it has a moderate value. The purpose of social education as the average realized the need for further research activities is an important goal Reddit. With attention to the practice and understanding of citizenship rights and participation, students The community should be very important in the socialization of the classroom students are also given the responsibility of individual, social and business Spirit of criticism of the establishment of normal relations and social behaviors such as Cases in which social education students must achieve find.

Survey results show that social teachings realize the goal of life skills lessons that this objective will be fully achieved. Attention To transfer knowledge in the natural environment and communicate effectively with others also

and skills and creative thinking and abstract Research and Inquiry at dealing with the problems of growth and life skills to students that in this lesson is the need to work deeply.

## SUGGESTIONS

To learn more about civics teachers with lesson objectives proposed the formed a working group, particularly in social sixth grade elementary teachers Its expertise in the field of business information, or reinforce social studies lessons they also aim to realize a central morality in social studies are needed in moderation and not F Rat or wastage as the features and characteristics of the learners' attention. The program of the course is based on one of Islam is necessarily an evolutionary model. Any application of the leads to stagnation or movement is not appropriate.

The moral lesson in civics objectives, administrative structure, physical appearance, school, teacher interactions students and the interaction of students with each other at school, serious role in the moral education of children playing, the suggests that to accomplish this goal, teachers communicate with students and are suitable for pupils strengthens national identity suggests Be written in terms of ethnic, cultural and scientific figures of the age and level of students Is presented to them to study and report on it to the class.

Development Social education students have fueled criticism of the important to create a mix of classes and discussion groups with repetition and practice knowledge these skills will be available to students. Direction develops social and life skills training for students with assignment of responsibility to their specific hours of social studies classroom management by the students in the presence or absence of a teacher to be considered.

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