

A Study on the Content Analysis of Social Studies Textbook of Sixth Grade Elementary School: According to William Roman Technique

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Abstract: This study was conducted on content analysis of social studies books at sixth grade of elementary school using William Roman technique. This study was applied in term of target and descriptive in term of nature. The methodology of study was analytical and content analysis method based on William Roman technique has been used. The statistical population was the content of social studies book at sixth grade of elementary school in 2015-2016 and whole of book has been analyzed in term of content including text, pictures, questions and proposed activities. The tool to gather data was taking notes method. William Roman index and result interpretation have been used to analyze data.

Key words: Content analysis, social studies, William Roman, Strength, Iran

INTRODUCTION

The education and training system in each country is an organized set to realize the potential facilities of human and provide training programs and opportunities to learner to realize cultural capitals and predecessor's experiences. Therefore, textbooks are used as training or media tools in a specific context. Textbooks are product of a technological process to interpret and clarify the content of a curriculum to be useful in learning and education. In our country, textbooks are main tools in education; therefore, teachers and students rely it in learning training activities. Producing textbooks is so important and main components of curriculum should be reflected in the textbooks (Mohammadi Mehr, 2010).

Content is a set of facts, concepts, principles, trainings, activities, processes, values and attitudes correlated to each other to be predicted for learner in learning orientation (Maleki, 2005). Content analysis is a research method used regularly and objectively to explain content of communication. The formal definition of content analysis emphasizes on regular and objective methods which is distinguished this method by other research methods. Content analysis refers to any analytical method used to determine the features of messages. In this method, messages or data are coded regularly and classified in a way that the researcher could analyze them in a quantitative form. This method is used for any form of human communication from gestures to textbooks and from Billboards to television commercial messages. Other communicational forms such as music,

pictures or motion gestures are not exception. Textbooks, academic articles, compositions, articles in newspaper, journals and political speech are resources used in this method. Content analysis is often used in observational studies. For example, the researcher records the verbal behavior of students and adjusts the recorded contents in a copy form and finally the collected contents are analyzed to measure the variables have been established earlier (Delavar, 2006).

The purpose of content analysis using William roman method is to specify if the book or the content involve the students to learning actively or not? In other word, the purpose is to examine if the book is provided actively or not. Sampling like other methods of study, if the statistical population is extended, sampling can be used and if the statistical population is not extended, total society can be used. In third stage, the contents are coded and categorized that William roman divided it in two four parts including content of textbooks, pictures, questions and activities and then defined some topics for each part. The main principle in classification is that, the researcher define the variables dealing with it and in other words, contents should reflect the purpose of study. After classifying the parts, the William roman index is used to examine the learner involvement through content, pictures, questions and activities and the conclusion is done. Roman defined the desirable involvement coefficient as 0.4-1.5 (Haddadi, 2006).

Concerning the education requirement to establish the book and coordinating to previous experiences of students and improving the books are so important and

requires scientific analysis. Due the above cases and importance of social studies to increase students awareness by social system, cultural and ethnic, economic activities and resource in different nations, energy resource, advancement in technical and science, borders and neighbors, education and training system is responsible to increase the awareness of students by establishing the contents of textbooks to develop the social studies to educate the human in order to increase future advancement. Therefore, this study tries to analyze the content of social studies book of sixth grade of elementary school using William roman technique.

Given the role of social studies in economic, cultural, social and political development especially in Iran with youth, concerning the books of students is so important to increase the awareness of students as future mothers and fathers to develop social and cultural issues. Given the results of this study, a proper scientific evidence derived an academic study is provided for planning and decision-making to help authorities in educating youth through short-term, mediate-term and long-term planning to strength the goals of social studies and can be used by students, teachers and planners of education and training system and all who are interested in The fate of teenagers and youth in this country to benefit in educational values.

In this field, Mahmoudi (2011) conducted a study titled content analysis and pictures of textbooks of social sciences in first, second and third grade of junior school within 2009-2010. The purpose of this study was to specify the approach of citizenship training in the social sciences textbook. This study used different approach to analyze the approach of textbooks according to below classification: Law-abiding citizens: an active person abiding the law and responsible, corporate citizenship: interested in social participation from individual and partnership perspective to develop societ, criticized citizenship: criticized analysis of the social, economic and political structure who interested to social justice and motivated in social changes. The results of social studies textbook analysis in three grades of junior school showed that the greatest content of books have been allocated to train a law-abiding citizen with 45.5%. Corporate citizenship is placed in next ranking with 36.06% and criticized citizenship is placed in lowest score with 18.44%. The total number of pictures in all three grades were 119 pictures that 65% in books of first grade, 53% in second grade books and 32% in third grade books have been observed. One of the issues concerned by criticized citizenship training approach is justice and equality. The findings showed that in first grade, second grade and

third grade, the percent of pictures with female symbols are respectively 53, 1.8 and 8.7%. Lack of techniques to emphasize on understanding the message of pictures in the book is one of the criticism.

MATERIALS AND METHODS

The methodology of study is descriptive of content analysis kind based on William Roman technique. The purpose of study was to examine the content analysis of social studies book in sixth grade of elementary school using William Roman techniques. The statistical population includes contents (text, pictures, questions and activities) of social studies book at sixth grade of elementary school within 2015-2015 in 124 pages. Therefore, census method was used and no specific sampling method have been used.

In this study, the frequency of items including texts, pictures, questions and activities of social studies book of sixth grade of elementary school has been gathered. Based on the frequency obtained and placing in the formula introduced later, the data was analyzed. The tools to gather the data are library method, Printed documents such as books, encyclopedias, dictionaries, magazines, newspapers, journals, dictionaries, almanacs, published interviews, books, scientific conferences, printed texts indexed in databases and the Internet and any printed sources. In this study, the required resources have been prepared after studying the related parts, then the order of study notes is a most important facto to conduct the main or partial content of study. In addition, William roman technique was used in this study and will be discussed later. The involvement index of William roman and its interpretation was used to analyze the data.

RESULTS

In this study, the content analysis of social studies book in sixth grade of elementary school has been examined using William roman technique. Therefore, the content, pictures, questions and the activities in the book have been examined through the data gathered in form a table and the involvement index of William roman. According to the results of Table 1 as well s the total involvement index of learner to the content of book as 1.12 that is 0.4-1.5, the social studies book at sixth grade of elementary school is active in term of content, i.e., the content of book is designed in a way to strength learning, exploration and research in the students actively.

Table 1: Analysis of content of social studies book based on William Roman technique

Classification	Percent of frequency	Frequency
Expression and proven scientific facts (a)	12	77
Expression of Results and principles by the author (b)	7	48
Expression of definitions (c)	3	22
Questions that have been answered immediately (d)	8	54
The questions that require mental effort of learner to answer (e)	13	87
The cases which express the results of the learner is asked to (f)	9	63
The cases which the learner asked to analyze activities and results (g)	4	26
Questions to draw the attention of learners, without an immediate response by the author (h)	7	49
Attention to form and the similar cases (i)	24	158
Questions of rhetoric (j)	13	89
Total	100	673

Table 2: Analysis of pictures of social studies book based on William Roman technique

Classification	Percent of frequency	Frequency
Explaining a topic (a)	44	153
Doing activity or using assumption by learner (b)	56	192
Presenting a shape to learn a method to collect the required facilities for an experiment (c)	0	0
This shape and curve are not placed in none of categorizations to c (d)	0	0
Total	100	345

Table 3: Analysis of questions of social studies book based on William Roman Technique

Classifications	Percent of frequency	Frequency
The answers are available in the book directly (a)	27	195
Answer to the question is related to definitions (b)	17	124
Learner must solve the new problem through was was learnt earlier	30	216
This question asks the learner to solve a problem	26	188
Is not placed in none of a to c classifications	0	0
Total	100	723

Table 4: Analysis of proposed activities of social studies book based on William Roman Technique

Classifications	Percent of frequency	Frequency
Number of proposed activities (a)	48	113
Number of pages have been analyzed (n)	52	124
Total	100	237

According to the results of Table 2 as well as the total involvement index of learner to the pictures of book as 1.25 that is 0.4-1.5, the social studies book at sixth grade of elementary school is active in term of picture; i.e., the content of pictures is designed in a way to strength learning, exploration and research in the students actively. According to the results of Table 3 as well as the total involvement index of learner to the questions of book as 1.27 that is 0.4-1.5, the social studies book at sixth grade of elementary school is active in term of questions; i.e., the content of questions is designed in a way to strength learning, exploration and research in the students actively.

According to the results of Table 4 as well as the total involvement index of learner to the proposed activities of book as 0.91 that is 0.4-1.5, the social studies book at sixth grade of elementary school is active in term of proposed activities; i.e., the content of proposed activities is designed in a way to strength learning, exploration and research in the students actively.

DISCUSSION

Conducted analysis on social studies book at sixth grade of elementary school showed that, the content of book in term of text, pictures, questions and proposed activities have been provided actively. From William roman perspective, when the involvement coefficient is 0.4-1.5, the text book is active. Involvement coefficient <0.4 indicates that the textbook just provides scientific material and asks learners to memorize the scientific material. On other hand, the involvement coefficient >1.5 indicates a textbook asks learner to analyze any sentence, picture or question. Such textbooks don't provide sufficient scientific information to learners and just ask students to do some activities. From William roman perspective, these textbooks have been provided inactively because ask high activity while sufficient information of students are not concerned. William roman perspective, a book is provided actively when the involvement index in students is >0.4 and <1.5 . In other word, each active textbook should provide minimum 30%

and maximum 70% of scientific material; otherwise, the content of book is inactive. As result, the content of curriculum should be designed in a way to motivate learning in the students and provide actively exploration context in them. Therefore, below results are presented by comparison the involvement coefficient of learner to context, pictures, questions and activities in social studies book of sixth grade of elementary school: Total involvement index of learner with the context of textbook is equal to 1.12 as 0.4-1.5, therefore, social studies book of sixth grade is actively provided in term of context.

Total involvement index of learner with the pictures of textbook is equal to 1.25 as 0.4-1.5, therefore, social studies book of sixth grade is actively provided in term of picture. Total involvement index of learner with the questions of textbook is equal to 1.27 as 0.4-1.5, therefore, social studies book of sixth grade is actively provided in term of questions. Total involvement index of learner with the activities of textbook is equal to 0.91 as 0.4-1.5, therefore, social studies book of sixth grade is actively provided in term of activities. Comparison of the results of this study to previous study shows some consistency between the results of this study and the previous study in some aspects and also is different in other aspects, because this study was done on social studies book at sixth grade of elementary school and other studies were done on the books in different academic levels (first or second grade of high school) or other levels (first, second, third, fourth and fifth grade of school)

CONCLUSION

The findings showed that the index of total involvement of learner to content (1.12), pictures (1.25), questions (1.27) and activities (0.91) of social studies book at sixth grade of elementary school was 0.4-1.5. So, social studies book of sixth grade of elementary school was active in term of content, picture, questions and proposed activities. As result, the content of book was designed in a way to strength the learning, exploration and research contexts in the students actively.

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