Textbooks Content Analysis of Social Studies and Natural Sciences of Secondary School Based on Emotional Intelligence Components

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Abstract   The aim of this study is to analyze the content of social studies and natural sciences textbooks of the secondary school on the basis of the emotional intelligence components. In order to determine and inspect the emotional intelligence components all of the textbooks content (including texts, exercises, and illustrations) was examined based on David Goleman's Emotional Intelligence Checklist, consisting of 5 components and 26 sub-categories, by means of content analysis method. The results of the study showed that the most prevailing EI components in the textbooks were social awareness in the texts of social studies, Self-management in the exercises, and social skill in the illustrations; while in natural sciences textbooks' exercises and texts the most prevailing component was that of self-management, yet in the illustrations no EI component was found. The uttermost attention in the texts of social studies in the first grade was drawn to self-management component; while the second and the third grades' texts were chiefly concerned with social awareness component, also in the texts of natural sciences in the first grade mostly motivation component and in the second and the third grades social skill and self-awareness components were tangible. The exercises of all three grades' textbooks of social studies mainly attended to self-management component, while in the exercises of natural sciences textbooks of the first and the second grades self-management component and in the third grade social skill component were mostly dealt with. In the illustrations of the social studies textbooks of all three grades social skill component was mainly tangible. By and large, it can be said EI components in social studies textbooks were prevailing; while in natural sciences textbooks, these components were dealt with superficially.

Keywords   EI Components, Textbooks, Secondary School

1. Introduction

Emotional intelligence (EI) has emerged in the past twenty five years as one of the crucial components of emotional adjustment, personal well-being, life success, and interpersonal relationships in different contexts of everyday life. The concept of emotional intelligence attracts attention as being the ability to control an individual's emotional life and his/her success in life (Salovey and Grewal, 2005). In this statement, individual's feeling good, establishing good relationships with others, being satisfied with his/her life and enjoying it are the factors that determine success in life (Dogan and Demiral, 2007; Kaya and Kececi, 2004). Emotional intelligence is defined as: individual understands his/her own feelings, developing empathy with others' feeling and organizing life in a way to enrich it. In addition, it includes maturity and socialization of individuals and increasing intellectual level of individuals. Furthermore, it includes successful human relations and harmony with the environment (Cadman and Brewer 2001, Cakar and Arbak 2004, Goleman 2006).

The concept of emotional intelligence has its origin in Thorondik's notion of social intelligence which was described in 1920, as the ability to understand and manage individuals for creating interactions and human relationships. In 1952, Wechsler emphasized that there were more factors than merely intelligence quotient that would increase an individual's efficiency and function. Gardener, who has played a great role in developing the concept of EI, introduced the notion of multiple intelligences. This includes eight dimensions; linguistic, logic- mathematical, musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, and naturalistic. Emotional intelligence (EI) can be defined as fusion of Gardener's interpersonal and intrapersonal intelligence. On the other hand, Salovey and Mayer(1997) were the first ones who officially practiced the concept of EI as a general caption of social intelligence and recognized it as the individuals' ability to control and distinguish emotions and excitements of themselves and the others; and then to use the information to direct their deeds and thoughts. Mayer and Salovey (1997) perceived EI as the four abilities to receive

the excitements, use the excitements (the ability to control excitement to ease the cognitive functions such as thinking and problem-solving), understand the excitements (that ability of apprehending the language of excitement and discovering the complex relations between the excitements), and managing them (to adjust the excitements of the individuals themselves and the others), (Zahra Kar, 2007).

Bar-on (1997) believes that EI is a group of abilities and skills equipping the individual to adapt to environment and achieve success (Bar-On defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands). He introduces fifteen separate scores divided into five families: intra-personal intelligence (emotional self-awareness, assertiveness, self-regard, self-Actualization and independence), inter-personal (empathy, social conscientiousness and interpersonal relationships), adaptability (problem solving, reality testing and flexibility), stress management (stress tolerance and impulse control), general mood (happiness and optimism). Goleman (1995) defines EI as the abilities such as self-motivating, defiance countering failures, impulse control, postponing joys, self-regulating, empathy and being hopeful (being optimism). Additionally, he defines EI as the ability to recognize one's own and others' emotions, to motivate ourselves and to perform a better management of our spontaneous impulses, as well as of the impulses occurring in relationships with others" (Ford and Sam, 1998, Headland and Sternberg, 1997). Goleman identifies EI as a whole structure that can be the cause of one's success in different aspects of life. He asserts that those individuals, who control their emotions and behave with others efficiently, live a more prosperous life. Additionally, happy individuals are more able in achieving information than disturbed ones; moreover, happy individuals live a more effective life (Hanify and Muhammadtaheri, 2011). He also identifies EI as social and individual components, and he believes that individual components of EI are self-awareness, self-management, and motivation; besides, social components are social-awareness and social skill, and their subdivisions are as follow:

Self-awareness: emotional self-awareness, accurate self-assessment, self-confidence, impact on others

1) Self-management: self-control, trustworthiness, conscientiousness, adaptability, achievement orientation, judgment, expression, initiative
2) Motivation: achievement drive, commitment, initiative and optimism
3) Social-awareness: empathy, organizational awareness, service orientation
4) Social skill: visionary leadership, influence, developing others, communication, conflict management, changes catalyst, building bonds, teamwork and collaboration (David Goleman, 2000).

Culver (1998) believes that Goleman's book, Emotional Intelligence, holds some valuable lessons as we attempt to design more effective educational programs. Goleman takes a more holistic approach in defining intelligence than the traditional IQ, which focuses on cognitive intelligence. By incorporating the cognitive and affective dimensions of intelligence, he demonstrates that to be successful in life takes more than just being "smart". We are all aware of "smart" students who flunk out of college, or those who graduate near the top of their class only to be a failure in the work place. Goleman shows that the seeds of what he calls emotional intelligence are sown early in life, and affect not only how the person gets along with others, but also how they succeed in academic pursuits. In contrast to cognitive intelligence, which is "God given", emotional intelligence can be strengthened later in life with proper tutoring and commitment.

In addition to Goleman, other researchers have emphasized the possibility of improving EI, too. Boyatzis (2000) believes that emotional ability can be and in fact, should be learned. Bar-on asserts that often, EI develops and improves through training, planning and treating. He believes those individuals ranked high in EI are generally more successful in dealing with environmental demands and pressures, thus any weakness or deficiency in EI can be interpreted as the lack of success and presence of EI problems. Humphrey (2007) assumes as evidence shows that EI develops as the age increases. They divide this development into four stages as follow; emotional awareness towards self and other's emotions, application of emotions with respect to situations, emotional empathy or the possibility of entering others' emotions and selecting emotions to reach at a level of emotional awareness in order to direct individual's decisions. Mayer asserts that EI develops as age and experience increase from childhood to maturity. Carr (2004) believes that the structure of EI operates like the components constructing DNA, therefore, if the structure is subjected to a proper process of developing, it will enable the individual to expand the special skills and the essential abilities of his/her EI. These factors are ordinal in nature in the sense that each level covers the former one.

A considerable number of our country's population consists of students. They are the most fragile part of the society, furthermore, in the future, they will play important roles in our economy, politics, culture, and administration. For these reasons, they should have the ability of expressing themselves, general self-efficiency, education, and mental health all in higher levels to cope with challenges of life, and particularly, fulfil their duties in education.

Of the basic needs of students are those of social and emotional that should be considered above all in their education at schools. These needs appear mostly in teenagers. The large part of adolescence is spent in high schools. In this period, students confront new values and beliefs, and they should adapt themselves, their parents, peer group, and school, which all are in fluxes. Ergo, they need efficient, social and emotional abilities and skills to do so (Maleki, 2000). Therefore, to achieve a better future and to educate individuals who are efficient and capable in their family, at

their work, and in their society; also, if we want them possess mental and emotional health, EI and teaching its components as skills and abilities to adapt to environment should be considered seriously. To achieve this, at first, the system of education and teaching, as the oldest social institution, must educate efficient and capable individuals who can take social responsibilities, and it must undertake an education process for children and teenagers that cover all cognitive, social, and emotional aspects (Barandak, 2004). Although the learning process of social skills begins at home, by the time children enter schools, they confront new locations to express their various emotions. Schools face educational challenges, also they are to amend and create emotional skills in children. These challenges can encourage the development and application of emotional skills by means of adding information to curriculum standards and creating suitable conditions (Ciarrochi, Forgas, and Mayer, 2001, qtd, in Nuri and Nasiri, 2004).

Concerning advances made in the field of EI, some schools have shown interest in educational curriculum of EI development, and they have added it to their study program. In order to improve and correct children and teenagers life style, maximize their learning capacity, and convert schools to proper and ideal environments for learning, schools should be such places in which social and emotional learning are combined with other sorts of academic (scientific) learning (ibid). Experts should introduce the importance of EI to schools teachers and officials and place EI skills in the schools' curriculum, so that students would receive the essential learning. Also, concerning the fact that textbooks are basic elements in schools curriculum; besides, since education system is the same and concentrated, its standards are similar, and its motifs are common in all of the country, EI education process should be followed through the text books.

Textbooks play an important role in daily constructs and activities of teaching in school classes. The teacher uses textbooks to motivate the students and give them the maximum awareness, understanding and cognition of a specific subject matter (Fathi Vajargah and Aghazadeh, 2011). Textbooks are used constantly by teachers and student because of their pivotal role, and even they are used as the material for the whole of the curriculum (Altbach, P. G., 1991, qtd. in Nurian, 2009). Researches show that the degree of dependency on the textbooks varies in accordance with subject matters' variety. This degree is measured for different textbooks: Social Studies: 72%, Sciences: 49%, Mathematics: 45%, and Second Language: 44%. This fact that textbooks are most frequently used materials in curriculum should be considered, too (Cornbleth, 1982, qtd. in Fathi Vajargah and Aghazadeh, 2011).

As it was mentioned, EI affects individuals' functions in all aspects, so it can be considered as one of efficient factors in educational success. The results of many researches indicate the relationship between the components of EI, function, progress and success of students, and according to these results, EI components are important determiners of

educational function and success (Stottlemyer, 2002; Vela, 2003; Boyle, 2003; Nelson and Nelson, 2003; Nelson and Lave, 2003; Elkins, 2003; Parker and his associates, 2004; Gerber, 2004; Saraf, 2008, qtd. in Rahnema and Abdolmaleki, 2009; Vernon et al. 2008; Mansuri, 2001; Zare, 2002; Besharat et al. 2006; Dehshiry, 2007; Zahra Kar, 2007; Golestan Jahromi et al. qtd. in Kazemi et al 2009).Bar-on and his student ,in Miland, conducted a research to study the effects of various curriculums on the decrease in felonious behaviours. The results of this research showed that those curriculums emphasizing on various social skills, brought upon more positive results. Those curriculums included social factors and emotional factors such as impulse control, emotion and stress management, responsible decision-making, social problem solving and relational skills. Other researchers, like Mayer, Perksin and Solvay (2001) examined The EI of gifted students. They report those students who are gifted with higher EI in recognizing their own and others' emotions are more able in using their recognition in directing behaviours and controlling pressures imposed by their peer group. All of these elements lead to an increase in social skills level (quoted by Abdolmaleki, 2006).

In another research, Marezyk (2001) showed the development of EQ could affect the progress of curriculums in universities and schools. This was conducted when the students (learners) were encouraged to learn by the dialectic method of academic discussions. In these cases, they were encouraged by methods of non-cognitive intelligence to be emotionally engaged in their assignments (qtd. in Rahnama and Avdolmaleki, 2009).

In 2005, Tim Waters and Brian Macnulty conducted a research among 5000 students of 6th grade in 15 schools of New York. Very positive effects were observed in those who received curriculum consisting social and emotional skills. Also results showed that those students achieved progress in their education, they demonstrated less violence, comparing with their peer group, and their teachers reported these students exhibited more emotional control and social skills, like cooperation.

Alghazu (2009) in their research examined various kinds of multiple intelligence, including visual, oral or linguistic, physical, social and natural, by means of textbooks content analysis method applying to social studies, Arabic and English books. The results shows that the most recurrent type in all grades and books is visual, the least frequent type in social studies and English textbooks, is physical; and also in Arabic and English textbooks is naturalistic intelligence. Moreover, the distribution of all types of multiple intelligence in all educational grades, is various. Besides, there are differences in the degree which these types of intelligence are attainable in all of the textbooks.

Barandak (2004) in a research, titled as examining the profitability of a social and emotional skills curriculum in increasing EI of the high school learners, provided an educational plan to instruct those skills. Results prove that this curriculum was effective in increasing student's EI, this research proved that EI could be instructed (qtd. in

Khashchian et al., 2010).

Khashchian (2010) examined the components of EI (according to Bar-on) in the textbooks of the first grade in high school (Persian Literature, Social Studies, Theology and Life and Life Skills). The result showed that the components of self-awareness, problem solving, conscientiousness and initiative were orderly tangible in textbooks of Persian Literature, Social Studies, Theology and Life Skills, but generally, in all textbooks the components of EI were considered superficially and poorly in quantity and quality. The educational purposes of these books also were not in harmony with EI component.

Although many researches have been conducted to show the importance of EI in various fields and its relation to educational success and efficiency of individuals and students, unfortunately, the number of conducted researches that would be concerned with examining the components of EI in textbooks, as the main elements and tools of curriculums in schools, is very limited. Concerning the fact that the textbooks' content could have a determining role in students' educational success and progress of curriculums' goals, this research mainly seeks to analyse textbooks content of social studies and natural sciences of the secondary school based on Emotional Intelligence components and also, to answer the following questions:

What are the most common EI components in the Social Studies and Natural Sciences textbooks?

To what extent are the EI components considered in the illustrations of the Social Studies and Natural Sciences textbooks?

To what extent are the EI components considered in the content and lessons of the Social Studies and Natural Sciences textbooks?

To what extent are the EI components considered in the exercises of the Social Studies and Natural Sciences textbooks?

Are the EI components arranged logically and orderly in of the Social Studies and Natural Sciences textbooks?

2. The Methodology of the Research

The method used in the present paper is called content analysis. According to Tuomi and Sarajärvi (2009: 91, 103), content analysis is one of the basic methods for qualitative research and with the help of it, it is possible to execute different kinds of studies. Content analysis enables the systematic and objective analysis of a textual data and it can also be used in quantitative studies. According to Krippendorf (2004: 18), content analysis provides new insights and increases the understanding of the studied phenomena. The difference between content analysis and discourse analysis is that content analysis searches for meanings when discourse analysis aims to find out how these meanings are created (Tuomi and Sarajärvi 2009: 104). Also according to Krippendorf (2004: 21), the desire to discover meanings is the main reason for choosing content analysis instead of some other method. As Tuomi and Sarajärvi (2009: 95-96) state, there are three different approaches to content analysis: data-based, theory-guided and theory-based approaches. In the data-based approach, the aim is to form a theoretical schema based on the data. Furthermore, the theory-guided approach has connections to some theory, but it is not directly based on the theory and theoretical framework is mostly used as a help tool in the analysis. Finally, theory-based content analysis is a traditional approach, which is directly based on some theory. The approach used in the present paper is theory-based since the aim of this study is to analyze the content of social studies and natural sciences textbooks of the secondary school on the basis of the emotional intelligence theory.

The sample of the study consisted of (Social Studies books, Natural Sciences), which are used for secondary school in the first, the second and the third grades 2012/2013. So, all the sentences, illustrations and exercises of the textbooks are studied in order to examine the EI components. In order to analyze the content of the mentioned books for their attention to the EI components, in this research, Goleman's Checklist of EI is used to observe the EI components. According to this checklist, Emotional Intelligence is generally divided into five main components of self-awareness, self-management, motivation, social-awareness and skill, and 26 subdivisions; their definitions are demonstrated in the table 1.

Table 1. EI components checklist

Self-Awareness	
Attributes	Description
Emotional self-awareness	The ability to read and understand your emotions as well as recognize their impact on work performance, relationships and like ability to asses yourself realistically
Accurate self-assessment	A realistic evaluation of your strengths and limitations, your needs and drives
Self-confidence	A strong and positive sense of self worth
Impact on Others	Ability to recognize how your feelings impact others
Self-Management	
Self-control	The ability to keep bad moods, disruptive emotions, and emotional impulses under control
Trustworthiness	A consistent display of honesty and integrity
Conscientiousness	The ability to manage yourself and your responsibilities
Adaptability	Skill at adjusting to changing situations and overcoming obstacles
Achievement orientation	The drive to meet an internal, standard of excellence
judgment	Avoiding hasty judgments and jumping to conclusions
Expression	Ability to choose words carefully and articulate clearly
Initiative	A readiness to seize the opportunities
Motivation	
Achievement drive	Strive to improve or meet standard of excellence
Commitment	Embrace organization's or groups vision or goals
Initiative and Optimism	Twin competencies that mobilize people to seize opportunities and allow them to take setbacks and obstacles in their stride
Social Awareness	
Empathy	Skill at sensing other people's feelings and emotions, understanding their perspectives and their view points and taking an active interest in their concerns
Organizational awareness	The ability to understand how an organization works by being able to read the currents of organizational life, build decision networks and navigate politics
Service orientation	The ability to recognize and meets customers' needs
Social Skill	
Visionary leadership	The ability to take charge and inspire with a compelling vision
Influence	The ability to wield a range of persuasive tactics
Developing others	The propensity to bolster the abilities of others through feedback and guidance
Communication	Skill at listening and at sending out clear, convincing well-tuned messages
Conflict management	The ability to de-escalate disagreements and orchestrate resolutions
Change catalyst	Proficiency in initiating new ideas and leading people in a new direction
Building bonds	Proficiency at cultivating and maintaining a web of relationships
Teamwork and collaboration	Competence at promoting cooperation and building teams

3. Research's Findings

First question: What are the most common EI components in Social Studies and Natural Sciences textbook in the secondary school?

According to tables 2 and 5, the component of self-management is the most common in the textbooks of Social Studies in the first great, with a percentage of 36.84; among whose sub-divisions the conscientiousness attribute with a percentage of 20.17 has the highest frequency. The most tangible component in the second and the third grades is that of social awareness with the percentages of 40.34 and 45.56 in each grade, and among its sub-division the attribute of organizational awareness with percentages of 18.73 and 32.09 have the highest frequencies. Also regarding tables 3 and 6, in the exercises of the first grade's Social Studies textbooks, the most common component is self-management (58.33 percent), of its subdivision the attribute of conscientiousness has the highest frequency (39.58 percent). In the second great, components of self-management and social awareness are the most frequent ones (both 40 percent), of their subdivision, those of conscientiousness (26.67) and organizational awareness (16.67) have the highest frequencies. In the third grade, the most frequent one is self-management (48.15 percent), and among its subdivision that of conscientiousness has the highest percentage (29.63). As tables 4 and 7 demonstrate, the most tangible EI component in the illustrations of Social Studies textbooks of all grades is that of social awareness: 50.94 per cent in the first, 41.18 per cent in the second and 50 per cent in the third grade; and of its subdivision, in the first and the second grades, the highest percentages belong to the attribute of teamwork and collaboration (30.19 and 20.59 percent). In the third grade, also, the attribute of teamwork and collaboration and organizational awareness have the highest percentages (33.33 percent).

According to the tables of 2 and 5, the most tangible components in the textbooks of Natural Sciences are those of motivation and self-management (47.37 percent), and among their subdivision, achievement drive (31.58 percent), conscientiousness and adaptability (15.79 percent) have the highest frequencies. In the second grade's text books of Natural Sciences, only components of self-awareness and social skill could be observed (each 50 percent), and their subdivisions, the attributes of emotional self-awareness and communication have the same percentages. In the third grade, the most frequent component is self-awareness (54.55 percent), while among its subdivision, the attribute of emotional self-awareness occupies the first place (18.18 percent). Also considering the tables of 3 and 6, the most tangible component in the exercises of the Natural Sciences textbooks in all grades is that of self-management: 92.73 per cent in the first grade, 83.62 per cent in the second grade and 93.84 percent in the third grade; and of its subdivision, the attribute of conscientiousness has the highest percentages: 55.45 percent in the first grade, 52.59 in the second grade and 44.61 percent in the third grade. As it is demonstrated in the

tables of 4 and 7, in the Natural Sciences textbooks' illustrations, no EI component could be found.

The second, the third and the fourth questions: To what extent are the EI components considered in the illustrations, text and exercises of the Social Studies and Natural Sciences textbooks?

According to table 2, the rates of the consideration for the components of EI in the Social Studies textbooks of the first grade are as follows: self-management (36.84 per cent), social skill (28.36 per cent), self-awareness (14.91 per cent), motivation (10.82 per cent) and social awareness 9.06 per cent); for the second grade: social awareness (40.34 per cent), self-management (24.21 per cent), social skill (16.43 per cent), self-awareness (12.39 per cent) and motivation (6.63 per cent); as for the third grade: social awareness (45.56 percent), self-management (22.64 per cent), social skill (21.78 per cent), motivation (8.02 per cent) and self-awareness (2 per cent).

According to table 3, the rates for EI components' presence in the exercises of Social Studies textbooks are: in the first grade; self-management (58.33 percent), social skill (29.17 percent), self-awareness (10.42 percent), social awareness (2.08 percent) and motivation (0 percent); in the second grade: self-management (40 percent), social awareness (40 percent), social skill (15 percent), self-awareness (5 percent) and motivation (0 percent); as for the third grade: self-management (48.15 percent), social awareness (44.44 percent), social skill (7.41 per cent) self-awareness and motivation (0 percent).

Also regarding table 4, for the presence of the components in the illustrations in Social Studies text books, it could be claimed: in the first grade; social skill (50.94 percent), self-management (24.53 percent), self-awareness (13.21 per cent), motivation (9.43 percent) and social awareness (1.89 per cent). In the second grade these components' rates of presence are: social skill (41.18 percent), social awareness (32.35 percent), self-management (14.71 percent), motivation (8.83 percent) and self-awareness (2.94 percent); for the third grade it could be said: social skill (50 percent), social awareness (33.33 percent), self-management (16.67 percent) and motivation (0 per cent).

Considering table 2, for the level of presence of the components in the passages of Natural Sciences textbooks it could be concluded that; in the first grade: motivation and self-management (both 47.37 per cent), social skill (5.26 per cent), social awareness and self-awareness (both 0 per cent); in the second grade: social skill and self-awareness (both 50 per cent), social awareness, self-management and motivation (0 per cent); for the third grade: self-awareness (54.55 per cent), self-management (22.73 per cent), motivation (13.64 per cent), social skill (9.09 per cent) and social awareness (0 per cent).

According to table 3, the rates of EI components' presence in the exercises of Natural Sciences textbooks are as the following: in the first grade; self-management (92.73 per cent), social skill (6.36 per cent), motivation (0.91 per cent), social awareness and self-awareness (both 0 per cent); for the

second grade frequencies are: self-management (83.62 per cent), social skill (16.38 per cent), social awareness, motivation and self-awareness (all 0 per cent); and as for the third grade rates are: self-management (93.85 per cent), social skill (6.15 per cent), social awareness, motivation and self-awareness (all 0 per cent).

As table 4 demonstrates, there is no trace of EI components in the Natural Sciences textbooks' illustrations; therefore, the frequency for all of them is zero. Also with respect to tables of 5, 6 and 7, there is no trace of the attribute of change catalyst (of social skill's divisions) in all of the textbooks (its frequency is 0 per cent).

The fifth question: Are the EI components arranged logically and orderly in of the Social Studies and Natural Sciences textbooks?

As it was mentioned in the introduction, many experts emphasize that the increase in EI should be in harmony and parallel with the increase in age, so by using the term "logically" it is demonstrated that the level of paying attention to the EI components in Social Studies and Natural Sciences textbooks should increase as the age of the students increases from the first grade to the third grade. Additionally, since the students of the secondary school have left their childhood entering their age of puberty, the attention to social skills and abilities is of particular importance.

With new cognitive abilities growing during adolescence, the quality of self-awareness and self-centrism view changes, viewing the self as the centre decreases gradually, and the teenage reconsiders his/her social terms and relationships; therefore s/he gains social growth little by little (Lotfabadi, 2005). Hence, it is expected that with growing of the educational age, the focus on the individual components in the first grade's textbooks should shift to those of social in the third grade's textbooks.

Considering table 2, among the components of EI in the Social Studies textbooks, only social awareness has been arranged logically from one grade to the other (i.e. with age growing, the level of attention to EI component increases from the books of the first grade to those of the third grade; in the first grade 9.06 per cent, in the second grade 40.34 per cent and in the third grade 45.56 per cent). This arrangement has not been observed for the other components (self-awareness, self-management, motivation and social skill). Table 3 demonstrates that in the exercises of Social Studies textbooks only the component of social awareness is arranged logically from the first to the third grade (in the first grade: 2.08 per cent, in the second grade: 40 per cent and in the third grade: 44.44 per cent). Also, according to table 4, in the illustrations of Social Studies textbooks just the component of social awareness is arranged logically from the first to the third grade (in the first grade: 1.89 per cent, in the second grade: 32.35 per cent and in the third grade: 33.33 per cent). Among the components of EI in the passages of the

Natural Sciences textbooks, only that of self-awareness is arranged orderly from one grade to the other (in the first grade: 0 per cent, in the second grade: 50 per cent and in the third grade: 54.55 per cent), and in Natural Sciences' exercises, none of the components are arranged logically.

According to table 2, in the passages of Social Studies textbooks, the attention's rates to the individual components of EI are as following: in the first grade: 62.57 per cent, in the second grade: 43.23 per cent and in the third grade: 32.66 per cent, and the rates of consideration for the social components are as following: in the first grade: 37.42 per cent, in the second grade: 56.77 per cent and in the third grade: 67.34 per cent. Therefore, on one hand, it could be concluded that the concentration on the individual components decreases in the third grade comparing with the first grade, on the other hand, the attention to the social components increases. So, in the passages of Social Studies textbooks the logical arrangement is observed. As it is demonstrated in table 3, the percentages for the individual EI components in the exercises of Social Studies textbooks are as following: in the first grade: 68.75 per cent, in the second grade: 45 per cent and in the third grade: 48.15 per cent, and for the social components: in the first grade: 31.25 per cent, in the second grade: 55 per cent and in the third grade: 51.85 per cent; so as it is clear, the logical order is not observed. According to table 4, in the illustrations of Social Studies textbooks, the rates for the individual components are: in the first grade: 47.17 per cent, in the second grade: 26.47 per cent and in the third grade: 16.67 per cent; for the social components it could be said: in the first grade: 52.83 per cent, in the second grade: 58.82 per cent and in the third grade: 83.33 per cent. Hence, in these illustrations the logical arrangement is observed (the shift of concentration on the individual components in the first grade to those of social in the third grade).

According to table 2, for the individual EI components in the passages of Natural Sciences textbooks the percentages are: in the first grade: 94.74 per cent, in the second grade: 50 per cent and in the third grade: 90.92 per cent; for the social components it could be said: in the first grade: 5.26 per cent, in the second grade: 50 per cent and in the third grade: 9.09 per cent. Therefore the logical order is not observed here (the shift of concentration on the individual components in the first grade to those of social in the third grade). Finally, according to table 3, the individual components of EI appear in the exercises of Natural Sciences textbooks in the following percentages: in the first grade: 93.63 per cent, in the second grade: 83.62 per cent and in the third grade: 93.84 per cent, these numbers for the social components are: in the first grade: 6.36 per cent, in the second grade: 16.38 per cent and in the third grade: 6.15 per cent. Obviously, the logical arrangement could not be observed in these exercises from one grade to the other.

Table 2. Examination of EI components in Social Studies and Natural Sciences textbook of the three grades in the secondary school

	Component		Social Studies 1	Social Studies 2	Social Studies 3	Natural Sciences1	Social Studies 2	Social Studies 3
Individual	Self-awareness	frequency	51	43	7	0	1	12
		percentage	91/14	39/12	**2%**	0	50**%**	55/54
	Self-management	frequency	126	84	79	9	0	5
		percentage	84/36	21/24	64/22	37/47	0	73/22
	Motivation	frequency	37	23	28	9	0	3
		percentage	82/10	63/6	02/8	37/47	0	64/13
	Total	frequency	214	150	114	18	1	20
		percentage	57/62	23/43	66/32	74/94	50**%**	92/90
Social	Social-awareness	frequency	31	140	159	0	0	0
		percentage	06/9	34/40	56/45	0	0	0
	Social skill	frequency	97	57	76	1	1	2
		percentage	36/28	43/16	78/21	26/5	50**%**	09/9
	Total	frequency	128	197	235	1	1	2
		percentage	42/37	77/56	34/67	26/5	50**%**	09/9

Table 3. Examination of EI components in the exercises of Social Studies and Natural Sciences textbook of the three grades in the secondary school

	Component		Social Studies 1	Social Studies 2	Social Studies 3	Natural Sciences 3	Natural Sciences 2	Natural Sciences 3
Individual	Self -awareness	Frequency	5	3	0	0	0	0
		percentage	42/10	**5%**	0	0	0	0
	Self-management	frequency	28	24	13	102	97	61
		percentage	33/58	40**%**	15/48	73/92	62/83	85/93
	Motivation	frequency	0	0	0	1	0	0
		percentage	0	0	0	91/0	0	0
	Total	frequency	33	27	13	103	97	61
		percentage	75/68	45**%**	15/48	63/93	62/83	84/93
Social	Social awareness	frequency	1	24	12	0	0	0
		percentage	08/2	40**%**	44/44	0	0	0
	Social skill	frequency	14	9	2	7	19	4
		percentage	17/29	15**%**	41/7	36/6	38/16	15/6
	Total	frequency	15	33	14	7	19	4
		percentage	25/31	55**%**	85/51	36/6	38/16	15/6

Table 4. the examination of EI components in the illustrations of Social Studies and Natural Sciences textbooks of the secondary school's grades

	Component		Social Studies 1	Social Studies 2	Social Studies 3	Natural Sciences 1	Natural Sciences 2	Natural Sciences 3
Individual	Self- awareness	frequency	7	1	0	0	0	0
		percentage	21/13	94/2	0	0	0	0
	Self-management	frequency	13	5	1	0	0	0
		percentage	53/24	71/14	67/16	0	0	0
	Motivation	frequency	5	3	0	0	0	0
		percentage	43/9	82/8	0	0	0	0
	Total	frequency	25	9	1	0	0	0
		percentage	17/47	47/26	67/16	0	0	0
Social	Social awareness	frequency	1	11	2	0	0	0
		percentage	89/1	35/32	33/33	0	0	0
	Social skill	frequency	27	14	3	0	0	0
		percentage	94/50	18/41	50**%**	0	0	0
	Total	frequency	28	25	5	0	0	0
		percentage	83/52	53/73	33/83	0	0	0

Table 5. Examination of the subdivisions of EI components in the passages of Social Studies and Natural Sciences textbooks of the secondary school's grades

	Attribute		Social Studies 1	Social Studies 2	Social Studies 3	Natural Sciences 1	Natural Sciences 2	Natural Sciences 3
Self-awareness	Emotional self-awareness	frequency	16	13	3	0	1	4
		percentage	68/4	75/3	86/0	0	50	18/18
	Accurate self-assessment	frequency	20	27	2	0	0	3
		percentage	85/5	78/7	57/0	0	0	64/13
	Self-confidence	frequency	7	1	0	0	0	3
		percentage	05/2	29/0	0	0	0	64/13
	Impact on others	frequency	8	2	2	0	0	2
		percentage	34/2	58/0	57/0	0	0	09/9
Self-management	Self-control	frequency	3	1	7	0	0	1
		percentage	88/0	29/0	01/2	0	0	54/4
	Trustworthiness	frequency	1	0	7	0	0	0
		percentage	29/0	0	01/2	0	0	0
	Conscientiousness	frequency	69	35	14	3	0	2
		percentage	17/20	09/10	01/4	79/15	0	09/9
	Adaptability	frequency	15	1	3	3	0	0
		percentage	38/4	29/0	86/0	79/15	0	0
	Achievement orientation	frequency	4	1	0	0	0	0
		percentage	17/1	29/0	0	0	0	0
	Judgment	frequency	10	20	11	1	0	1
		percentage	92/2	76/5	15/3	26/5	0	54/4

	Expression	frequency	22	24	36	1	0	0
		percentage	43/6	92/6	31/10	26/5	0	0
	Initiative	frequency	2	2	1	1	0	1
		percentage	58/0	58/0	29/0	26/5	0	54/4
Motivation	Achievement drive	frequency	1	1	0	6	0	0
		percentage	29/0	29/0	0	58/31	0	0
	Commitment	frequency	29	21	28	0	0	0
		percentage	48/8	05/6	02/8	0	0	0
	Initiative and optimism	frequency	7	1	0	3	0	3
		percentage	05/2	29/0	0	79/15	0	64/13
Social awareness	Empathy	frequency	25	36	7	0	0	0
		percentage	31/7	37/10	01/2	0	0	0
	Organizational awareness	frequency	5	65	112	0	0	0
		percentage	46/1	73/18	09/32	0	0	0
	Service orientation	frequency	1	39	40	0	0	0
		percentage	29/0	24/11	46/11	0	0	0
Social skill	Visionary leadership	frequency	13	6	26	0	0	0
		percentage	80/3	73/1	45/7	0	0	0
	Influence	frequency	4	4	11	0	0	0
		percentage	17/1	15/1	15/3	0	0	0
	Developing others	frequency	6	2	0	0	0	0
		percentage	75/1	58/0	0	0	0	0
	Communication	frequency	7	24	14	0	1	0
		percentage	05/2	92/6	01/4	0	50	0
	Conflict management	frequency	4	0	5	0	0	0
		percentage	17/1	0	43/1	0	0	0
	Change catalyst	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Building bonds	frequency	5	0	8	0	0	1
		percentage	46/1	0	29/2	0	0	45/4
	Teamwork collaboration	frequency	58	21	12	1	0	1
		percentage	96/16	05/6	44/3	26/5	0	54/4

Table 6. Examination of the subdivisions of EI components in the exercises of Social Studies and Natural Sciences textbooks of the secondary school's grades

	Attribute		Social Studies 1	Social Studies 2	Social Studies 3	Natural Sciences 1	Natural Sciences 2	Natural Sciences 3
Self-awareness	Emotional self-awareness	frequency	1	0	0	0	0	0
		percentage	08/2	0	0	0	0	0
	Accurate self-assessment	frequency	4	3	0	0	0	0
		percentage	33/8	5	0	0	0	0
	Self-confidence	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Impact on others	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
Self-management	Self-control	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Trustworthiness	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Conscientiousness	frequency	19	16	8	61	61	29
		percentage	58/39	67/26	63/29	45/55	59/52	61/44
	Adaptability	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Achievement orientation	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Judgment	frequency	0	0	0	12	3	4
		percentage	0	0	0	91/10	59/2	15/6
	Expression	frequency	9	8	5	28	29	28
		percentage	75/18	33/13	52/18	45/25	25	08/43
	Initiative	frequency	0	0	0	1	4	0
		percentage	0	0	0	91/0	45/3	0
Motivation	Achievement drive	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Commitment	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Initiative and optimism	frequency	0	0	0	1	0	0
		percentage	0	0	0	91/0	0	0
Social awareness	Empathy	frequency	1	8	0	0	0	0
		percentage	08/2	33/13	0	0	0	0
	Organizational awareness	frequency	0	10	10	0	0	0
		percentage	0	67/16	03/37	0	0	0
	Service orientation	frequency	0	6	2	0	0	0
		percentage	0	10	41/7	0	0	0

Social skill								
	Visionary leadership	frequency	1	1	0	0	1	0
		percentage	08/2	67/1	0	0	86/0	0
	Influence	frequency	0	0	0	0	1	0
		percentage	0	0	0	0	86/0	0
	Developing others	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Communication	frequency	0	1	0	1	1	0
		percentage	0	67/1	0	91/0	86/0	0
	Conflict management	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Change catalyst	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Building bonds	frequency	1	0	0	0	1	0
		percentage	08/2	0	0	0	86/0	0
	Teamwork collaboration	frequency	12	7	2	6	15	4
		percentage	25	66/11	41/7	45/5	93/12	15/6

Table 7. Examination of the subdivisions of EI components in the illustrations of Social Studies and Natural Sciences textbooks of the secondary school's grades

	Attribute		Social Studies 1	Social Studies 3	Social Studies 3	Natural Sciences 1	Natural Sciences 2	Natural Sciences 3
Self-awareness	Emotional self-awareness	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Accurate self-assessment	frequency	7	1	0	0	0	0
		percentage	21/13	94/2	0	0	0	0
	Self-confidence	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Impact on others	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
Self-management	Self-control	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Trustworthiness	frequency	**1**	0	0	0	0	0
		percentage	89/1	0	0	0	0	0
	Conscientiousness	frequency	9	4	1	0	0	0
		percentage	98/16	76/11	67/16	0	0	0
	Adaptability	frequency	1	0	0	0	0	0
		percentage	89/1	0	0	0	0	0
	Achievement orientation	frequency	1	0	0	0	0	0
		percentage	89/1	0	0	0	0	0
	Judgment	frequency	0	**1**	0	0	0	0
		percentage	0	94/2	0	0	0	0

	Expression	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Initiative	frequency	**1**	0	0	0	0	0
		percentage	89/1	0	0	0	0	0
Motivation	Achievement drive	frequency	1	0	0	0	0	0
		percentage	89/1	0	0	0	0	0
	Commitment	frequency	3	3	0	0	0	0
		percentage	66/5	82/8	0	0	0	0
	Initiative and optimism	frequency	1	0	0	0	0	0
		percentage	89/1	0	0	0	0	0
Social awareness	Empathy	frequency	1	3	0	0	0	0
		percentage	89/1	87/8	0	0	0	0
	Organizational awareness	frequency	0	4	2	0	0	0
		percentage	0	76/11	33/33	0	0	0
	Service orientation	frequency	0	4	0	0	0	0
		percentage	0	76/11	0	0	0	0
Social skill	Visionary leadership	frequency	2	2	1	0	0	0
		percentage	77/3	88/5	67/16	0	0	0
	Influence	frequency	**2**	0	0	0	0	0
		percentage	77/3	0	0	0	0	0
	Developing others	frequency	2	0	0	0	0	0
		percentage	77/3	0	0	0	0	0
	Communication	frequency	2	5	0	0	0	0
		percentage	77/3	70/14	0	0	0	0
	Conflict management	frequency	**1**	0	0	0	0	0
		percentage	89/1	0	0	0	0	0
	Change catalyst	frequency	0	0	0	0	0	0
		percentage	0	0	0	0	0	0
	Building bonds	frequency	2	0	0	0	0	0
		percentage	**3/77**	0	0	0	0	0
	Teamwork collaboration	frequency	16	7	2	0	0	0
		percentage	19/30	59/20	33/33	0	0	0

4. Discussion and Conclusion

The findings related to the first question demonstrate that the most frequent EI component in the passages of the Social Studies textbooks is social awareness; and in the first grade it is self-management, and its subdivision conscientiousness is also, while in the second and the third grades social awareness is dominant (also its subdivision organizational awareness). The most tangible component in the exercises of the Social Studies textbooks, is self-management, and in the first and the third grades its subdivision; conscientiousness and in the second grade also social awareness with its subdivision organizational awareness along with conscientiousness are the most tangible ones. In the illustrations of all grades' textbooks, the most dominant component is that of social awareness (with its subdivisions; teamwork and collaboration and organizational awareness). In the passages of the Natural Sciences textbooks, the most dominant component is self-management. It could be concluded that in the first grade, motivation and its subdivision achievement drive and self-management with its subdivisions; conscientiousness and adaptability are the most tangible ones. In the second grade, self-awareness, its subdivision emotional self-awareness, social skill and its subdivision communication are the most dominant components. For the third grade, it could be claimed that the most common component is that of self-awareness (also its subcategory, emotional self-awareness). In the exercises of all three grades, the most dominant is the component of self-management and its subdivision attribute, conscientiousness. Also the results show that in the illustrations no EI component has been considered. The results of Alghazu and his colleagues' research (2009) demonstrates that the most dominant intelligence in all of the three grades and books is the visionary type, the least dominant one in the Social Studies and English textbooks is the physical intelligence; also in the English and Arabic textbooks the least dominant type is the naturalistic one. In addition, their research shows that attention paid to all kinds of multiple intelligences including the social kind in all of the textbooks is at an acceptable degree.

The findings related to the second question show the level of attention to the EI components in the passages of Social Studies textbooks as the following respectively: in the first grade: self-management, social skill, self-awareness and motivation; in the second grade: social awareness, self-management, social skill, self-awareness and motivation; and in the third grade: social awareness, self-management, social skill, self-awareness and motivation. For the level of attention to the components in passages of Natural Sciences textbooks with respect to their importance, it could be said; in the first grade motivation, self-management and social skill; in the second grade: social skill and self-awareness; and in the third grade: self-awareness, self-management, motivation and social skill are the most dominant ones. As the findings show, there is more attention to EI component in the passages of Social Studies than those of Natural Sciences.

They are not very tangible in the passages of Natural Sciences textbooks; there is no trace of social awareness and self-awareness in the first grade, self-management and motivation in the second grade and social awareness in the third grade at all.

The findings related to the third question of this research show that the most considered components in the exercises of Social Studies textbooks are, as orderly arranged; in the first grade: self-management, social skill, self-awareness and social awareness; in the second grade: self-management, social skill, self-awareness and social awareness; in the third grade: self-management, social awareness and social skill. As it could be observed, there is no attention at all to the component of motivation in all three grades and self-awareness in the third grade in the exercises. The most tangible components in the exercises of Natural Sciences textbooks according to their level of importance are: in the first grade: self-management, social skill and motivation and in the second and the third grades: self-management and social skill. According to the results of this research, in the exercises, the components of social awareness and self-awareness in the first grade and social awareness, motivation and self-awareness in the second and the third grades do not exist at all.

The results related to the fourth question, the dominant components in the illustrations of Social Studies textbooks are: social skill, self-management, self-awareness, motivation and social awareness in the first grade; social skill, social awareness, self-management, motivation and self-awareness in the second grade; and social skill, social awareness and self-management in the third grade; there is no sign of self-awareness and motivation in the textbooks' illustrations of this latter grade. The components of EI are not tangible in the illustrations of Natural Studies textbooks. Generally speaking, the results of the first, the second, the third and the fourth questions demonstrate that EI components are considered at a very high level in the Social Studies textbooks; while these components are considered very poorly in the Natural Studies textbooks. Also, the attribute of change catalyst (of social skill's subdivision) is not considered in any of the secondary school's textbooks. The results of Khashchyan and his colleagues' (2010) show that the components of self-awareness, problem solving, trustworthiness and initiative are tangible, with respect to their order, in the textbooks of Persian Literature, Social Studies, Theology (Religion and Life) and Social Skills more than the others, but on the whole, in these textbooks the EI components are not the focus of attention and are considered superficially in the quantity and quality; the educational goals of these textbooks does not approve EI components, either.

The results of the fifth question demonstrate that among the components in the passages, exercises and illustrations of the Social Studies textbooks, only social awareness is arranged logically from one grade to the other (i.e. by the age growing the level of attention to EI components increases). Of the components in the passages of Natural Sciences, only

self-awareness is arranged logically, and in the exercises none of the components is arranged orderly. In the passages and illustrations of Social Studies textbooks, the attention to the individual components decreases in the third grade comparing with the first grade, and the attention to the social components increases; so in the passages and illustrations the logical order is observed, but it is not in the exercises. Additionally, according to the results, the logical order, shifting from the individual components in the first grade to the social ones in the third grade, is not maintained in the passages and exercises of the Natural Sciences textbooks.

On the whole, the results of the fifth question demonstrate that the EI components are not logically ordered from one grade to the other in the Natural Sciences and Social Studies textbooks (i.e. by the age growing, the focus of attention shifts from the individual components in the first grade to the social ones in the third grade). According to the researches, conducted in this field, observing this logical order in distributing the components and instructing them orderly are essential. Bar-on (2006) believes EI grows in many cases, and it is possible to expand (develop) through education, planning and treatment. Humphrey and his colleagues (2007) claim that according to the evidences, EI grows in harmony with the age growing. They divided EI's growth into four stages: emotional awareness towards one's and the others' emotions, application of emotions with respect to contexts, emotional empathy or the possibility of entering others' emotions and emotions selecting or the individual reaching to a level of emotional awareness in order to direct his/ her decisions. Mayor also asserts that EI grows with the age growing and experience expanding from childhood to adulthood. Carr also believes (2004; qtd. in Maleki, 2006) that the construct of EI behaves like those parts composing DNA in the sense that if they are instructed (educated) properly, these components enables the individuals to develop special skills and fundamental abilities of their EI. These elements have an ordered nature; it means they cover each other moving from one level to the higher one.

Also, with new cognitive abilities growing during adolescence, the quality of self-awareness and self-centrism changes; the self-centrism gradually lessens and the teenager reconsiders his/her social terms and relationships, gaining social maturity little by little (Lotfabadi, 2005).

Concerning so many researchers conducted in the field of EI and its relation to educational achievement and also, other aspects of life and emphasizing the fact that EI could be not only learned but also developed through proper planning and instruction; furthermore, concerning the fact that textbooks are fundamental to the curriculum and the most important instruments of education in the schools, so it would seem essential that the designers of curriculums and authors of the textbooks with considering students' needs in different ages and grades, should pay enough attention to instruction of EI components as the elements determining the success in life, in personal and social relationships and adaptability to the environment in all textbooks.

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