Identification of the elements of the cultural identity in the social sciences books of secondary school education

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Abstract: The aim of this study was to identify the elements of cultural identity in the books of social sciences of the academic secondary school. The components of the research cultural identity included literature, values and beliefs, customs, language, art and architecture that each was reviewed with benefit of defined indicators. In the present study, social science textbooks of secondary school as the most important educational resource were analyzed to be determined to what extent they moved in this direction. The method used in this research was content analysis, and the Shannon entropy method was used in order to analyze and process information, and to obtain each component's coefficient of importance . The analysis unit also was pages (text, questions, exercises, and illustrations) that totally included 664 pages. The statistical population included five books of Social Sciences in the academic year of 2011-2012. The results of the data analysis showed that the literature component with the coefficient of importance of (0.148) has got the lowest rate of attention, and the component of values and beliefs with the coefficient of importance of (0.251) has got the most attention. Also, the components of language with the coefficient of importance of (0.184), art and architecture with the coefficient of importance of (0.188), customs with the coefficient of importance of (0.231) were attended; however, it showed that all elements of cultural identity were not attended moderately.

Key words: Literature . Cultural identity . Values and beliefs . Customs . Language . Art and architecture . The textbooks

INTRODUCTION

Many experts believe that the identity as a social and political phenomenon is the product of a new era, and as a scientific concept of social sciences new compositions (Salehee Amiree, 2010). Identity is the truth of the person or object that has included on his inherent characteristics, essence, existence, and the existence (Amid, 2000 and Gol Mohammadee, 2002). Identity is a set of concepts applied by the person to define themselves (Burke, 2004) and re-known themselves on the basis of that.
Humans have several identities among which cultural identity is dominant on the other kinds of human identities and is the culmination of the variety of the individual identities in the collective scale besides education, sociability, and customs shape their cultural identity (Hosseinee Anjadanee, 2009).

Cultural identity originated from the culture of any society. Culture consists of the values that specific members of a group have taken; the norms which they follow which can be attributed to lifestyle, habits, and customs of members of a given society (Giddens, 2007).

Culture and cultural identity have contiguous fate; however, culture is more associated with unconscious processes and identity with norms of connections which necessarily are conscious, because they are based on the symbolic conflicts. There is a close relationship between the notion of culture and that of cultural identity (Kush, 2002). Now, the issue of globalization and its effect on the expansion of national threats has

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made the communities more sensitive than before to maintain their national identity and culture. The quick transformation occurs in various dimensions of life withhold opportunity of thinking of human, and no space will remain in order for human to understand the elements and components of culture, then absorb and internalize them to define their cultural identity (Sharafee, 2006).

If the community population has been unconscious to their cultural identity or had superficial knowledge about that, that nation and society is inefficient and failed against the invasion of other cultures. The requisite of this awareness is educating and training which can be presented to the children in Iran by the institution of education through proper planning and adequate attention to the category of cultural identity, and appropriate knowledge. In fact, Education is among the first institutions where component identity shaping occurs (Noshadee et al., 2011). The main functions of education are as follows: transferring cultural ideals and values, changing and enhancing of behavior patterns, creating and enhancing ideological thought, emphasizing discipline and maintaining the community unity and solidarity, selection and expertise, flexibility, social unity, innovation, education and personal growth, investment, and political education (Gholizadeh, 2011)

The students on one hand of as a particular group in the community are dealing with having and selecting identity more than other groups, and on the other hand, they are in the five period of life that its most important feature is the identity crisis. On the other hand, the most important consequence of the identity crisis for the students is alienation from foreign and west culture and submissive acceptance of what be poured beyond the national borders (Alizadeh et al., 2010). Textbook plays an important role in the education system of our country, so they are very effective in building the students' identity (Sadeghzadeh and Monadee, 2008). Textbooks are full-length mirrors of all ideological, cultural, religious, political, and social policies, and play a decisive role in the genesis and enforcement of cultural identity with the cultural capital load (Sheikhavandee, 2006). Textbooks are the most important tool in educational system to transfer and deepen the students ' character and identity in their minds. As the textbooks manifest cultural, religious, political, and social policies in the countries, these policies should be formulated in such a way that enhance the students' nationalization and self-knowledge. In other words, textbooks familiarize the students with the concept of personal identity in different levels of national and collective components (khodayar and Fathee, 2008).

In this field, Sheikhavandee in a research has shown that textbooks of Social Education and Sociology courses for primary and secondary schools have paid little attention to the concepts of culture and ethnic identity of the various ethnic groups. Salehee Omran, Shakibaian (2007) also showed that no moderate attention has been paid to the elements of national identity, and it has been playing trivial role in the context of shaping the national identity among the new generation. Abdee, Lotfee (2008) in a research have concluded that the high school history books in terms of content and expression style lack the required content to introduce and reinforce the Iranian identity and history. Mansouree and fereidoonee (2009) as well in a research come to the conclusion that the rate of attention to the subject of national identity was about seven percent of the total content of the books which has been a trivial part. Noshadee, Ahmadee, and Shamshiree (2011) in a review have concluded that Social Education textbooks relatively dealt with religious and political issues as an Islamic pillar of national identity-related phenomena while some other dimension of national identity related to Iranianism pillar and modernity have strongly being neglected. Grant (2008) in a research has comparatively studied multicultural education and claimed that between citizenship and nationality nationality may be the most prominent indicators of identity. Even more, nationality rarely has been deleted or replaced by other indicators. Lang (2007) in his investigation has approved the impact of the Internet on the youth's self-identity development, and Amber (2005) in his research has showed that the most important factors forming cultural identity are religion, language, cultural values, lineage, and marriage which orderly of high importance. Kim (2004) has reviewed South Korea's curriculum and indicated that since half of the twentieth century attention to national identity in Korea's Social Education course was taken into consideration. In addition, the curriculum of Korea up to date has been considered seven times, and each time processing the concept of national identity in the curriculum has been modified according to social changes in Korea and also in the world.

According to the above, with regard to the mission of the institution of education in acculturating of the vulnerable children, adolescents, and youth and to the importance of cultural identity concept as the most important dimension of social identity, the basic raised issue is still that the education institution has to what extent been successful in transferring components and elements of cultural identity in textbooks. Therefore, the present study was to identify the elements of the cultural identity in the textbooks of social sciences in academic secondary school.

METHODOLOGY

In this study, the content analysis method was used, content analysis as a research technique includes

specialized practices in scientific data processing. The analysis purpose, like all research techniques, is to provide new insight into reality, image recognition, and guidelines for action (Aazar, 2001).

In the present study, it was attempted to apply a new method taken from systems theory for processing the results. This is known as Shonnon Entropy Method that presented the data processing in the debate of content analysis with a new look. Entropy in information theory is an index to measure the uncertainty that can be expressed through probability distribution, on this base, it is known as the compensatory model. The content of the social sciences textbooks of high school has been classified from the viewpoint of the five respondents (Social Studies book1, Sociology (1) for senior students, Economics for senior students, sociology (2) for senior students, social sciences for Pre-University students) has been classified into five target components (elements of cultural identity).

RESEARCH INDEXING

The quality of content analysis depends on the components designed and created based on the studied. in the present research, where the content analysis of social sciences academic secondary school textbooks was taken into consideration based on the elements and components of the cultural identity, these elements and components include literature (The attention rate to the national belletrist, the national and Iranian tales, the literary works, the Iranian proverb, all kind of Persian poetry); values and beliefs (the attention rate to other cultures values and beliefs, the discrimination criterion of values from anti-values, the variety of values existing in the community, the Iranian values and beliefs, Islamic values); customs (the attention rate to familiarity with existential philosophy of the Iranian customs, the Iranian family customs, the Iranian

customs of Persian ceremony, the Iranian customs of marriage, the Iranian customs of children upbringing); language (the attention rate to the Persian language as compared to the other languages, Persian language creation history, the effective factors in the Persian language genesis, the importance of Persian language correct use, the recognition importance of the influential characters in the formation of the Persian language); and art and architecture (the rate of attention to the Persian arts and crafts, familiarity with architectural works in Iran, introduction of Persian art and architecture to the world, the level of familiarity with affective factors on the Iranian art and architecture formation, the artistic and architectural styles).

STATISTICAL POPULATION AND SAMPLING

The scope of research in the present study was textbooks of social sciences in secondary school that included a five-volume of Social Studies book1, Sociology (1) for senior students, Economics for senior students, sociology (2) for senior students, social sciences for Pre-University students in the academic year of 2011-2012. In this study, there was no sampling because all the pages, tables, and images (all numbers) were used in the content analysis of the textbooks of Social Sciences academic secondary school. Textbooks of Social Sciences were selected due to the fact that there the cultural identity components were expected to exist.

FINDINGS

In the Table 1, the percentage distribution of secondary school social sciences textbooks
Pages to each separate book were separately provided.

Table 1: The two-dimensional percentage distribution of secondary school social sciences textbooks pages

Component	Index	Social sciences	Sociology (2)	Economics	Sociology (1)	Social sciences
Literature	The attention rate to the national belletrist	0	4.2	0	4.2	**0**
	The attention rate to the the national and Iranian tales	0	0	0	0	**0**
	The attention rate to the literary works	0	2	0	2.7	**0**
	The attention rate to the Iranian proverb	0.6	0	0	0	**0**
	The attention	0	1	0	2.7	**0**

	rate to all kind of Persian poetry					
Values and beliefs	The attention rate to Iranian values and beliefs	9.2	18.7	3.4	3.6	**14.9**
	The attention rate to Islamic values	6.6	21.8	3.5	18.1	**7.4**
	The attention rate to other cultures values and beliefs	19.7	13.5	1.7	12.7	**2.9**
	The attention rate to the discrimination criterion of values from anti-values	0	11.4	0	6.4	**8.9**
	The attention rate to the variety of values existing in the community	1.9	7.3	0.5	3.6	**9.7**
Customs	the attention rate to familiarity with existential philosophy of the Iranian customs	2.6	3.1	0	3.6	**0.7**
	the attention rate to the Iranian family customs	0	1	0	0	**0.7**
	the attention rate to the Iranian customs of Persian ceremony	0	3.1	0	0	**1.4**
	the attention rate to the Iranian customs of marriage	0.6	6.2	0	0.9	**0**
	the attention rate to the Iranian customs of children upbringing	0	0	0	0	**2.9**
Languages	the attention rate to the Persian language as compared to the other languages	0	0	0	0.9	**0**
	Persian language	0.6	1	0	0	**0**

	creation history The effective factors in the Persian language genesis	1.3	1	0	3.6	0
	the importance of Persian language correct use	0	0	0	0.9	0
	the recognition importance of the influential characters in the formation of the Persian language	0	1	0	0	0
	attention to the Persian arts and crafts	0	6.2	0	4	0
	familiarity with Persian architectural works	0	2.1	0	7.2	0
Art and architecture	introduction of Iranian art and architecture to the world	0	0	0	0	0
	familiarity with Iranian art and architecture formation process	0	2.1	0	7.3	0
	The attention rate to the artistic and architectural styles	0.6	3.1	0	5.4	0

The highest percent of the secondary school social sciences textbooks pages dealt with the variable of values and beliefs. In Table 2, the frequency distribution of the attention rate to the cultural identity components in the secondary school social sciences textbooks pages was reported.

Table 2: The frequency distribution of the attention to the cultural identity components in the secondary school social sciences textbooks pages

components textbook	values and beliefs	Custom	Art and architecture	Language	Literature
Social sciences	59	8	1	0	0
Sociology (1)	49	5	18	6	11
Economics	16	0	1	0	0
Sociology (2)	70	13	12	3	7
Social sciences	57	5	2	3	1
Total	251	31	34	12	19

Table 2 showed that in the social sciences textbooks of secondary school respectively attention has been paid to literature (19 pages), language (12 pages), art and architecture (34 pages), customs (31 pages), values and beliefs (251 pages). The least attention was paid to the component of languages (12 pages), and the greatest attention to the component of values and beliefs (251 pages).

To check the coefficient of importance of each of these components, the data first was normalized with the Shannon entropy for which the following relationship is used:

Relationship (1)

$$P_{ij} = \frac{F_{ij}}{\sum_{i=1}^{m} F_{ij}} \quad (i=1, 2\ldots m, j=1, 2\ldots n)$$

The normalized matrix frequency = P   Frequency category = F   abundance accountable responsive score = i   category number = j   responsive number = m

The normalized data related to these components are presented in Table 3.

Table 3: Table of the normalized data of attention to the cultural identity components in the social sciences textbooks of secondary school

components textbook	values and beliefs	Custom	Art and architecture	Language	Literature
Social sciences	0.235	0.258	0.029	0	0
Sociology (1)	0.195	0.161	0.529	0.50	0.578
Economics	0.063	0	0.029	0	0
Sociology (2)	0.279	0.419	0.352	0.25	0.368
Social sciences	0.227	0.161	0.058	0.25	0.052

After the data normalizing, the information load of each component (E_j) was obtained using Shannon's method second stage formula which calculated the information load of each component and placed that in the corresponding column.

Relationship (2)

The normalized matrix frequency = P logarithm = Ln   responsive score = i Category number = j   responsive number = m

The value of the information load of each component was presented in Table 4:

$$E_j = -k \sum_{i=1}^{m} [P_{ij} Ln P_{ij}] \quad (j = 1, 2, \ldots, n) \quad k =$$

Table 4: The table of information load values cultural identity components in the pages of social sciences textbooks of secondary school

Components	values and beliefs	Custom	Art and architecture	Language	Literature
information load value	0.884	0.812	0.662	0.647	**0.512**

In the final stage, of the coefficient of the importance of cultural identity was obtained through Shannon entropy approach stage formula:

Relationship (3)

$$W_j = \frac{E_j}{\sum_{j=1}^{n} E_j}$$

Categories number = n   category score = j   degree of importance = W_j^r information load of any category = E_j

Any category that has a greater degree of information load is more important.

It should be noted that during calculating E_j, if P_{ij} values is considered equal, it would be replaced with 0.00001due to error accordance and infinite answer.

Table 5: Table of the coefficient of the importance of cultural identity components in the pages of social sciences textbooks of secondary school

Components	values and beliefs	Custom	Art and architecture	Language	Literature
coefficient of the importance	0.251	0.231	0.188	0.184	**0.148**

The above diagram and table showed that in all the textbooks of social science of secondary school the greatest coefficient of importance was related to the variable of values and beliefs and the lowest coefficient of importance belonged to literature. Overlay, coefficient of the importance of the components of the language, literature, and architecture art were close to each other.

DISCUSSION AND CONCLUSION

The indexes of attention to the national belletrist, the literary works in Iranian culture, the use of all kind of Persian poetry were found to get the greatest attention rate in the textbook of Sociology (1) for senior students; and the index of attention to and use of Persian proverbs the greatest attention rate was found to be paid in social sciences textbook for pre-university students while little attention was paid to Iranian tales and being neglected. Results of the present research are in line with that obtained by Salehee Omran (2008) and

Shakibaian (2007) which indicated that little attention was paid to the components of literature and not much balanced attention was paid to elements of cultural identity in social sciences textbooks of secondary school. Because some of the stories have got ethnic and national championship background where wonderful events happened, it can be extremely helpful to the students to incorporate these stories in the context of social science textbooks. The importance coefficient of cultural identity of the component (literature) was 0.148 which showed that the lowest coefficient of importance was related to this component; therefore, the social science academic secondary school textbooks regarding the addressing the literature component as one of the main elements of the country's cultural identity did not act properly in the text, pages, and pictures.

Values and beliefs among all the cultural identity components have got the greatest frequency. In the component of values and beliefs, the greatest attention in social science textbooks was paid to the index of Islamic beliefs and values. The greatest attention was respectively paid to the indexes of Iranian beliefs and values, discrimination criterion of values from anti-values, the diversity of the existing varieties of beliefs and values in Iran in the social studies textbook for junior students. The maximum attention rate to the index of values and Islamic beliefs was assigned in the textbook of Sociology (2), and the utmost attention to the index of values and beliefs of other cultures was found in the textbook of social sciences for pre-university students. Noshadee, Ahmadee, and Shamshiree (2011) in a review have revealed that among the national identity components the category of religion and politics with distribution frequency of 83% has got an appropriate respect and attention, and little attention was paid to other national elements. Mirzaee (2008) in a research has indicated that among the variety of collective identities in secondary school curriculum textbooks the most attention was related to religious identity. Findings of the present study are in line with the results of the above researches because the values and beliefs have got the highest coefficient of importance among the other components of the cultural identity, and Islamic values and beliefs have got the highest frequency among other indexes. Values are deep and rooted feelings that apply and specify the community behavior and beliefs are in fact the core of our thoughts, actions, and behaviors which are teachable. To the of sociologists and anthropologists' opinion, the very focal element of culture is values that influence the content of the society norms. Therefore, addressing the values and beliefs in each community is of great importance. The importance coefficient related to the values and beliefs was 0.251 which was the highest coefficient of importance among cultural identity components. So, it can be assumed that the

textbooks of social sciences of academic secondary school in a desirable way dealt with the component of values and beliefs.

Regarding the component of customs, it can be acknowledged that although the index of familiarity with philosophy of Iranian customs got the greatest frequency, and the index of attention to Iranian customs in the frame of family has got the lowest frequency in social sciences textbooks' lessons, text, and images. The greatest attention rate to the index of Iranian customs in the frame of children upbringing was related to the textbook of social studies for the junior students, the greatest attention rate to the index of the Iranian customs in the frame of Persian ceremony and marriage was related to the textbook of Sociology (2) for the senior students, the greatest attention rate to the index of familiarity with philosophy of Iranian customs was commonly related to both textbooks of Sociology (1) and social sciences for pre-university students. As researches which their obtained results are in line with the present research in this field, it can be referred to the researches by Abdee and Lotfee (2008), and Sadegh-Zadeh and Manadee (2009); and it can be said no balanced attention was paid to the components of cultural identity in secondary school social sciences textbooks, and the components of customs has got low importance coefficient. Customs of each society are its values and beliefs manifesting sometimes that distinguish groups and communities from each other in any society and being transferred from a generation to another. the importance coefficient of the cultural identity component of customs was 0.231 which was rated low importance factor, so it can be acknowledged that textbooks of social science of secondary school paid no desirable attention to the Iranian customs.

In the textbooks of social sciences, the most attention was paid to the index of affective factors on the Persian language development, and the lowest was paid to the indexes of Persian language characteristics, the importance of correct use of Persian language, familiarity with the impressive character in the formation of the language. The greatest attention to the indexes of Persian language characteristics in comparison with other languages, the effective factors on Persian language development, the importance of correct use of Persian language was related to textbooks of Sociology (1) for the junior students, and the greatest attention to the history of Persian language formation, familiarity with impressive figures in the formation of Persian language was related to textbooks of Sociology (2) for the senior students. Results of the present study are in line with the results of researches by Shamshiree and Noshadee (2007) Tighbakhsh (2012) because they also showed that no balanced attention was paid to the components of cultural identity in the textbooks of the social sciences of secondary school, and component of

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language has extremely got low importance coefficient (0.184). Language is the main factor and operating carrier of human cultural heritage and one of the major determining elements of every culture, and the most important factor of cultural transmission from one generation to another. So, textbooks of social science of secondary school regarding the addressing component of language as the main element of cultural identity did not act desirably in the text, pages, and pictures.

In relation with indexes of art and architecture component, the greatest frequency was related to the indexes of attention to arts and crafts in Iran, Iranian architecture, artistic and architecture styles, and little attention was paid to introducing the Iranian art and architecture to the world. The greatest attention to the index of Iranian architecture works and artistic and architecture styles was related to the textbooks of Sociology (1) for junior students in secondary education; the index of attention to the Persian arts and crafts was related to the textbooks of Sociology (2) for senior students in secondary education; and equal attention was paid to the index of affective factors in art and architecture development in all the textbooks. In this field, it can be referred to results obtained by Mahmoudee (2011), Ghiasee Pour, Gholtash Fallahee, and Moradee (2011) Sabze Alizadeh and Shamshiree (2011) which are in line with results of the mentioned researches because it was not dealt with components of cultural identity in the textbooks of social sciences appropriately, and the component of art and architecture has got low importance coefficients (0.188). The relationship between art and identity is an important issue, and it seems possible to recognize the cultural identity of a people through meditation in and study of the works of art. So, it can be said that the textbooks of social sciences of secondary school did not paid appropriate attention to art architecture component.

Based on the general conclusions with regard to the obtained information through content analysis of social sciences textbooks, it can be concluded that the component of values and beliefs had the highest importance coefficient. The index of Islamic values and beliefs has got the greatest frequency, and lowest importance coefficient was related to the literature component, and the components of language, customs, and art and architecture all have been close and got low importance coefficient. Totally, some of the social sciences textbooks have paid more attention to the components and indexes of cultural identity while according to Kim's research (2004) in the curriculum of South Korea in social studies lessons attention to identity recently has been taken into consideration more seriously.

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