

*Original Article***Survey and Analysis on Content of Primary Education Textbooks from Life Skills Training Point of View****Gholam Ali Sarmad, Sharareh Habiby and Mahmoud Arvantan***Islamic Azad University, Rodehen Branch, Iran**Corresponding author's e-mail: Info_arvantan@yahoo.com**ABSTRACT**

The current research is intended to give information about Life Skills which have been considered by the researcher(s) in Primary Education Textbooks and their interpretation and analysis that was carried out within Content Analysis framework and by means of different sources. Statistical population of this study was selected as all textbooks in Primary Education Course except for Quran Training Book and Lets' Read Persian book where they included totally 26 volumes. The analysis criteria have been formulated based on: Analysis of text, images, stories, questions, exercises, verses, fluently reading, reading chorally and designs of front and back of book cover. Researching tool was sentence that was selected as the smallest unit of analysis and recording unit was utilized to measure frequencies where by counting them it was referred to the rate of paying attention to life skills by means of aforesaid books. Persian sources, theses and the related studies have been adopted to deal with theoretical frameworks of the given research and due to lack any previous sample in order to be compared with this study; thus, no test has been carried out in this content analysis while descriptive statistics was utilized like preparation of appropriate tables, frequency distribution, percentage and diagram for this purpose. Results came from this study showed that of total 2775 sentences, the relevant images or phrases in 12 topics of life skills in textbooks, the maximum frequency has belonged to Creative- Critical Thought Skill with 488 cases and ratio of 17.55%, while the minimum frequency has belonged to Political Skill with 47 cases and rate of 1.69%.

Key words: life skills, primary education, topic, content analysis**INTRODUCTION**

In modern world where technology is increasingly going to promote and human's knowledge is increased at any moment, it seems such knowledge causes creating some complexities within human's life so one could not generally release from such complexities, but the coping techniques should be trained against them. It is expected that today human to be exposed to life problems with higher ability and potential and to take step effectively and pragmatically toward solving these problems by receiving different fields.

Today, the families take stronger and more effective steps for training their children's intelligence and talent than in the past and also their expectation has raised in the field of their children's effectiveness. They found that in order to accomplish this vital goal i.e. possession of further strong and ability to achieve the higher objectives, they should train thinking in children and adolescents at higher levels. It is better to think in such a way that we should vaccinate children against mental problems and issues. This task will become into practice by training life skills to them. As a result, they are trained how to keep themselves away from dangers and risks in the current advanced and complicated world and to accomplish to viable beliefs about their own abilities. Life skills train people how to throw away vulnerability and to look at life issues as resolvable riddles.

For example, art of establishment of contact and art of dialogue with other people are of those primary skills that if someone is equipped with them, he/ she could keep one's own away from destructive emotions and to enjoy mental health. Most of anxieties, fears, and protests in children may be reduced by conversation and contact with them and they should receive greater social ability. With healthy communications, children and

teenagers may grow better and enjoy further supporting- emotional sources. Sensitivity, fastidiousness and self-denial may be eliminated and by which they will acquire more value and repute for themselves.

If children are able to think and purpose new ideas, they enjoy creative thought. Encouraging them to thinking instead of giving prompt and empty responses and free of any deliberation and innovation, may grant them further intellectual health; Creative Thinking is considered as one of the important life skills in human, including some skills like decision- making, ability of problem- solving, self- awareness, philanthropy and empathy (human, ideological and moral relations), management- leadership and planning, educational, biologic- healthcare and environmental relations, coping with mental and political emotions and stress.

Today, number of life skills is also going to increase; those skills that make human stronger, more resistant and further self-confident and increase their resistance and success. It requires noting that life skills are acquired and trained; they could be trained and learned. With respect to what it mentioned, it may be implied that gradually renovation of human's life is depended on several factors out of which one is acquiring of experience and learning of skill. Naturally, such experience and skill have been acquired in two completely different ways that one could call them as two theoretical and practical types.

Practical or operational dimension of acquisition of skill and experience is caused by some measures which almost begin from startup point for any person and continue up to infinity so for this reason its range and depth is personalized and exclusive for any individual to some extent. But theoretical experience and skill is originated from trainings which are presented to human and in turn they are divided into formal and formal trainings. The present study is intended to identify what kind of skills are presented to students theoretically in primary education textbooks (formal training) in order to enjoy it in their social life.

In a survey and analysis which have been carried out on training life skills in primary education textbooks by Mirhosseini in academic year 2001-2002 as MA thesis within Islamic Azad University (IAU), Rood-E-Hen Branch by aiming at giving information about types and rate of life skills training within primary education textbooks and in order to interpret and analyze them by descriptive method, the given results indicated that: among total 14 studied skills, 908 types of skill case have been identified in these textbooks in primary education course where the maximum quality of skills has belonged to two Religious Teaching book (47.03%) and Persian Language book (33.04%) while the maximum quantity of skills was placed in Grade IV (29.25%), Grade III (29.03%), and Grade V (21.52%). The maximum rate of quality of the existing skills had belonged to ideological and moral skills in primary education textbooks. Rate of life skills was increased in primary education from Grade I to Grade IV but this rate has been reduced in Grade V [1]. Another study was carried out by Hadinejad, under title of "Content analysis of Persian textbooks in primary education Grade IV and V and their comparison with objectives of primary education". In this study, statistical population included Persian textbooks of primary education Grades IV and V and by means of contents in the aforesaid books, information was obtained line by line based on theoretical framework. The studied textbooks have been prepared and drawn up in several dimension of ideological training, training of values, transfer of knowledge and techniques, training of skill and activity, national and social training, socio- political training and artistic training proportional to goals of primary education course. In physical fitness dimension, the aforesaid books put less focus on the above dimensions. Fewer contents were included in the given textbooks in healthcare training dimension while Persian textbooks may in turn play noticeable role in health training dimension [1].

Another research under title of "Review on content of Persian textbooks in elementary education (Guidance School) in terms of training the life skills" was conducted by Rajabi in Academic Year 2005-2006, as MA thesis in Islamic Azad University (IAU), Rood-E-Hen Branch. In this research, the objective was to survey content of Persian textbooks in elementary education (Guidance School) from life skills training point of view. The studied population has consists of Persian textbooks of three year elementary education course in academic year 2005-2006 and sample space was the same as sampled population. In this study which has been conducted by descriptive technique of content analysis type, measurement tool included some checklists of topics of life skills in which their validity coefficient was estimated 0.89 and results of this study were derived as follows:

- 1- Training of skill of recognition society and social relations (33.91%)
- 2- Training of creative- critical thinking skill (26.32)
- 3- Training of skill of establishing relations with others (13.01%)
- 4- Training of values recognition skill (10.03)
- 4-1- Training of religious values recognition skill (4.82%)
- 4-2- Training of moral values recognition skills (4.60%)
- 4-3- Training of family values recognition skill (0.61%)
- 5- Training of decision- making skill (9.13%)
- 6- Training of coping with emotions and stresses (5.50)
- 7- Training of recognition of own ability (self- awareness) (1.56%)
- 8- Training of physical fitness (0.54%)

In this study, totally 9867 sentences, images or phrases were examined in texts of Persian books from elementary education course (Guidance school) out of which 7234 sentences, images or phrases (73.32%) considered some topics of life skills training. Of this quantity, 2453 cases (i.e. 33.91%) have belonged to skill of recognition society and social relations so this signifies paying more attention to subject of recognition society and social relations by authors and planners of these books. And the least observed case related to topic of

physical fitness recognition that was 0.54% so this also shows paying less attention to this important and vital skill by authors of these books [2].

In a study which has been done under title of "Content- driven role of Persian textbook in primary education for promotion of national identity" by Shokri Khaneghah in academic year 1999-2000, statistical population included all primary education textbooks and sample case consists of topics from textbooks that were close to subject matter of study. In this investigation, descriptive statistic technique was utilized and some parts of Persian textbooks were examined with respect to element of national customs and rites in Persian textbook where order and discipline were considered as some part of this subject. Regardless of some cases like considering religion and belief, some other topics have been also examined including acceptance of multiple ethnicities, paying attention to language, hospitality, and respect to old persons, over- compliment, extravagance, disorder and lack of accountability and the following results were accomplished: No item has been mentioned about disorder in textbook Grade I. In textbooks from Grades II, III and IV and V, respectively 3, 0, 1 and 2 cases have been implied about undisciplined activity and disorderliness so these topics may indicate that in total five grades of primary education course only 4.4% of disorderliness and accountability have been mentioned proportional to all of these cases; as a result, by comparison among frequency and obtained percentages it can be concluded that subject of order and discipline and responsibility has been less noticed in primary education textbooks and even in some cases they were taught disorderliness lesson and the existing topics might interpret such claim in these books [2].

Another research was carried out by Mohsenian in academic year 2003-2004 under title of "Review on the role of primary and elementary education textbooks to encourage students for study" where it survey technique was of content analysis and statistical population comprised of all primary and elementary education textbooks. With respect to the studied subject, samples had been selected from primary and elementary education textbooks. Consequently, books were initially examined and those topics were selected and counted that they were close to case study and quantitative data were drawn up in frequency distribution tables and their percentage was computed and described (here of course only some part of this study is mentioned that related to primary education course). The obtained result denotes that among textbooks from primary education Grade I, the highest attention was focused on book and book- reading in mathematics textbook with 6 cases (50%) and Persian textbook with 4 cases (33.3%) and the least implication related to religious teaching book and Quran with only 1 case (8.33) while subject of book and book- reading has never been mentioned in natural sciences textbook. Among primary education textbooks in Grade II, the highest implication to book and book- reading correspondingly related to Persian book with 6 cases (46.5%) and then mathematics book with 4 cases (37.7%) while subject of book and book- reading has never been mentioned in natural sciences textbook and the lowest percent belonged to this book. Among primary education textbooks in Grade III, the highest implication to book and book- reading respectively related to Persian book with 8 cases (44.4%) and religious and social teachings books with 2 cases per one (11.11%) while subject of book and book- reading has never been mentioned in natural sciences textbook. Similarly, among textbooks in Grade IV from primary education course, the maximum implication of given subject related to Persian textbook with 12 cases (53.17%) and then Social teachings book with 4 cases (17.4%) and religious teachings books and Quran with 2 items (8.69%) and eventually the least attention was paid to this subject in natural sciences book with no implication to book and book- reading subject. And at last, among textbooks Grade V from primary education course, the maximum and minimum focuses on subject of book and book- reading subject were correspondingly related to Persian and mathematics books with 8 cases per one (37.6%) and social teachings book with 3 cases (11.53%) and Quran training book with 1 item (3.84%). And totally among all textbooks in primary education course the maximum and minimum implications to subject of book and book- reading have belonged to Persian textbook with 45 cases (45.9%) and in Quran training book with 1 case (3.84%) respectively [2].

In a survey which has been conducted by Falahpoor in 2004 (from Education and Training Center, Lorestan Province) about content analysis on Persian and natural sciences of primary education course in terms of paying attention to life skills, all of these books have been examined and assayed but sampling was not done. And in this content analysis, words were the smallest unit of analysis. Results of this research showed that percentage of topics of life skills in Persian and natural science textbooks from primary education course at academic year 2004-5 included: 1- Decision- making skill (14.33%); 2- Problem-solving skill (11.67%); 3- Critical- creative thinking skill (13.29%); 4- Social effective relations skill (15.80%); 5- Self- knowledge skill (16.38%); 6- Empathy skill (14.95%); 7- Skill of coping with emotions and stresses (13.65%) [1].

With respect to the studies which have been carried out in Iran about training of life skills within primary education textbooks, it may be derived that none of them have not been dealt with comprehensively analysis on all textbook of primary education course and they only sufficed with analysis on some of these books and at the same time due to vastness and multiplicity of life skills, only some of life skills have been taken into consideration. But all these researches may signify this fact that with respect to advancement of communities and emergence of new skills, the vital requirement and ever- increasing focus of textbooks should be emphasized on essential life skills and new skills more than ever.

In a study that carried out by Tereza [3], increase in life skill has been indicated effective on prevention from suicide. And similarly Kim [3] found that training of life skills to children with learning disabilities might be effective. Halin [3] also evaluated life- specified skills within social life. Boshovin et al [3] have examined the

impact of life skills training programs on alcoholism, smoking and drug abuse. This program included life skills, communication, decision- making, anxiety and stress. The results showed that training have been effective on reduction of smoking, alcoholism and drug abuse. In program of promotion of social abilities by Yal and Newhon, the basic life skills such as control of stress, problem- solving by making decision and communication skills were trained [3]. The results signified remarkable progress in students of tested group. Ability of planning and selection of appropriate solutions for life, contact with counterparts, self- control and sociability of them were significantly increased.

Next studies indicated that this plan is also effective in exclusive fields and prevention from drug abuse and reduces desire to drug and alcohol abuse. Similarly, findings suggest positive effect of this type of training on students' skills to solve interpersonal problems and coping with anxiety. Following of such trainings, participants are enabled to resolve their own conflict with their counterparts. Rate of stress is increased in them and they acquire more interpersonal popularity [4].

In a study about impact of training of life skills on laborers in South Africa, Albertain et al [4] accomplished positive results in several aspects. The foremost characteristic of tested group relates to their ability in control of issues and problems, motivation to positive and active work to achieve their goals and improvement of their familial life. Of other changes, one may refer to modification of decision- making ability, positive change in their attitude toward the opportunities which have in life, positive approach toward their abilities in playing active role in their life and better coping with life conditions and positive change in ability to individual, environmental and occupational responsibility. Similarly, they acquired insight and knowledge about cognitive aspects in their relations with other people and amount of self- respect and self-confidence was increased in them and they accomplished to positive self- concept and finally individual responsibility, planning for future and ability of critical thinking were improved in them [5].

In another study, Elees and Tailor [4] found that the persons with high self- esteem have feeling of self- value, self- confidence and merit and they are more deserving and constructive than individuals with less sense of self- esteem. Similarly, study result indicated that persons with high self- esteem might act better in many situations. An investigation into job- applicant students showed that those ones who have higher self- esteem might receive further occupational offers and employers evaluated them more favorable than students with lower sense of self- esteem [4].

Studies done by Copper smith [6] were one of the researches about self-esteem that is considered as one of the important life skills and he published a book called self- esteem fields in 1967. By conducting survey and study on previous theories and researches, Smith interprets four basic factors for improvement of self- confidence:

1- Amount of respect, acceptance and interest a person may receive.

2- History and experiences of successes in life or in general success and its interaction have with environment.

3- Values and expectations

4- Method of individual responsiveness to control of personality

Within a study for this purpose, Copper smith tested 43 female and 44 male students by Self- Esteem Inventory in Grades V and VI where mean value and standard deviation were respectively 82.3% and 16.7 for females and mean value and standard deviation were obtained as 3% and 12.2 for males correspondingly; however, no significant difference observed among both statistical groups. According to Copper smith's studies, individuals with high self- esteem might feel sense of confidence, creativity and independence and self- actualization than in persons with lower level of self- esteem [6]. Several studies which have been carried out after execution of training programs of life skills in schools present significant progresses within different dimensions of mental health. For instance, self- image, self- esteem, self- efficiency, social and emotional aggression and significant reduction of social anxiety are some of these cases [7].

Training of life skills has been effective in several programs, including Drug Abuse Prevention Plans, teenager's prevention program, promotion of Intelligence, bully prevention programs, prevention from AIDS, training of peace and promotion of self-confidence and self- esteem [7]. Thus, importance and value of life skills training with several preventive goals and improvement of health level are revealed [7].

Research Questions

1- To what extent in primary education textbook is attention focused on training of decision- making and responsibility skill?

2- To what extent in primary education textbook is attention focused on training of problem- solving skill?

3- To what extent in primary education textbook is attention focused on training of creative- critical thinking skill?

4- To what extent in primary education textbook is attention focused on training of self- awareness skill?

5- To what extent in primary education textbook is attention focused on training of human relations (philanthropy and empathy) skill?

6- To what extent in primary education textbook is attention focused on training of coping with emotions and stresses skill?

7- To what extent in primary education textbook is attention focused on training of ideological and moral skill?

8- To what extent in primary education textbook is attention focused on training of biological, environmental and healthcare skill?

9- To what extent in primary education textbook is attention focused on training of management, leadership and planning skill?

10- To what extent in primary education textbook is attention focused on training of economic skill?

11- To what extent in primary education textbook is attention focused on training of political skill?

12- To what extent in primary education textbook is attention focused on training of educational skill?

MATERIALS AND METHODS

As it revealed from its subject, the present study is content analysis and its methodology is of content analysis type. Statistical population of this study includes all textbooks from primary education course except for Quran book and Lets' Read Persian book. And sampling was not done because 100 percent of all aforesaid books have been surveyed. The reason for non- selection of Quran book and Lets' Read Persian book has related to the following points

1. Since Quran is a divine book and scripture and a plan of life for all humans which has been descended by God so researcher has not deemed himself able to analyze the content of this holy divine book with his meager knowledge.
2. Since Lets' Read Persian textbooks from primary education course have often dealt with training of reading and writing skills and rules of Persian grammar so selection of this book has been ignored as well. But surveying of other textbooks has been started accurately and line- by- line from front page of book cover and ended to the overleaf of book cover .

In this study, sentences have been used as the smallest units of analysis. Recording of unit was utilized for measurement of frequencies which have been identical to counting numbers and whenever one of the related evidences to the given topic was observed, one frequency has been calculated for that observation. To determine validity of researching tools, comments from experts and scholars have been adopted. To identify reliability of study tools, a list comprising of 60 topics has also been given to two trained persons and its reliability was obtained by means of the following formula. Descriptive statics has been utilized to survey information in this study and several parameters (frequency, percentage, tables and diagrams) have been used to record number of topics and their counting. Since there was no sample in order to be compared thus parametric test has not been conducted as well.

RESULTS

To show data in the present study, several tables and diagrams have been used for this purpose. Findings from any textbook were given in one table and findings of other textbooks of entire primary education course with the same title were also presented in other tables separately and finally a few general tables were prepared in which research findings (grade- by- grade) and separately based on their topics were arranged.

Table 1. Frequency of life skills in textbooks (entire primary education course)

Topics	Decision making & responsibility	Problem solving	Creative- critical thinking	Self- knowledge	Human relations (philanthropy- empathy)	Coping with emotions & stresses	Ideological & moral	biological healthcare and environmental	Management, leadership & planning	Economic	Political	Educational	Total
Frequency	330	191	488	63	274	91	381	202	302	154	47	252	2775
Percentage	11.89	6.88	17.58	2.27	9.87	3.27	13.72	7.27	10.88	5.54	1.69	9.08	100

Table 1 is a general table which indicates 2775 sentences, phrases or relevant images to 12 topics of the studied life skills in this investigation where the maximum frequency has belonged to creative- critical thinking skill with 488 frequency cases and 17.58% ratio out of all the existing topics in this book and the minimum rate of frequency related to political (skill) topic with 47 cases and 1.69% and other topic are placed among these two skills.

Table 2 also is a general table that arranged in two horizontal and vertical columns, which express each of findings of this study. In horizontal column, rate of frequency of the related sentences and phrases to each of 12 topics has been given each of textbooks among of which the maximum frequency belongs to Lets Read Persian book with 767 cases and 27.63% and the minimum frequency relates to natural sciences book with 287 cases and 10.34%. Also in vertical column of this table, rate of frequency of each of 12 topics in all textbooks of five- year primary education course are displayed where its description was illustrated in former table.

Table 2. Frequency of life skills in textbooks separately

Topics		Decision making & responsibility	Problem solving	Creative- critical thinking	Self- knowledge	Human relations (philanthropy- empathy)	Coping with emotions & stresses	Ideological & moral	biological healthcare and environmental	Management, leadership & planning	Economic	Political	Educational	Total
Lets' Read Persian	Frequency	86	37	109	15	90	39	106	59	71	34	10	111	767
	Percentage	11.21	4.82	14.21	1.95	11.73	5.08	13.82	7.69	9.25	4.43	1.30	14.47	27.63
Natural Sciences book	Frequency	36	29	62	10	17	1	13	42	31	22	1	23	287
	Percentage	12.54	10.1	21.6	3.48	5.92	0.34	4.52	14.63	10.8	7.66	0.34	8.01	10.34
Mathematics	Frequency	43	82	121	2	18	0	27	18	40	43	6	57	457
	Percentage	9.40	17.94	26.47	0.43	3.93	0	5.9	3.93	8.75	9.40	1.31	12.47	16.46
Divine Gifts	Frequency	50	7	67	16	57	22	92	34	52	5	3	18	423
	Percentage	11.82	1.65	15.83	3.78	13.47	5.20	21.74	8.03	12.29	1.18	0.70	4.25	15.24
Social Teaching book	Frequency	68	34	67	4	45	22	62	35	70	47	27	38	519
	Percentage	13.10	6.55	12.90	0.77	8.67	4.23	11.94	6.74	13.48	9.05	5.20	7.32	18.70
Divine Gifts Workbook	Frequency	47	2	62	16	47	7	81	14	38	3	0	5	322
	Percentage	14.59	0.62	19.25	4.96	14.59	2.17	25.15	4.34	11.80	0.93	0	1.55	11.60
Total	Frequency	330	191	488	63	274	91	381	202	302	154	47	252	2775
	Percentage	11.89	6.88	17.58	2.27	9.87	3.27	13.72	7.27	10.88	5.54	1.69	9.08	100

Table 3. Frequency of life skills in textbooks grade by grade

Topics		Decision making & responsibility	Problem solving	Creative- critical thinking	Self- knowledge	Human relations (philanthropy- empathy)	Coping with emotions & stresses	Ideological & moral	biological healthcare and environmental	Management, leadership & planning	Economic	Political	Educational	Total
Grade I	Frequency	18	8	58	1	23	1	29	28	16	22	5	38	247
	Percentage	7.28	3.23	23.48	0.40	9.31	0.40	11.74	11.33	6.47	8.90	2.02	15.38	8.90
Grade II	Frequency	20	14	67	3	39	5	54	25	17	10	2	36	292
	Percentage	6.84	4.79	22.94	1.02	13.35	1.71	18.49	8.56	5.82	3.42	0.68	12.32	10.52
Grade III	Frequency	86	53	118	14	69	26	100	36	65	26	7	68	668
	Percentage	12.87	7.93	17.66	2.09	10.32	3.89	14.97	5.38	9.73	3.89	1.04	10.17	24.07
Grade IV	Frequency	89	48	121	28	73	29	88	49	85	49	8	56	723
	Percentage	12.30	6.63	16.73	3.87	10.09	4.01	12.17	6.77	11.75	6.77	1.10	7.74	26.05
Grade V	Frequency	117	68	124	17	70	30	110	64	119	47	25	54	845
	Percentage	13.84	8.04	14.67	2.01	8.28	3.55	13.01	7.57	14.08	5.56	2.95	6.39	30.45
Total	Frequency	330	191	488	63	274	91	381	202	302	154	47	252	2775
	Percentage	11.89	6.88	17.55	2.27	9.87	3.27	13.72	7.27	10.88	5.54	1.69	9.08	100

The above table indicates what the rate of frequency of twelve topics of the existing life skills in each educational grade. According to the given information in this table, fifth grade textbooks with 845 cases and 30.45% have the maximum frequency while first grade textbooks have the minimum frequency with 247 cases and 8.90% relating to twelve topics of life skills. Similarly, the above table shows if we go to the higher grade then rate of frequency of these topics will be increased.

DISCUSSION

In this study, totally 2775 sentences, phrases or the relevant images to twelve topics of life skills (decision-making and responsibility, problem- solving, creative- critical thinking, self- knowledge, human relations, coping with emotions and stresses, ideological and moral, biological- health and environmental, management- leadership and planning, economic, political and educational skills) have been identified and examined in textbooks of primary education course. Now the relevance of study questions with histories has been found by surveying and analysis on research findings:

The results of question 1 indicate that decision making and responsibility skill is placed at third rank with 330 cases of frequency and 11.89% so this finding is complied with results came from study that conducted by Falahpoor and Mirhosseini [1].

The results of second question show that problem- solving skill is placed at eighth rank with 191 cases of frequency and 6.88% and this signifies the little attention that paid to this topic in the above textbooks. This finding relates to study done by Falahpoor [1] but does not correspond to it. It is may be due to discordance in changing of textbooks planners and designers' attitude toward this topic.

The results of question-3 indicate that creative- critical thinking topic is placed at first rank with 488 cases and 17.55% of frequency and the given result also relate and correspond to findings of researches done by Rajabi [8] and Falahpoor [1] to some extent.

The results that derived from question-4 show that self- awareness is placed at eleventh rank with 63 cases of frequency and 2.27% among twelve topics in this table; consequently, this denotes less attention that is paid to this topic in the aforesaid textbooks. These results are in conformity with findings of researches done by Rajabi [9] and Falahpoor [1].

The results that related to question-5 reveal that human relations (philanthropy and empathy) topic is placed at fifth rank in this table with 274 cases and 9.87% of frequency and these results are complied with findings of researches done by Falahpoor [1] and Mirhosseini [1]. The results which are relevant to question-6 show that skill of coping with emotions and stresses is placed at tenth rank of this table with 91 cases and 3,27% of frequency so this result relates to findings of researches done by Rajabi [9] and Falahpoor [1] but it does not exactly correspond to them. In the afore-mentioned histories, topics of coping with emotions and stresses are placed at sixth and seventh ranks and this may be due to discordance in changing of attitude, which has been taken by textbooks planners and designers during recent years.

The results that relate to question-7 in this study show that ideological and moral skill is placed at second rank with 381 cases of frequency and 13.72% and these results are in conformity with research findings by Mirhosseini [1] to great extent but they are not complied with findings of research that have been conducted by Rajabi [9]. Ideological and moral topic is placed at fourth position in findings of research done by Rajabi so it seems that this is because of discordance in greater attention that was paid by planners of textbooks to training of ideological and moral topic during recent years.

The results that came from eighth question indicate that biological, healthcare and environmental topic is located at seventh rank with 202 cases of frequency and 7.27% and the given result corresponds to findings of studies, which had been carried out Mirhosseini [1] and Rajabi [8].

The results of ninth question in this study show that management, leadership and planning topic is located at fourth position with 302 cases of frequency and 10.88% where these findings are complied with findings from the study done by Mirhosseini [1].

The results that relate to tenth question demonstrate that economy topic is situated at ninth place of this table with 154 cases and 5.54% of frequency and these results relate to research findings by Mirhosseini [1] and also correspond to them to some extent.

The results which derived from question- 11 indicate that political topic only with 47 cases of frequency and 1.69% is located at twelve place and bottom of this table and this demonstrates paying least attention to this topic in the aforesaid textbooks. The given results relate to and approximately complied with findings of study that was also done by Mirhosseini [1]. Political topic is placed at fifth position in study done by Mirhosseini. This may be, of course, due to lack of a comprehensively surveying on all textbooks as well as passing time and the conducted amendments in these textbooks have led to lack of perfect discordance between findings of this study with his findings.

The results of question- 12 show that educational skill is located at sixth place with 252 cases and 9.08% of frequency; consequently, the given results are complied with the findings from study that was conducted by previous studies [10, 11, 12, 13, 14, and 15].

Suggestions

1- To give priority to training of life skills in schools throughout the country, particularly those skills which have international aspect and they are key solution for the today and tomorrow generation by considering all human dimensions and rights.

2- With respect to development of industrial communities and machined life that has led to creation of mental anxiety and stress and based on question- 6 of this study and its findings which signified low level of attention to skill of coping with emotions and stresses so it is suggested to pay more attention to training of this important topic.

3- It is suggested to teachers to introduce text and images of the book which relate to life skills upon teaching and to emphasize on training them.

4- It is recommended to officials of Education System to consider subject of training life skills further in programs of increasing knowledge and teachers' in- service training courses.

5- Officials and principals of schools may make students' parents familiar with life skills and importance of their training in family training classes as it possible.

6- Whereas implementation of studies of this kind reveals weak and strength points of textbooks; thus, it is suggested to conduct this study in other educational courses and even among preschool new learners, who are gradually joining to primary school student at recent time.

7- It is suggested to conduct next studies on other skills rather than the studied skills in the present research.

8- In the event when some basic changes are to be performed on textbook, it is suggested to conduct similar studies like the present survey.

With respect to this fact that researcher has encountered some ambiguous points during this study and survey on the aforesaid textbooks; thus, in order to make these ambiguities clear, the following advices are also purposed:

1- Given that today industrial world is extremely exposed to shortage of energy and training of saving skill and optimal consumption of energy is one of the requirements in today communities, but it is observed in page 3 from mathematics textbook Grade I that a filamentary bulb has been used for lighting up the house by ignoring this important point, while using low consuming light bulb seems quite more suitable for this purpose. Therefore, in the course of study findings and in response to question-10, it is recommended to conduct some studies in this regard.

2- In most of textbooks in primary education course, like social teachings book (Grade-1), mathematics book (Grade-1), Divine Gifts textbook (Grade-IV), Lets' Read Persian (Grade-III) images and pictures lack the needed vitality and attractiveness and hilarious and vivacious colors have not been utilized in these pictures. Thus, it is advised to conduct some studies on evaluation of images in these textbooks and their relevance with rate of learning.

3- In some of textbooks, text of lesson does not adequately correspond to the given image; for example, in page 72 from natural sciences textbook (Grade-II) where it denotes winter season, the picture behind the given room shows spring season. Therefore, it is recommended to conduct a study under title of the rate of relevance between pictures of textbooks with their content body.

4- There are some readable and useful subjects in Lets' Read Persian textbook of Grade-III, including a few satires and anecdotes at the end of any lesson, which are interesting for many students. This may serve as a basis for suggestion to conduct a study about the relevance of satires and anecdotes with training of life skills.

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