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A study about amount of attention to environmental approach in the content of new third- grade social studies book

Naziasadat Nasseri[a*], Gholamreza Hasanpour Dehnavi[b]

[a]*Department of Educational Sciences, Mashhad Branch, Islamic Azad University, Mashhad, Iran*
[b]*Department of Educational Sciences, Qaenat Branch,Islamic Azad University, Qaenat ,Iran*

Abstract

This study aimed to evaluate the environmental approach in the context of new third grade social studies book through content analysis. The population was all lessons of the new third- grade social studies book, also teachers who have been teaching in third-grade on 2013-2014 that their number was 115. According to Morgan and kerjci's table the number of teachers in the sample was 92 that they were selected by stratified random sampling. Gathering the data about teachers' views occurred by environmental questionnaire. Its reliability was 0.89 respectively by using the Pearson correlation coefficient in two runs in a group. In order to data analysis was used one-sample t test, t-test and one-way ANOVA. In content analysis section, including text analysis, image analysis and analysis of training courses, the results in the text analysis showed that, from the total number of 238 paragraph, 20 paragraph, about(8.40%) referred to on the topic of environmental literacy, 3.36% the environmental behavior and 0.84 % Referred to the topic of the environmental culture. The analysis of 184 images, showed that 10 images (5.43%) referred to the environmental literacy, 1.63% referred to environmental behavior, and 1.63% was associated with environmental culture. The analysis of 115 questions showed that 4 questions (3.47%) referred to environmental literacy, 1.08% of the questions referred to the environmental behavior, and did not refer to environmental culture. Also the teachers' views about the amount of attention the book, third grade social studies to environmental literacy, environmental behavior and environmental cultural were upper than the medium ($p<0.0001$). The results in this study indicated that the majority of respondents have been agreed with attention to the knowledge, attitudes and environmental behavior in the content of the book, and there was no significant difference between the views of teachers in terms of gender, work experience and education level about attention to education, culture and environmental behavior.

Keywords: Content Analysis, Environmental Approach, Textbook, Primary School

[a*] corresponding author

Introduction

Complexity and difficulty of true education, an issue that all nations of the world are more or less aware of social studies education with a real understanding of the environment, Human relations and the impact of environmental conditions on the relationships between humans and the environment and its impact on the social and cultural formation, The grounds for a deep understanding of cultures provides students with concrete, Enables communication between different parts of the world and the peaceful coexistence of humans and belong to the fate of culture, race, language and strengthen various locations, (Ganji, 1999, quoted in Sarkar Arani, 2010). Due to the environment and its related concepts is a necessity in today's world and all human beings should be As awareness of environmental issues related to living in today's world to acquire (Riahi Khoram et al, 2007).

The man with the key decision in his life, "how to communicate with others and the environment" is encountered. His relationship with others so that he will sooner or later impact on the environment and changes in the environment and ultimately favorable or unfavorable to the environmental behavior Causes (Weiner, 1994), the Rahbar (1998) as the most important economic and social development achievements of world population calls. The relationship between environmental knowledge and a broad scientific knowledge for curriculum planners and Environmental education is essential for professionals (Ghazavi, 2006) and by placing the subject in formal education witnessed changes in knowledge, Environmental attitudes and skills of our students and their ability to be able to improve our development environment (Ramazan Khani, 2007) . Teaching Social Studies with a real understanding of the environment, human relationships and the influence of environmental conditions on human relations and Compare Environment and its impact on the social and cultural formation, the best context for understanding student cultures provides tangible Teaching social studies in the schools, geographic stimulate and reinforce students' understanding of it helps the environment and the world in which they live have a thorough knowledge. Accordingly, since all individuals Several of the most critical stages of their growth in education spending, so you need to have a good education quality In the field of environmental behavior, content and instructional practices so that we can transform the intellectual and practical skills trainers and Learners benefit (Hakimzade et al, 2007) In a variety of courses offered by the school that they should Share their contributions to various aspects of education and training students to play. All programs and training should be viewed as a set of coordinating various aspects of personality development of the students act. One of these programs is due to all-round development of students Environmental issues and other topics that matter most other courses in the social studies book.

The importance and necessity of research to achieve sustainable development means development while maintaining environmental values, we need to change the culture of life in our communities so people forming the society, stability and dynamics adapt your character. Sustainable development is realized when the information environment Environmental epidemiology, and public participation in the preservation of which is double. Without popular support, leap towards developing a problem. So it is necessary to educate people about the environment because we can make a difference in belief and faith in the people, Performance of the constructed transform, or better said, the prospect of sustainable development with a suitable model predicts (Heydariyan, 2001). Increasing concern about environmental issues in the late 1960s with the growing awareness of people reached peak, global attention to

environmental problems such as acid rain, biodiversity loss, greenhouse conditions, deforestation, desertification and pollution of all kinds were attracted.

Lack of attention to environmental education rooted in childhood is less clear evidence that insufficient attention expected environmental issues in textbooks, especially in the elementary and secondary school textbooks. According to statistics from the 8200 pages of textbooks in primary and secondary schools in the pages of the latest environmental 0.9 percent dedicated environment that is equivalent to 76 pages. While a large part of environmental education and environmental issues should be Children should be taught through textbooks, the training has been qualitatively and quantitatively quite wrong more bodies responsible for review and consideration at all levels of school textbooks call (Karimi et al, 2005).

Given the above it can be concluded that the content of textbooks and teaching elementary school for the most important sources for understanding the environmental behavior of their students, so it is necessary curriculum planners in developing learning objectives and curriculum design given the importance of environmental issues in the lives of particular attention to its inclusion on the content of their textbooks. The aim of this study was to investigate the content of the new textbook went to the third grade social studies considering different approach to environmental education, environmental issues, environmental behavior, environmental culture in the form of content analysis and the survey.

The main objective of the study: Evaluation according to the environmental approach in the context of the new book third grade social studies

Minor objectives of the research:

-Review the context of the new third grade social studies book in regard to environmental literacy

- Review the context of the new third grade social studies book in regard to environmental behavior
- Review the context of the new third grade social studies book in regard to environmental culture
- Review the difference of teachers' in terms of gender, work experience, and educational level regarding literacy, behavior and environmental culture in new book third grade social studies

Research Background

Makki et al (2003) to assess the knowledge and attitude of students towards environmental issues indicated in Lebanon Knowledge of students' attitudes towards environmental issues is desirable but it is weak compared to the aforementioned issues.

Weiner (1980-2001), after extensive research on the relationship between environmental behavior and the sense of responsibility of people came to the conclusion The strengths and weaknesses of a sense of responsibility, an important background for appropriate and inappropriate social behavior, environment (environmental issues) is. Following the research he presented a theory of the "social conduct based on responsibility," asserted his The attribution of responsibility, especially in elementary school emotional reactions of pity and anger can cause mold The main factor is the emergence of positive and negative behaviors, social and environmental And compassion to help save the environment so as to neglect or anger, blame, Overuse and misuse of the environment and ultimately the emergence and expansion of environmental problems leads.

Hinde (2001) research concluded that attention to environmental issues and education of responsible Environmental and responsible behavior in the first years of life arise.

Hunecke and his colleagues (2001) Educating people consider the best means of reducing environmental problems.

Bierhof (2002) conducted a study that concluded that the environmental problems of their negative environmental behavior the weak sense of environmental responsibility arise. He believes the country that have a high level of environmental responsibility and encourage your thoughts on literature and the best way for the content of the textbooks. Also Bierhof course also examines the formation behavior of individuals interested in environmental issues. Weiner expanded his research and concluded that the environmental problems caused by undesired behavior in individuals been caused by a weak sense of environmental responsibility among individuals occur in childhood.

Kolhdashty ، Soleimani (2004) content analysis of textbooks in this research automatically according to the environment is in its initial stage.

The results show that according to the lessons, pages, words and pictures the book of the period of 512 lessons, just 45 lessons of 3199 pages, 814 pages and 424 pictures from the 3332 Image only research issues (Water, Air and Soil) assigned been. So the question that is now recognized as a global problem, as the book of course is not the primary focus.

Solati asl (2006) in a study entitled "Assessment of the Environmental Implications reflected in science books for elementary school teachers' views "The division of environmental issues in four general categories of water, air, soil, and acoustic concluded the science book of guidance to the environmental problems of air and soil the tripod and water at the base of the first fully, but sporadically at first and second base considered. While none of the base is a significant reflection of noise pollution and its impact on the environment there.

Ghazavi et al (2010) in a study entitled "Analysis of the content of elementary school science textbooks in regard to environmental issues," concluded. At the elementary school science books, most notably the fifth book and the least attention to the environmental problems have been a fourth book. In the context of environmental problems, most notably the problem of soil and the lowest was due to audio problems.

Research methodology

The population, sample and sampling

The present study investigated the environmental approach of considering the content of third grade social studies book. At first the research method was content analysis, and the next step was descriptive and survey.

All lessons of third grade social studies and teachers who serving in the city Torbate Hiadariye, on 2013-2014 school year, that number is 115 people were statistical population.

All lessons in third grade social studies book examined ،. According to Morgan and kerjci's table teachers in the sample size in this study, were 92 (52 males and 40 females) and stratified sampling was used.

Research tools

A questionnaire with 27 questions to assess teachers' views was used.

Validity: The use of view's experts in the field of education revised questionnaire, the final questionnaire was reduced from 40 questions to 27 questions.

Reliability: With 20 teachers and implementation of the questionnaire two weeks interval calculated Pearson correlation coefficients were calculated for the relationship between the running times of 0.89 let indicated that the questionnaire has good reliability.

Methods: Researcher after analyzing text, images, and questions third grade social studies book, Semantic link them to approach environmental issues were examined, most relevant to the content analysis makes clear, the comments regarding the content of social studies teachers in third grade education, culture and environmental behavior was assessed by questionnaire.

The Analysis of Data

In order to describe the data obtained from the questionnaire, descriptive statistics (frequency tables, percentages, averages, standard deviations, and graphs) and for data analysis and inferential statistics (one-sample t test, t test and variance) were used.

Research Findings

Text analysis of lessons

1- What is the amount of attention to environmental literacy in content of new book third grade social studies?

Table 1: Frequency of attention in the book to environmental literacy

Percent	Frequency of paragraphs	Book Discussion Thread
8/40%	20	**Environmental Literacy**
91.60%	218	**Other Topics Book**
%100	238	**Total**

According to Table 1, we see that the total number of 238 points in the third grade social studies book Paragraph 20 deals with the issue of environmental literacy. In other words, issues of 8.40% of total content dedicated to this issue and 91.60% of the 218 paragraphs of the book is a discussion of other material forms.

2- What is the amount of attention to environmental behaviour in content of new book third grade social studies?

Table 2- Frequency of attention in the book to environmental behaviour

Percent	Frequency of Paragraphs	Book Discussion Thread
3.33%	8	**Environmental Behavior**
96.67%	230	**Other Topics Book**
%100	238	**Total**

According to table 2, we see that the total number of 238 points in the third grade social studies book Paragraph 8 deals with the issue of environmental behavior. In other words, issues of 3.33% of total content dedicated to this issue and 96.67% of the 230 paragraphs of the book is a discussion of other material forms.

3- What is the amount of attention to environmental culture in content of new book third grade social studies?

Table 3: Frequency of attention in the book to environmental culture

Percent	Frequency of paragraphs	Book Discussion Thread
0.84%	2	**environmental culture**
99.16%	236	**Other Topics Book**
%100	238	**Total**

According to table 3, we see that the total number of 238 points in the third grade social studies book Paragraph 2 deals with the issue of environmental culture. In other words, issues of 0.84% of total content dedicated to this issue and 99.16% of the 236 paragraphs of the book is a discussion of other material forms.

Image Analysis of third grade social studies book:

Table 4: Frequency of pictures related to environmental approach in third grade social studies book

Percent	Frequency	pictures related to environmental approach
5.43%	10	**Environmental Behavior**
1.63%	3	**Environmental Literacy**
1.63%	3	**Environmental Culture**
8.70%	16	**Collection of images related to the Environmental Approach**
%100	184	**The total Picture**

Analysis Exercises of third grade social studies book:

Table 5: Frequency of questions related to environmental approach in third grade social studies book

Frequency	Frequency	Questions related to environmental approach
1.73%	2	**Environmental behavior**
3.47%	4	**Environmental Literacy**
%0	0	**Environmental Culture**
5.20%	6	**Questions related to the total environmental approach**
%100	115	**The total book question**

1- What is the amount of attention to environmental literacy in content of new book third grade social studies?

Table 6: Statistical indicators of the teachers' comments regarding the contents of the book, third grade social studies education, and environmental topics

t single-sample		t single-sample		Maximum	Minimum	SD	Mean	Number	Statistical Indicators Sex
p-value	r	p-value	r						
0.0001	52.201	0.011	-2.600	38	19	0616.4	30.6250	40	Woman
				37	27	6227.2	32.4423	52	Man
				38	19	4272.3	31.6522	92	Total

According to table 6 it can be seen that in the opinion of the teachers participating in the study the lowest note of the environmental literacy of 19 and maximum of 38. The average interest rate of environmental literacy31.6522- TO SD 3.4272, respectively. According to teachers, the average interest rate of environmental literacy306250- SD 4.0616 respectively. Teachers think out of the book focus on environmental education in 32.4423 to 2.6227 standard deviations according to the probability (p-value) t-test for independent groups, no statistically significant differences between men and women teachers in terms of the amount of attention the book there are environmental literacy. (p=0.011), which in the opinion of the noted men of the environmental education of females. Also, due to the possibility of one-sample t-test, teachers participating in the study, given the Book, third grade social studies, environmental education for more than the median are considered. (P <0. 0001).

Table 7: Results of ANCOVA comparing the amount of attention the book, third grade social studies, environmental education

sig	probability f	Mean squares statistic	Degrees of freedom	Sum of squares	Source of Change
0.011	6.759	74.668	1	74.668	**Intergroup**
		11.047	90	994.202	**Intragroup**
			91	1068.870	**Total**

According to table 7, we conclude with respect to the value of f = 6.759 and the level of significance 0.011 between the two groups 0.011 Women and men in terms of the amount of attention the book, third grade social studies, environmental education, there are significant differences.

2- What is the amount of attention to environmental behaviour in content of new book third grade social studies?

Table 8: Statistical Indicators comments regarding the content of social studies teachers in the third grade environmental behavior and compare it with the average

t single-sample		t single-sample		Maximum	Minimum	SD	Mean	Number	Statistical Indicators Sex
p-value	r	p-value	r						
0.0001	70.195	0.102	-1.650	41	22	3.3679	33.1250	40	**Woman**
				39	28	2.2688	34.0962	52	**Man**
				41	22	2.8249	33.6739	92	**Total**

According to table 8, we conclude that the terms of the teachers participating in the study due to the environmental behavior of the lowest 22 and the highest was 41. Average amount of attention to the environmental behavior of 33.6739 to 2.8249 standard deviations that seem to female teachers, the average interest rate 3.3679 and 33.1250 with a standard deviation of the environmental behavior of male teachers think out of respect of the environmental behavior34.0962with a standard deviation of 2/2688, respectively. Given the value of t-statistics and significance levels of the opinion that male teachers the weight of the books according to environmental behavior, there is no statistically significant difference (p =0. 102). Also according to the statistics and the probability of one-sample t-test, Teachers participating in the study, the attention of third grade social studies have considered environmental behavior more than the average. (P-value =0. 0001 and 70.195r =).

3- What is the amount of attention to environmental culture in content of new book third grade social studies?

Table 9- Statistical indicators reflecting opinion of teachers about the attention to environmental culture in content of third grade social studies book and compare it with mean

t single-sample		t single-sample		Maximum	Minimum	SD	Mean	Number	Statistical Indicators about Sex
p-value	r	p-value	r						
0.0001	56.826	0.33	-0.979	41	26	3.7858	33.2250	40	**Woman**
				41	27	3.2322	33.9423	52	**Man**
				41	26	3.4821	33.6304	92	**Total**

According to table 9, we conclude that the terms of the teachers participating in the study due to the environmental culture of the lowest 26 and the highest was 41. Average amount of attention to the environmental culture of 33.6604 to 3.4821 standard deviations that seem to female teachers, the average interest rate 33.2250 and 3.7858 with a standard deviation of the environmental culture of male teachers think out of respect of the environmental culture 33.9323 with a standard deviation of 3.2322, respectively. Given the value of t-statistics and significance levels of the opinion that male teachers the weight of the books according to environmental culture, there is no statistically significant difference (p =0. 33). Also according to the statistics and the probability of one-sample t-test, Teachers participating in the study, the attention of third grade social studies have considered environmental culture more than the average. (p<0.0001).

4-Does the gender, job experience and educational level of teachers' views on the matter of education, culture and environmental behavior in the third grade social studies content there?

A) - Sex

Table 10- Statistical indicators in relation to teachers' views about the attention to literacy, behavior and environmental culture in terms of gender in third grade social studies book

Environmental behavior		**Environmental behavior**		**Environmental Literacy**		**Number**	**Statistical Indicators Sex**
SD	Mean	SD	Mean	SD	Mean		
3.7858	33.2250	3.3679	33.1250	4.0616	3-.6250	40	**Woman**
3.2322	33.9423	2.2688	34.0962	2.6227	32.4423	52	**Man**
3.4822	33.6304	2.8250	33.6739	3.4272	31.6522	92	**Total**

Table 11- One-way analysis of variance to compare the viewpoints of male and female teachers about The attention to literacy, behavior and environmental culture, social studies boo

sig	**f**	**Mean square**	**df**	**Total square**	**Source of change**	**Variable**
0. 011	6.75	74.668	1	74.668	**Intergroup**	**Environmental Literacy**
		11.047	90	994.202	**Intragroup**	
0.102	2.72	21.323	1	21.323	**Intergroup**	**Environmental behavior**
		7.832	90	704.894	**Intragroup**	
0.330	0.959	11.633	1	11.633	**Intergroup**	**Environmental Culture**
		12.131	90	1091.802	**Intragroup**	

According to table 11 it can be seen that with respect to gender, only between teachers' views on interest rates, third grade social studies book Environmental education is a significant difference (p = 0.011)and In other cases, the interest rate on the behavior of (p = 0.102) of environmental cultures (p = 0.330) found no significant difference (p> 0.05).

B) Work experiences

Table 12- statistical indicators of social studies teachers' views on interest rates, third grade education, culture and environmental behavior in terms of job

Environmental behavior		Environmental behavior		Environmental Literacy		Number	Statistical Indicators Career history
SD	**Mean**	**SD**	**Mean**	**SD**	**Mean**		
4.3665	32.800	4.7093	31.800	5.5667	30.900	10	**Less than 10 years**
3.0762	33.100	2.6852	33.500	2.0287	31.300	20	**Between 10 and 20 years**
3.4682	33.9355	2.3814	34.0323	3.3880	31.8871	62	**More from 20 years**
3.4822	33.6304	2.8250	33.6739	3.4272	31.6522	92	**Total**

Table 13- One-way ANOVA Marie indicators to compare the views of teachers with less than 10 years of experience, between 10 to 20 years and more than 20 years in relation to the matter of elementary social studies education, culture and environmental behavior.

sig	f	Mean square	df	Total square	Source of change	Variable
		5.780	2	11.560	**Intergroup**	**Environmental**
0.616	0.487	11.880	89	1057.310	**Intragroup**	**Literacy**
		21.841	2	43.682	**Intergroup**	**Environmental**
0.063	2.84	7.669	89	682.535	**Intragroup**	**behavior**
		9.146	2	18.293	**Intergroup**	**Environmental**
0.475	0.75	12.193	89	1085.142	**Intragroup**	**Culture**

According to table 13, it is observed that due to the inter-service history teachers' views the focus of social studies education, culture, environmental behavior, and there is no statistically significant difference (p> 0.05).

C) - Educational Level

Table 14- Statistical indicators of social studies teachers' views on interest rates, third grade education, environmental behavior and culture in education

Environmental behavior		Environmental behavior		Environmental Literacy		Number	Statistical Indicators Education Level
SD	**Mean**	**SD**	**Mean**	**SD**	**Mean**		
4.3665	33.800	4.7093	31.800	5.5667	30.900	10	**Diploma**
3.0762	33.100	2.6852	33.500	2.0287	31.300	20	**Associate**
3.3427	33.7818	2.1473	33.9818	3.4030	31.8909	55	**Bachelor**
4.4508	35.1429	3.9940	34.4286	3.5322	31.8571	7	**Master's degree or higher**
3.4822	33.6304	2.8250	33.6739	3.4272	31.6522	92	**Total**

Table 15- One-way ANOVA statistical indicators to compare the views of teachers diploma, Associate, bachelor's, master's or higher based on the content of third grade social studies education, culture and environmental behavior

sig	f	Mean square	df	Total square	Source of change	Variable
0.810	0.321	3.856	3	11.567	**Intergroup**	**Environmental Literacy**
		12.015	88	1057.303	**Intragroup**	
0.130	1.934	14.974	3	44.921	**Intergroup**	**Environmental behavior**
		7.742	88	681.296	**Intragroup**	
0.489	0.814	9.932	3	29.796	**Intergroup**	**Environmental Culture**

According to Table 15, it can be concluded that with regard to qualification, between teachers' views about the content of social studies, third grade literacy level of attention, behavior and culture, the environment, there is no statistically significant difference (p> 0.0 5).

Conclusion:

First question: Given the content of third grade social studies what is environmental education?

The analysis results show that a total of 238 points, 20 points, 3 pictures of 184 pictures and 4 Questions asked of 115 third grade social studies book lessons literacy, environmental issues have been noted. Among these, the most common category of environmental literacy in comparison to other environmental issues have.

The results in this study of teachers' views about the amount of attention the book, third grade social studies education environment Show the lowest note of the environmental literacy of 19 and maximum of 38. The average amount of attention to environmental education 31.6522 to 3.4272 standard deviation was According to the probability of t-test for independent groups, no statistically significant differences Between male and female teachers in terms of the amount due to there are environmental education (p =0.011) Among the men in the book according to the environmental education of the women.

The second question: regarding the content of third grade social studies what is the environmental behavior?

The analysis results show that a total of 238 points 8 points, 3 pictures of 184 pictures And the second question asked 115 third grade social studies book lessons conduct environmental issues have been noted. The results in this study of teachers' views about the amount of attention the book, third grade social studies education environment Show the lowest note of the environmental behavior of 21 and maximum of 42. Average amount of attention to the environmental behavior of 33.6739 to 2.8249 standard deviation was the majority of respondents agreed with the consideration of the environmental behavior and according to the probability of t-test for independent samples, significant difference between male and female teachers in terms of the behavior of the environment there. Also with respect to r and p- value of the single-sample t test, Teachers participating in the study, the attention of the environmental behavior have been considered more moderate (r = 70.195 and p-value =0.0001).

Third question: Given the content of third grade social studies book, environmental culture what is it?

The analysis results show that the second paragraph of paragraph 238, 184 image 3 image of book studies lessons refer to the discussion of environmental, social, third grade. Environmental culture is not

mentioned in the questions. The results in this study of teachers' views on the matter content of third grade social studies of ecological shows Note 26 Note that the lowest and the highest was 41. Also, out of respect for the culture of the environment in 33.6304 to 3.4821 SD According to the probability of t-test for independent groups, no statistically significant differences Between male and female teachers in terms of the behavior of environmental absent (p =0. 33).

Question Four: Does the gender, job experience and educational level of teachers' views on the matter of education, culture and environmental behavior in the third grade social studies content there?

The results of the analysis show that the gender differences between teachers only focus on the content of third grade social studies, environmental education, There was no significant difference (p =0.0 11) and in other cases was observed significant difference between the terms (p> ./. 5) And given the history of the job and the degree of attention to the content of third grade social studies education, Environmental behavior and culture in the course of the book, there is no statistically significant difference (p> 0.0 5).

Limitations of the research: the limited research on the content analysis of textbooks of elementary school textbooks due to change in recent years, especially from the perspective of research attention to environmental aspects

Practical suggestions:

(A) According to the analysis results (text, images, and questions) to environmental education, on average, 21.4%, on average, 97.3% of the environmental behavior and ecological culture, on average, 64 /.% been noted. Considering the importance of the issue in general pay little attention to environmental issues has been qualitatively and quantitatively. The authorities are expected to pay more attention to environmental issues, particularly the inclusion of environmental issues in their social studies content.

(B)The teachers of the course, students should understand due to their association with the context of knowledge Promote environmental literacy and to transfer it to the students in the classroom and the training ground for increasing desired behaviors and attitudes of environmental ethics, environmental and cultural development provide.

(C) Expect the government through the ministry of education, science, research and technology, the environment and conservation to develop a curriculum to take action.

D: Researchers have suggested that, given the importance of the environment and environmental issues of our times is dedicated to the analysis of textbook content in specific categories such as environmental problems, environmental degradation, economic, and environmental action.

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