

Investigating the Amount of Attention to the Moral Competences of the National Curriculum of the Islamic Republic of Iran in the Social Studies Text books of the First Secondary School

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Purpose: Text books play an important role in improving the moral status of students, and in the meantime, the amount of attention the text books to moral skills needs to be investigated. Therefore, the aim of this study was to investigating the amount of attention to the moral competencies of the national curriculum of the Islamic Republic of Iran in the social studies text books of the first secondary school.

Methodology: This study in terms of implementation method was descriptive which in it was used the method of analyzing text books. The research population was the social studies text books of the first secondary school (7th, 8th and 9th) in the 2021-2022 academic years and all three of them were selected as a sample using the census sampling method. The research tool was taking notes of moral competencies of the curriculum in the mentioned books, which whose face validity was confirmed by curriculum experts and specialists, and whose reliability by test-retest method was calculated 0.86. The data as a content analysis were analyzed with using frequency and percentage frequency method of moral competencies of the national curriculum of the Islamic Republic of Iran in the social studies text books of the first secondary school.

Findings: The findings showed that in the social studies text books of the first secondary school (7th, 8th and 9th) according to the national curriculum of the Islamic Republic of Iran were identified number of 139 competencies in the three axes of orientation and desire (62 cases), action and behavior (47 cases) and cognition and knowledge (30 cases) that the share of text books for the seventh, eighth and ninth grades was 58, 39 and 42 cases, respectively.

Also, among the 19 moral competencies emphasized in the national curriculum of the Islamic Republic of Iran, the text books of the 7th, 8th, and 9th grades covered only 10, 10, and 12 cases of the competencies, respectively.

Conclusion: According to the results of this study, it is necessary to create and promote moral competencies in the social studies text books of the first secondary school based on the national curriculum of the Islamic Republic of Iran.

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1. Introduction

The national curriculum is proposed as a road map for the development of curricula and the implementation of education at lower levels, and its role in the standardization of the curriculum and education in the theoretical and classical fields is significant. The national curriculum is a factor for establishing the uniformity of standards and determining the minimum criteria for the implementation of education and curriculum that helps to create educational harmony and justice in the country (Salsabili, 2016). The authorities of the country's education system, along with the changes and developments of recent years, and with the aim of creating and improving the students' preparation for a better life and achieving the appropriate competencies, took action towards the compilation of the document on the fundamental transformation of education and national curriculum. (Kohestani Nejad Tari, Abazari and Mirhoseini, 2018). The national curriculum of the Islamic Republic of Iran, as the heart of the education system and a tool to achieve the goals of education, has "ethics" as one of the competencies expected for educators in the field of education and learning "Islamic wisdom and knowledge" and one of the five elements of the goal-setting model. remembers (Hasani, 2015). The curriculum targeting model is a coherent and integrated conceptual framework that is used as a guide for planners and implementers in formulating goals at different levels and includes five elements of thinking and reasoning, faith, science, practice and ethics in four areas of the educator's relationship with himself, God, It is creation and creation that these relationships are defined and explained under the relationship with God (Mirmoradi, 2018). Since before the formulation of the national curriculum, the official public education system of the country was not based on a codified and systematic curriculum, therefore efforts were made to implement and implement the programs according to the goals and educational policy (Rasti, 2021). By providing diverse and comprehensive educational opportunities, this transformative program aims to enable students to acquire the skills necessary to understand and correct the situation based on the Islamic standard system and to help them develop and continuously improve their identity to achieve a level of virtuous life. (Khosravi and Samadi, 2020). Curriculum reforms and necessary renovations in the education and training system through changes in general and partial goals, learning areas and educational contents, structure and levels of education, teaching and learning methods, evaluation of academic progress, educational materials and media, and requirements for implementing a curriculum based on social philosophy and A value of society happens (Asareh, 2012).

One of the basic issues emphasized in the national curriculum is to pay attention to the creation and promotion of moral competences as important topics in the field of ethics, and moral competences guide human behavior based on moral values and laws (Caballero and Llorent, 2022). Competence is any kind of quality knowledge, attitude, skill and ability that is demonstrated through behavior. Also, moral competence means increasing the capacity to perceive and recognize the feelings of others in special situations, reacting appropriately to their feelings, making decisions and actions that bring the most benefit to others (Hemberg and Hemberg, 2020). Moral competence means the ability to perform consistent behaviors based on universally accepted moral principles (Morales-Sanchez and Cabello-Medina, 2013).

One of the most important curricula in the first secondary period is social studies, which has a special place among the curricula of this period due to its nature and characteristics from the perspective of social education and social skills training (Rahmani, Assareh and Ahghar, 2022). Social studies is one of the important areas of learning that discusses human beings and their interactions with various environments and various aspects of this interaction, and its ultimate goal is to educate self-aware, capable and empathetic people in individual and social life (Golshani and Heidari, 2022). Social studies textbooks play an important role in the development of students' transcendental thoughts, such as introducing the goals of society and understanding them, analyzing the place of man in the natural system and drawing the correct path of using the surrounding environment, increasing hope and a positive view of the future, and developing moral values. Humans, relationships with social, cultural and natural environments deal with the evolution of human life in the past, present and future and its various aspects (Karimi, Mehni and Jalilian, 2023). Few

researches have examined social studies textbooks in terms of the amount of attention paid to the moral competencies of the national curriculum, for example; Babaeizadeh Ashkezari, Jafari, Daryush and Hemati (2021)

In research, they analyzed the content of the 7th grade social studies book and came to the conclusion that the concept of democracy was not discussed in this book as it should be and only 59 examples containing the concept of democracy were identified, the largest number of examples related to the rights and duties of citizenship and the lowest number It was related to the component of the right to choose and make decisions. Salavati, Maleki and Sohrabi (2020) in a research on the content analysis of the social studies book of the first year of high school based on the content indicators of the national curriculum came to the conclusion that 34% of the messages in the textbook correspond to social education and the indicators of social participation are about 103 items and the unity index and correlation are 90 items that are the most frequent in the textbook and the very important components of education that are almost ignored in this book include things such as modesty and enjoining what is good and forbidding what is bad and in addition honesty, justice, criticism etc. is one of the basic components of social education, which has been neglected according to the research findings of the content of the book.

Abedi, Monadi, Khademi and Kiamanesh (2017) in research while analyzing the content of religion and life books of secondary school with emphasis on educational indicators in the national curriculum, came to the conclusion that religion and life books 2 and 3 of the second secondary school are based on three general themes of knowledge and Knowledge, tendencies and inclinations, and action and behavior are written in accordance with the national curriculum. The total number of conceptual components of religion and life books for the second and third grade was 709, of which the second grade had 313 and the third grade had 396. Among the conceptual components of the reviewed books, the most attention was related to the components of knowledge and knowledge with 425 frequency and the least attention was related to the components of tendencies and inclinations with 87 frequencies. Therefore, the efforts of the authors of the mentioned book is to increase people's knowledge about the basic principles and branches of religion, and not much attention has been paid to the discussion of tendencies and inclinations and the implementation of these commands.

Based on what has been said, the importance of transferring moral concepts and values on one hand and examining the appropriateness of the content of textbooks with the moral competencies required by the national curriculum, on the other hand, the necessity of conducting related research in which the degree of conformity of the content of textbooks related to the national curriculum is checked is twofold. will be Because the disproportion between the set goals and the content of the curriculum prevents the administrators and beneficiaries from achieving the goals of the educational system. Also, since in none of the previous researches, the content of social studies textbooks has not been examined based on the moral competences of the national curriculum, in the current research, an effort was made to examine the content of social studies textbooks for the seventh, eighth and ninth grades of The view of the level of attention to the moral competencies of the national curriculum should be analyzed in order to provide an accurate picture of the level of attention to the moral competencies of the national curriculum in the three axes of knowledge and cognition, attitude and desire, and related behavior and action, while examining the concepts, themes and related messages, and curriculum planners and Authors of social studies textbooks should help in revising the content. Therefore, the aim of this study was to investigate the level of attention paid to the moral competencies of the national curriculum of the Islamic Republic of Iran in the social studies textbooks of the first secondary school.

2. Methodology

In terms of implementation method, this study was descriptive in which the method of analyzing textbooks was used. The research population was the social studies textbooks of the first secondary school (7th, 8th and 9th) in the academic year 1401-1400, all three of them were selected as a sample using the full number

sampling method. The logic of choosing social studies textbooks was the direct connection of this course with the field of moral education, and the social studies textbooks of the first secondary school, i.e. 7th, 8th and 9th, included 36 chapters, 72 lessons and 460 pages, all of which were selected as samples. The research tool included taking notes on the moral competencies of the curriculum in the social studies textbooks of the first secondary school (7th, 8th and 9th grades). In other words, in this research, in order to collect data from the questionnaire and content analysis checklist created by the researcher in accordance with the themes related to the moral competencies included in the national curriculum of the Islamic Republic of Iran (approved by the Council of Higher Education in 2012) in three axes or categories of tendency and inclination, action and behavior And it was knowledge. The data was collected by examining the social studies textbooks of the seventh, eighth and ninth grades in a period of three months through a checklist of moral competences, and then they were coded and categorized, and finally, moral themes in three axes (categories) of tendency and inclination. Action, behavior, cognition and knowledge were categorized. In general, the axes or categories of "tendency and desire" include the subcategories of commitment to the values of honesty, patience, benevolence and altruism, modesty, courage, contentment and avoiding extravagance, altruism, justice, honoring parents and teachers in personal and social affairs and relationships. Obtaining God's pleasure and valuing work and halal livelihood and having the spirit of continuous effort, the axis of "action and behavior" including components or sub-categories including adherence to moral principles and values in the use of new sciences and technologies, prioritizing national interests over group and collective interests over individual, self-restraint and observance of divine piety in the affairs of individual and social life, order and responsibility, patriotism and national identity and the axis of "knowledge and knowledge" including the components or sub-categories of valuing science, learning science and lifelong learning, Appreciating and valuing the creatures of existence and environment. The face validity of the extracted data was confirmed by curriculum experts and their reliability was calculated as 0.86 using the twenty-day retest method.

Content analysis is a method for objective, systematic and quantitative description of variables in which coding is done based on desired concepts and operationalization of variables. In this research, the unit of registration, which refers to the meaningful and codeable part of the content, was the theme. Therefore, after checking the content of the books, the phrases containing the theme or word related to the moral competencies included in the national curriculum were extracted from the social studies textbooks of the first secondary school by the method of taking notes and taking notes, and were prepared as research data for coding and counting. The primary codes in all three lessons were refined and according to the authenticity and compatibility of each code with other codes, they were placed under a larger concept, and this process was repeated many times. After repeatedly refining the primary codes that were more similar in terms of meaning, these codes were related to the categories of moral competences of the national curriculum of the Islamic Republic of Iran.

3. Findings

The results of the content analysis of the social studies textbooks of the first secondary school and the frequency and frequency percentage of the components or subcategories of each of the main axes and categories of the moral competencies of the national curriculum of the Islamic Republic of Iran were reported in Table 1.

Table 1. The results of the content analysis of social studies textbooks of the first secondary school and the frequency and frequency percentage of the components or subcategories of each of the axes and main categories of moral competencies of the national curriculum of the Islamic Republic of Iran.

Axis and main component	Components and subcategory	7grade		8grade		9grade		Grade all 3	
		Frequenc y	Percen t	Frequenc y	Percen t	Frequenc y	Percen t	Frequenc y	Percen t

s	s								
	Valuing science, learning science and lifelong learning	8	5/75	4	2/87	6	4/32	18	12/96
	Appreciation	6	4/32	0	0	5	3/60	11	7/92
	Valuing the creatures of existence and the environment	0	0	1	0/72	0	0	1	0/72
	Total	14	10/08	5	3/60	11	7/92	30	21/26
	truth	2	1/44	0	0	0	0	2	1/44
	patience	0	0	5	3/60	1	0/72	6	4/32
	Benevolence and altruism	5	3/60	0	0	0	0	5	3/60
	Modesty	0	0	0	0	0	0	0	0
	courage	0	0	2	1/44	1	0/72	3	2/16
	To gain God's pleasure	0	0	6	4/32	0	0	6	4/32
	Contentment and avoiding extravagance	4	2/87	0	0	3	2/16	7	5/04
	Altruism	4	2/87	0	0	3	2/16	7	5/04
	Respecting parents and teachers in personal and social affairs	0	0	4	2/87	3	2/16	7	5/04
	Valuing work and halal livelihood and having the spirit of continuous effort	5	3/60	0	0	0	0	5	3/60
	justice	5	3/60	7	5/04	2	1/44	14	10/08
	Total	25	18/00	24	17/28	13	9/36	62	44/64
	Self-restraint and observance of divine piety in personal and social life	4	2/87	4	2/87	0	0	8	5/76
action and behavior	Prioritizing national interests over groups and collective interests over individuals	0	0	0	0	2	1/44	2	1/44
	Commitment to ethical principles and values in the	0	0	4	2/87	5	3/60	9	6/48

	use of new sciences and technologies								
	Order and responsibility	15	10/80	2	1/44	7	5/04	24	17/28
	Patriotism and national identity	0	0	0	0	4	2/87	4	2/87
	Total	19	13/68	10	7/20	18	12/96	47	33/84
Total		58	41/76	39	28/08	42	30/24	139	100

The findings of Table 1 showed that in the social studies textbooks of the first secondary school (7th, 8th and 9th) there are 139 competencies in the three axes of cognition and knowledge (30 items, equivalent to 21.26 percent), tendency and desire (62 items, equivalent to 44.44 percent) and action and behavior (47 cases, equivalent to 33.84 percent) based on the national curriculum, it was identified that the share of textbooks for the seventh, eighth and ninth grades is 58, 39 and 42 cases, respectively, equal to 41.76, 28.08 and 30.24 percent. Also, in the mentioned books, in terms of the axis and the main category of cognition and knowledge, the most emphasis in all three grades is on valuing science, learning science and lifelong learning, in terms of the axis and the main category of tendency and desire, the most emphasis in the seventh grade is on benevolence and altruism. Valuing work and halal livelihood and having the spirit of continuous effort and justice, in the eighth grade on justice and in the ninth grade on contentment and avoiding extravagance, altruism and honoring parents and teachers in personal and social affairs and relationships and in terms of the axis and The main category of action and behavior was the most emphasis in the seventh and ninth grades on order and responsibility, and in the eighth grade, on self-restraint and observance of divine piety in the affairs of individual and social life, and commitment to moral principles and values in the use of modern sciences and technologies. The frequency percentage of 7th, 8th, and 9th grade textbooks on the moral competencies of the national curriculum of the Islamic Republic of Iran, which was 41.76, 28.08, and 30.24 percent, respectively, was reported in Chart.

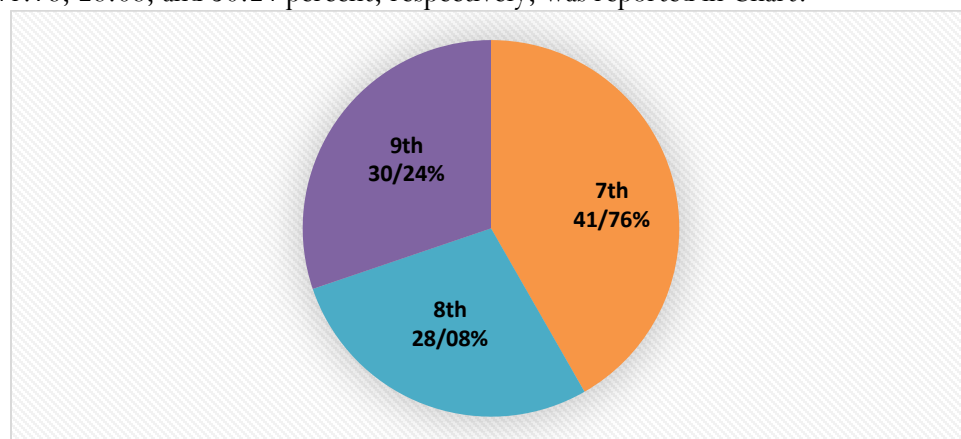


Chart 1. The frequency percentage of the seventh, eighth and ninth grade textbooks on the moral competencies of the national curriculum of the Islamic Republic of Iran.

The results of the content analysis of the social studies textbooks of the first high school period and the frequency and frequency percentage of the components or subcategories that were considered and neglected were reported in Table 2.

Table 2. The results of the content analysis of the social studies textbooks of the first secondary school and the frequency and frequency percentage of the components or subcategories that were considered and neglected by the separation of grades.

Foundation	Total components or sub-categories		Attention components or sub-categories Neglected		components or sub-categories	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
the seventh	19	33/33	10	17/54	9	15/45
Eighth	19	33/33	10	17/54	9	15/45
ninth	19	33/33	12	21/05	7	12/27
Total	57	100	32	56/14	25	47/16

The findings of Table 2 showed that 19 components and sub-categories were identified in the social studies textbooks of the first secondary school (7th, 8th and 9th) based on the national curriculum of the Islamic Republic of Iran, and in the seventh grade, 9 of them include valuing the creatures of existence and the environment, patience, modesty, courage, earning the pleasure of God, honoring parents and teachers in personal and social affairs and relationships, prioritizing national interests over group and collective interests over individuals, commitment to moral principles and values in the use of new sciences and technologies, and patriotism and national identity, in the 8th grade out of 9 items of gratitude, honesty, beneficence and altruism, modesty, contentment and avoiding extravagance, altruism, valuing work and halal livelihood and having the spirit of continuous effort, prioritizing national interests over group and collective interests over individual and patriotism and national identity and in the ninth grade on 7 items valuing the creatures of existence and the environment, honesty, benevolence and altruism, modesty, gaining the pleasure of God, valuing work and lawful livelihood and having the spirit of continuous effort and There is no mention of self-restraint and observance of divine piety in matters of personal and social life. In total, it can be said that in the reviewed books, 56.14 percent of the components and sub-categories are considered and 47.16 percent of the components and sub-categories are neglected.

4. Discussion

The national curriculum document, as a road map for creating a strategic transformation in the education system of the country, considers the realization of the ideals of the Islamic revolution as dependent on the education of pure, pious, free and moral people and on the creation, stabilization and promotion of moral values in students as one of the basic issues of formal education and training. The public of the country knows it. The national curriculum, as a framework for the development of educational and curricular programs, provides the basis for the development of educational concepts and content and the possibility of acquiring moral skills in students. In the mentioned document, ethics is one of the expected competencies for students in the field of education and learning Islamic wisdom and knowledge. Therefore, along with specialized books such as Islamic education, the social studies course as one of the books related to the cultivation of moral competencies required by the national curriculum in the three axes of cognition and knowledge, attitude and desire, and action and behavior, is a platform for creating, consolidating and promoting moral competencies. is considered The purpose of this study was to investigate the level of attention paid to the moral competencies of the national curriculum of the Islamic Republic of Iran in the social studies textbooks of the first secondary school.

The findings showed that in the social studies textbooks of the first secondary school (7th, 8th and 9th) based on the national curriculum of the Islamic Republic of Iran, there are 139 competencies in the three axes of orientation and desire (62 items), action and behavior (47 items) and cognition and Knowledge (30 items) was identified, and the share of textbooks for the seventh, eighth and ninth grades was 58, 39 and 42 respectively. Also, among the 19 moral competencies emphasized in the national curriculum of the Islamic Republic of Iran, the textbooks of the seventh, eighth, and ninth grades discussed only 10, 10, and 12 of the competencies, respectively.

The results of previous researches including Babaeizadeh Ashkezari et al (2021), Salavati et al (2020) and Abedi et al (2017) were in line with the results of this study, in their analysis it can be said that the moral competencies presented in social studies textbooks of the first secondary school in three The main axis of cognition and knowledge, attitude and desire, action and behavior can be separated. An issue that has been emphasized by Islamic education scholars as three aspects of education. This means that by creating and promoting knowledge and understanding in educators, their attitudes and desires are formed in such a way as to cause action and behavior based on insight and insight. Nevertheless, the investigations showed that some moral merits of the national curriculum were not paid attention to in these textbooks and some others were paid little attention. For example, the analysis of the data obtained from the examination of the themes related to the three axes in the three-grade books showed that in the seventh-grade social studies, despite the fact that the theme of valuing science, learning science and lifelong learning with 8 frequency is the most attention among the themes of knowledge and knowledge has enjoyed, but the themes of valuing the creatures of existence and the environment have not been paid attention to. Also, pay attention to the themes of honesty, beneficence and altruism, contentment and avoiding extravagance, the value of work and the spirit of effort, and to the themes of patience, modesty, courage, God's satisfaction, and honoring parents and teachers in personal and social affairs and relationships in the axis of orientation and desire. And Mamin has not been noticed either.

Also, the analysis of the frequency of moral themes contained in the eighth book of social studies also indicates that in the axis of cognition and knowledge, the theme of valuing the creatures of existence and the environment has not been paid attention to. Although examples of honesty, modesty, contentment and avoiding extravagance, altruism and valuing work and halal livelihood have not been taken into account in the orientation axis, the concepts of honesty, beneficence, courage, contentment and justice have not been taken into account in this axis. The analysis of the frequency of the desired ethical themes in the axis of behavior and action showed that the observance of divine empowerment in the affairs of personal and social life and commitment to ethical principles and values in the use of science and technology each received the most attention with a frequency of 4. but the theme of patriotism and national identity and prioritizing national interests over group and individual interests has not been paid attention to. Finally, the analysis of the frequency of moral themes contained in the ninth book also showed that although order and responsibility with the 8 frequency of the most attention and the themes of valuing science, learning science and lifelong learning and appreciation in the axis of knowledge and knowledge, the themes of valuing creatures of existence and the environment, Honesty, beneficence, modesty, God's satisfaction, valuing work in the axis of inclination and desire, and observing divine piety and good character in the axis of behavior and action have not been considered.

Examining the degree of conformity of the ethical themes contained in the content of the books with the moral competencies of the national curriculum indicates that the themes observed in the content of the social studies books are not fully compatible with the ethics competencies of the national curriculum. This means that in the content of the mentioned books, in addition to the moral competence required by the national curriculum, other moral themes have also been discussed. In the 7th grade social studies book, there is a moral theme in the axis of cognition and knowledge, five themes in the axis of tendency and desire, and three in the axis of behavior and action in the 8th grade social studies books to a moral theme in the axis of cognition and knowledge, six themes in The axis of inclination and inclination and two themes in the axis of behavior and action, and in the ninth grade social studies book, one moral theme in the axis of cognition and knowledge, five themes in the axis of inclination and desire, and one theme in the axis of behavior and action are not paid attention to and instead of them Three, ten and five other themes have been discussed respectively.

In general, from the findings of the research, it can be concluded that in the social studies textbooks of the first secondary period, the most attention has been paid to increasing the tendency and desire of the teachers towards the moral competences of the national curriculum. Perhaps it can be concluded that due to

the presentation of basic moral content in the content of the previous elementary books, basic knowledge and understanding of moral principles and values will be created in the teachers, and in the related books of the second secondary level, by providing supplementary content, the promotion of moral knowledge will be realized in them. . However, if the meaning of the moral competences of the national curriculum in the field of behavior and action is meant in its full meaning, i.e. the creation of necessary moral skills in educators, it can be concluded that on the one hand, according to the age requirements of educators and the changes of puberty and necessity Paying serious attention to creating the foundations of ethical behaviors in the selected course in the selected books of the first secondary school and providing suitable practical activities to the teachers and the not so appropriate distribution of the moral competencies of the national curriculum in the selected books, as well as the lack of complete compatibility of moral themes with the moral competencies of the national curriculum of books The social studies course of the first secondary course needs to be revised. Also, based on the results of the research based on inappropriate attention to the moral competencies of the national curriculum in the content of social studies textbooks of the first secondary school and the necessity of designing a guide for learning areas, it is suggested that in the design and compilation of a curriculum guide for the learning area of Islamic wisdom and knowledge as an area related to ethics be accelerated In addition, based on the results of the necessity of revising the social studies textbooks of the first secondary school, it is suggested that for this purpose, it is necessary to use the findings of the present research in the revision of the social studies textbooks of the first secondary school.

Moral standards

In the present study, the ethical principles related to qualitative researches were observed.

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Contribution of authors

In this research, each of the authors had a share in collecting the theoretical and research background, and the author was responsible for the initial writing of the article, analysis, writing and editing of the final article.

Conflict of interest There was no conflict of interest in this research.

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