

Explaining aspects of economic education and necessity of designing its components in curriculum of primary school

Fatemeh Alipoor

**Assistant Professor, Department of Educational Sciences, Farhangian
University, Tehran, Iran
alipoor.fatemeh97@gmail.com**

**شرح أبعاد التربية الاقتصادية وضرورة تصميم مكوناتها في مناهج
المدرسة الابتدائية**

الدكتورة فاطمه علي بور

أستاذة مساعدة، قسم العلوم التربوية، جامعه فرهنگيان، تهران، ايران

Abstract:-

Goal of the present research is explaining aspects of economic education and necessity of designing its components in curriculum of primary school. The research methodology had been combinational in this research. In the first stage, knowledge, attitudinal and skill components were extracted by documentary researches and conducting Delphi research and then favorable components of primary school were tested by survey of experts. In the second part, necessity of designing components in contents of curriculum of primary school in Iran has been evaluated through descriptive method type of survey. Population of the research in the stage of analyzing documents was formed by texts related to issue of the research and population of Delphi stage was formed by all professors of Islamic economy and curriculum in Qom city (totally 25 people), all people of the population were participated in the research due to low volume of the population. In the third stage, the population includes all primary teachers in Qom city in school (N=800), 260 people were estimated by using Dowel Krejcie and Morgan table and were selected as sample of the research by using the random clustering sampling method. Tool of the research in the first part is index taking and in the second part is researcher-made questionnaire based on extracted components and aspects, its external and content validities have been confirmed after study by experts. Stability of the questionnaire is equal to 0.90 during calculation of Cronbach's alpha coefficient. In this research, indexes of descriptive statistics (average and standard deviation) and also inferential statistics (T single sample) have been used in order to analyze data. Results of the research indicate that: among components of economic education, the consumption aspect with average of (4.37) has the maximum value of attention also the distribution aspect with average of (4.2) and the production aspect with average of (4.13) are in the next stages of attention and the attitudinal domain of economic education with average of 4.39 has the highest score of necessity.

Key words: economic education, curriculum and primary school.

المخلص:

الغرض من هذه الدراسة هو شرح أبعاد التربية الاقتصادية والحاجة إلى تصميم مكوناتها في مناهج المدارس الابتدائية. تم الجمع بين طرق البحث في هذه الدراسة. في المرحلة الأولى، بمساعدة الدراسات الوثائقية وبحوث دلفي، تم استخراج المكونات المعرفية والنظرية والفنية للتربية الاقتصادية. بعد ذلك، بمساعدة دراسة استقصائية للخبراء، تم اختيار المكونات المستحسنة للمرحلة الابتدائية. في القسم الثاني، من خلال طريقة المسح الوصفي، تمت مناقشة ضرورة تصميم مكونات في محتوى مناهج المدارس الابتدائية في إيران. يتكون مجتمع البحث في مرحلة تحليل الوثائق من نصوص تتعلق بموضوع البحث ويتألف مجتمع مرحلة دلفي من جميع أساتذة الاقتصاد الإسلامي وتخطيط المناهج في قم (25 شخصاً في المجموع) الذين شاركوا كلهم فيها نظراً لصغر حجم مجتمع البحث. في المرحلة الثالثة أيضاً، يضم المجتمع جميع معلمي المدارس الابتدائية في قم في العام الدراسي (N = 800) باستخدام جدول كرجسي و موركان، تم تقدير 260 عينة وتم اختيارها كعينة بحث باستخدام طريقة أخذ العينات العنقودية العشوائية. تكون أداة البحث في الجزء الأول من استمارات التقديم وفي الجزء الثاني، الاستبيان الذي أعده الباحث بناءً على الأبعاد المستخرجة ومكوناتها، والذي تم تأكيد صحته الصورية ومحتواه من قبل الخبراء بعد الدراسة. موثوقية الاستبيان أثناء حساب معامل ألفا كرونباخ يساوي 0.90. في هذه الدراسة، من أجل تحليل البيانات، تم استخدام الإحصاء الوصفي (المتوسط والانحراف المعياري) والإحصاءات الاستنتاجية (عينة واحدة) T وتشير النتائج إلى أن: من بين مكونات التربية الاقتصادية، حظي البعد الاستهلاكي بمتوسط (4.37) بأكبر قدر من الاهتمام. وكذلك بعد التوزيع بمتوسط (4.2) وبعد الإنتاج بمتوسط (4.13) يكونان في المرحلة الثانية؛ وكان موقف التربية الاقتصادية بمتوسط 4.39 لديه أعلى درجة الضرورة.

الكلمات المفتاحية: التربية الاقتصادية، المناهج، المدرسة الابتدائية.

Introduction

Economic condition affects all aspects of our life. Location we live in, what we eat, type of school and university that we study in, job that we select, peace and stability of cities and countries all affected by the economic condition. Some problems form first pages of newspapers and group media such as unemployment, inflation, depletion of natural resources, poverty and etc. Cope with such problems required citizens who be able to make wise and informed decision by using required cognition about economic concepts and subjects.

Because economic cognition and awareness make them able to understand economic aspects of problems better, determine and evaluate long-term and short-term consequences of economic decisions, participate in economic problems of society consciously and obtain new attitudes by adapting new economic cognition with previous cognitive treasure as people with economic literacy. Therefore knowledge and awareness had been main bases of society's success in in the knowledge-centered economy era and the educational system is considered pathway to achieve this knowledge and awareness because it is the most important factor of transforming attitudes and following that human's behavior (Seyyedi, 2011).

Economic activities and issues related to that are important aspects of humans' lives. Although human's life is not limited to economic activities while economic issues have important role in human's life. An important part of humans' efforts during the life is spent to supply subsistence and promote level of material life. Increasing level of welfare and benefiting society of more and better material facilities had been very important purpose of human in all societies whether at past or present (Research and Educational Planning Organization, 2004, p 5).

Islam knows inaccessibility of subsistence a danger that threatens human's beliefs "له لامعاش من". In view of Islam, try to remove poverty and reach material richness and welfare is a pleasing matter. Person who tries to promote level of his family's life

الكاد " is worthy of appreciation like person who struggle in God's way " الله في سبيل كالمجاهد عياله، علي

Thus in view of Islam, economy has especial importance in person's life. In addition to this, one of reasons of increasing importance of economic issues in today's world is effect of economic factors on all aspects of lives of nations, including social, politic and cultural. Country which has unorganized economic status and can't move with speed of other countries in the world in way of a comprehensive progress, is very vulnerable and face wide crises socially and economically.

Such society can't determine its future path by relying on its national culture and strongly is affected by aggressive Western and Eastern cultures. For this reason, society which is trying to maintain its politic and cultural independency should pay attention to economic growth and development as one of the most important tools in this path (Research and Educational Planning Organization, 2004).

It seems that economic education through educational systems and especially Education Organization that has the most human resources and is a main institution which is responsible to internalize values and principles governing society (Yarmohammadian, 2008) can be considered the best institution to strengthen the economic education. But results of many researches indicate defect and insufficiency of evaluating this issue in Education Organization and especially in textbooks of three courses in our country. Also no attention has been paid to this issue in a strange and questionable way within Iran from past to recent years. Despite multi-million classrooms, million pages of training contents and even thousands pages of evaluating methods of economic education and thousands audio-video programs in the world which are training, still they are not few in Iran people who know training economy an academic discipline exclusively (Peyghami, Tourani, 2011). Similarly, libraries and scientific centers in the country suffer from relative research and study resources poverty in the field of professional discussions related to principles and rules of planning curricula of economy and teaching-learning techniques.

This issue has been mentioned in discussions related to types of education in philosophy of education of Islamic Republic of Iran;

education can be divided into six areas based on aspects and existential areas of trained people and paying attention to various aspects of pure life, one of these cases is area of economic and professional education; it has been mentioned about range and dominion of this area that area of economic and professional education is a part of official and public education flow which is supervisor on one of important aspects of human's life means livelihood and economic aspects of humans.

This area is supervisor on growth of abilities of trained people in managing subsistence and economic and professional effort (affairs such as understanding economic issues, professional perception and skill, obligation to professional moral, entrepreneurship ability, avoiding idleness and unemployment, observance of productivity, try to maintain and develop wealth, effort to spread economic justice, observation of business rules and transactions rules and obligation to moral and values in economic relations) (theoretical principles of evolution of education of Islamic Republic of Iran, 2011).

Economic education is very important because trains way of the better selection to human in the field of economic issues. Human societies can find more suitable method to use their limited resources and use it to achieve the favorable result by economic education. Today's world has understood that people's economic education is a kind of national investment as obvious and hidden and country that tries in this way will benefit its results in future without doubt. Evaluating effective factors on development in developed societies shows that all these countries have magnate and efficient educational system (Peyghami, Tourani, 2011, p 4).

Some facilities and backgrounds are needed to destination seems more achievable and easier. Therefore the first step in economic education is identification of components of this concept. Our economic education components are elements that human's Islamic economic education is formed by them. In fact components show identification and differentiation and have basic role in our perception and imagination of the country. So there will not correct and specific criteria without specifying components to be able to achieve the main purpose by that which is evaluation of economic education and effort to fasten and strengthen that in curricula in both knowledge aspect and attitudinal and skill aspect. Therefore

considering the above points, the main problem of the research is "explaining aspects of economic education and necessity of proposing its components in primary school curriculum of Iran".

History of the research

Essence of economic education

In 1988 David Dahl, spokesperson for the State Bank of Minneapolis, with a paper with topic of "why little Johnny can't select?" unlike the public imagination that knows economic education training issues related to money, bank, tax and ..., promoted conversation and method of economy science to a thought and reasoning algorithm and in better word a practical logic. John Maynard Keynes, the famous economist also introduces economy not as a doctrine but a method for life, a tool for mind and a technique for thought and a framework for behavior that helps its possessing to achieve correct decisions and results. In fact in Keynes's opinion and unlike public imagination, the economic knowledge is not limited to a set of abstract concepts but it is a practical logic and a method for rational thought and a framework for human behaviors in a world of various values and evolutions (Buckles & Watts, 1997). Thus nowadays, most of experts of economic education know expected functions of economic education and its important capabilities in realization of life skills beyond the exclusively economic issues and aspects of human's life and extend and expand that to methods and approaches from this knowledge. These skills are listed in four following skills and capabilities: Skill of critic thought and action, skill of solving problem, skill of decision-making, skill of analytical reasoning and thinking

Economic education is required preparations in person; in a way that in addition to identify his economic talent be able to flourish that in the best way and by selecting moderation utilize available resources in a way that to consider divine law in production, distribution and consumption way and all these activities to be in way of nearness to God and gain his consent.

Necessity of economic education

Education system of each country should select diverse educational grounds and domains correctly to educate each

generation in cope with successful future. One of grounds which is very important in education of each country and the contemporary world. Economic education is a generation. Today's complex world requires that to future generation to be educated based on correct economic components to cope with its problems.

Even a preschooler in his first education years for successful life needs to now working is valuable, is an enjoyable and holy matter and its result is income and a product that each person consumes is results of labor of humans who produce it. Matter of economic education of each generation should be founded correctly in first years of primary school to lead to effective efficiency in this field in final years of primary school and next periods (Abdolmaleki, 2009).

Educational ideology of Islam doesn't target only the spirit and doesn't ignore the world and life and even considers it prelude of hereafter life. In Islam ideology, mountains and plains and the sea, land and property are subservient to men and human is duly obliged to exploitation of them (Haj: 65, Molk: 15, Taha: 53, Hejr: 20). Education is a powerful factor for economic evolution and economy is a factor to continue life, maintain faith and belief and a tool to keep honor and dignity.

The importance of teaching economy in primary school

Most of citizens can't understand that how economic problems are made and how leaders of society try to solve them. This problem is caused by lack of enough emphasis on economy in curricula of primary school. Therefore there is no doubt that primary training is necessary to prepare aware citizens to be able to understand and solve economic problems.

It is not wisely to make students waiting to train them economy in the university period. Because most of students leave their official education at the end of high school and enter to work market. Even those students who enter university may don't have economy course; so that according to research of Siegfried (2000) approximately 63 percent of America's high school graduates enter university and only few people choose economy course.

Therefore the primary school is the best opportunity to teach economy. Teaching economy should be started from primary schools

because children have been familiarized with method of economic decision making before in house and are able to understand economic world around them. Research of Sapr and Valstad made clear that students in primary schools can learn economy well. They have considerable perception of a wide range of basic concepts of economy and economic education.

Practical history

Cameron (2013) has conducted a research with topic of financial and economic literacy among high school students in New Zealand, Japan and United States of America . This research has evaluated thinking in economic method , earning , saving, spending and consumer credit, money management . Results indicated that Japanese students were better in the cognitive level but generally three countries had weak operation in test of economic literacy. In the suggestions of this research it has been stated that the mentioned components should be noted due to effect of financial literacy on people's ability to manage money and maintain welfare.

Sherraden (2011) during a research found that primary school students who had registered in a saving program and students who had received curriculum of teaching economic affairs had higher significant scores in test of financial literacy with a control group.

Otter, Dan (2010) conducted a research with topic of teaching economic literacy from bases of kindergarten to twelfth and evaluating teachers' beliefs. Goal of conducting this research was obtaining awareness of teachers' attitudes and beliefs in primary school. Results indicated that teachers agreed training financial concepts in primary school in all levels. Also from viewpoint of teachers lack of suitable curriculum, lack of training materials of classroom, lack of time to train and lack of desirable knowledge in the considered content in order to create this literacy are some of the most important effective factors on growth of this literacy in learners.

Rodgers, Hawthorne and wheeler (2008) conducted a research with topic of "teaching economy through children's literacy in primary school" in the United States of America. After required evaluations and analyses, totally it was specified that a large part of contents of easy reading books and pictures of illustrated books have a wide range of economic contents and concepts in a clear and interesting

way and most of these books covered contents that were adapted to standards of national training. But few numbers of these books had some economic concepts that were completely illusory and beyond the content of state curriculum.

Roos, Chiroro, Coopnphagen and Smith (2005) in a research have evaluated effectiveness of a program that is planned in order to improve identifying and understanding economic concepts such as money, income, costs and saving in preschoolers. Results of the research showed that operation of understanding economic concepts was considerably improved from 30 percent to 62 percent while identifying economic concepts have been improved from 52 percent to 64 percent.

Seyyedi (2011) has conducted a research with topic of evaluating economic messages and concepts in primary school curricula. In this research after theoretical studies, the intended pattern has been extracted to analyze the content. For this purpose, texts of primary school textbooks in 2006-2007 were analyzed through inventory of data collection and their economic messages and concepts have been identified in five types of microeconomics, macroeconomics, economic development, work economy and international economy. The obtained results from this research have shown that economic concepts in connection with economic development, microeconomics and macroeconomics and work economy have the maximum frequency.

Imam Jomeh (2010) has shown in a research with topic of "measuring students' economic knowledge" that 74% of students of branch of theoretical high school (first grade to pre-university) in Tehran city don't have basic and updated knowledge and students of first grade of high school have lower economic knowledge than the other grades.

Irvani (2004) concludes in a research with topic of economic ethic in viewpoint of Quran and Hadith that economic ethic is a part of Islamic lessons that from a hand provides components of economic and public welfare growth and development and from another hand shows methods and elements of coping with corruptions and correction of economic activities and provides the required ground for spiritual growth and eternal bliss of man.

By concluding the reviewed research history it can be concluded in this way that if teaching in the field of economic education to be formed favorably without any doubt it will leads to creation of economic literacy in learners. Therefore when results of researches in Iran especially in Tehran show low economic literacy level of learners, lack or disadvantageous being of teachings in the field of economic education in the country can be propounded as a main assumption that creates this problems. An assumption that has been not tested a lot. An assumption that may this research and similar researches can ratify its confirmation of rejection.

Methodology

In this study, mixed research method (qualitative: library, Delphi) and (Quantitative: survey) has been used based on research objectives and questions. In the first step theoretical foundations and economic education components was collected by using the library method and evaluating related documents by using Delphi method at first form of economic concepts, were sent for members of the group and were asked them to provide crucial components of economic education due to Islamic teachings and student characteristics. factors related with economic training were received of experts and specialists of Delphi Group.. 50 components were extracted at this stage. In order to assess the necessity of the economic component planning in the books of Iranian primary school, primary teachers' views were collected in Qom, so the methodology is document analysis in the first part and is the descriptive survey in the second part.

Texts related to subject of the research and population formed population of the research in the stage of analyzing documents and all professors of Islamic economy, Islamic education and curriculum in Qom city (totally 25 people) formed population of Delphi stage, all people of the population were participated in the research due to low volume of the population. In the third stage, the population includes all primary teachers in Qom city in school (N=800); 260 samples were estimated by using table of Krejcie and Morgan and were selected by using random cluster sampling method as the sample of the research.

First the questionnaire without structure or in the other word the open-response questionnaire containing nine questions about components of purposes of economic education (knowledge, skill, attitudinal) in three aspects of production, consumption and distribution (in viewpoint of experts) was utilized to collect opinions of experts by Delphi technique. After collecting returned questionnaires, similar questionnaire or those that were close to each other were integrated in each other and as a result a closed questionnaire was again given to experts in the frame of 61 items and they were asked to rank by using Likert spectrum. Result of these stages was 50 components which were agreed by most of experts. Tool of the research in the last stages of the researcher-made questionnaire was based on five-point spectrum of Likert, its content and external validities were confirmed by experts after studying and the Cronbach's alpha coefficients was used in order to calculate stability of the questionnaire, results of evaluating validity of the questionnaire was obtained 0.90.

Findings of the research

The first research question: what are sub-components of economic education proportional to needs and abilities of primary students?

Theoretical and research texts related to the field of economic education and its components were evaluated to evaluate this question. Also comments of experts of the Delphi group were collected and after final collection, three aspects (production, distribution and consumption) and 50 components were extracted in three training domains (knowledge, attitudinal and skill) and the confirmatory factor analysis was used for validity of the structure of components; results show required coordination and alignment among components.

Knowledge domain Production: Familiarity with lawful business and its spiritual and material, importance and value in Islam, Familiarity with laws and customs of business and wealth production, Familiarity with importance of capital in production, Recognizing the importance and goals of production in Islam, Familiarity with factors of production, Recognizing based of production, Recognizing the success and growth factors in the production, investment and work

system, Familiarity with different types of production, Recognizing destructive factors and obstacles of production, Familiarity with limitations of production system, Familiarity with components of the financial system, Attitudinal domain Production: Theism in economic affairs, Rational attitude toward work and production, Interesting in domestic products, Work conscience and morale in production, Ambition, esteem and self-confidence in economic activity, Reviving Jihadist and development morale in building the country, Skill domain Production: Skill in using economic opportunities, Ability to conduct production works, Ability to utilize and product resources

Knowledge domain Distribution: Awareness of concept of distributing product and services, Recognizing solutions of facilitating distribution of product, Recognizing goal of distribution, Familiarity with belief and morale principles of distribution, Recognizing financial tools of distribution, Familiarity with factors and criteria of distributing income, Familiarit, with types of national, private and governmental ownerships, Familiarity with principles of economic justice and the rejection of extremes, Recognizing necessity and way of exchanging good, Attitudinal domain Distribution: Belief in God's provision, Desire to make economic justice and observe justice in distribution, Belief in Islamic brotherhood, Self-confidence and self-belief, Skill domain Distribution: Ability to analyze available data and information in order to select the best methods and measures in order to achieve effective marketing, Having critic and creative though in order to analyze conditions and achieve ability to solve complex problems, Ability to comprehensive approach in marketing, Ability to make connection with customer

Knowledge domain Consumption: Familiarity with goals and way of consumption, Recognizing limitations of the consumption principle, Recognizing limitations of amount of, Familiarity with effective factors on consumption, Recognizing, rights and responsibility of consumer, Recognizing consumption principles, Familiarity with methods of allocating income to saving, investment, charity, depositing, interest-free loan, Familiarity with correct way of managing life and budgeting, Attitudinal domain Consumption: Contentment, gratitude and simple living morale, Respect to ownership of self and others, Skill domain Consumption: Obtaining skill in rational decision, making and buying considering to budget, Obtaining skill in correct use of public

properties, Obtaining skill in saving and avoiding extravagance and wastefulness.

Second research question: how much is the amount of necessity to raise the informational domain

components of the production dimension of primary school curriculum in Iran from the perspective of primary school teachers of Qom?

Based on the results in Table (1) t observed has been significant at the $0.05 \geq p$ level. Thus, the average scores of components related to informational domain in the production dimension has been more than medium level. In other words, respondents are agreed more than average with above items to raise the primary school curriculum. As well as familiarity component with the lawful business and the material and spiritual importance and value of that in Islam with average of (4.23) has allocated to self the highest score in Informational domain of production dimension from perspective of primary teachers of Qom.

Table 1: Comparing the average scores of components related to informational domain in production dimension

Components	Mean	Standard deviation	t	P
familiarity component with the lawful business and the material and spiritual importance and value of that in Islam	4.23	0.932	20.60	0.001
Familiarity with the laws and customs of business and wealth creation	3.97	1.02	13.19	0.001
Familiarity with the importance of investment in production	3.90	1.11	10.49	0.001
Recognizing the importance and goals of production in Islam	4.11	1.02	15.43	0.001
Familiarity with the factors of production	3.94	1.02	13.69	0.001
Recognition of production substrates	3.85	1.10	11.36	0.001
Recognition of the success factors and growth in production system, investing and working	3.88	1.09	10.58	0.001
Familiarity with the different types of production	4.05	1.09	13.49	0.001
Identification of pests and production obstacles	4.13	1.05	16.05	0.001
Familiarity with limitations of production system	4.15	0.971	15.40	0.001
Familiarity with components of the financial system	3.96	1.04	11.48	0.001

Third research question: how much is the amount of necessity to raise the attitudinal domain components of the production dimension of primary school curriculum in Iran from the perspective of primary school teachers of Qom?

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Based on the results in Table (2) t observed has been significant at the $0.05 \geq p$ level. Thus, the average scores of components related to attitudinal domain in the production dimension has been more than medium level. In other words, respondents are agreed more than average with above items to raise the primary school curriculum. As well as morale of job conscience component in production with average of (4.40) has allocated to self the highest score in attitudinal domain of production dimension from perspective of primary teachers of Qom.

Table 2: Comparison of average scores of components related to attitudinal domain components in the production dimension

Components	Mean	Standard deviation	t	P
Theism in Economic Affairs (divine inspiration, hope in God's mercy at work and economic activity)	4.11	0.990	17.04	0.001
Rational attitude in work and production	4.05	1.00	14.93	0.001
Interest to domestic production	4.39	0.848	25.62	0.001
Morale of job conscience in production	4.40	0.887	24.11	0.001
Magnanimity, esteem and self-confidence in economic activity	4.31	0.922	20.93	0.001
Revive the morale of jihadist and development in building the country	4.35	0.906	22.80	0.001

Forth research question: how much is the amount of necessity to raise the skill domain components of the production dimension of primary school curriculum in Iran from the perspective of primary school teachers of Qom?

Based on the results in Table (3) t observed has been significant at the $0.05 \geq p$ level. Thus, the average scores of components related to skill domain in the production dimension has been more than medium level. In other words, respondents are agreed more than average with above items to raise the primary school curriculum. As well as the ability to exploit and conservation of resources component of (4.20) has allocated to self the highest necessity score in skill domain of production dimension from perspective of primary teachers of Qom.

Table 3: Comparison of average scores of components related to skill domain production dimension

Components	Mean	Standard deviation	t	P
Skill in the use of economic opportunities	4.15	0.963	18.74	0.001
The ability to perform productive tasks	4.08	0.995	15.61	0.001
The ability to exploit and conservation of resources	4.20	0.942	19.22	0.001

Fifth research question: how much is the amount of necessity to raise the informational domain components of the distribution dimension of primary school curriculum in Iran from the perspective of primary school teachers of Qom?

Based on the results in Table (4) t observed has been significant at the $0.05 \geq p$ level. Thus, the average scores of items related to informational domain in the distribution dimension has been more than medium level. In other words, respondents are agreed more than average with above items to raise the primary school curriculum. As well as Familiarity with belief principles and ethical distribution (attention to spiritualities, blessings, benevolence, integrity of the properties) and recognizing financial instruments of distribution (negation of hoarding, use of short weights and usury, paying alms, fifth) with average of (4.20) has allocated to self the highest necessity score in informational domain of distribution dimension from perspective of primary teachers of Qom.

Table 4: Comparison of average scores of components related to informational domain in the distribution dimension

Components	Mean	Standard deviation	t	P
Awareness of the concept of goods and services distribution	3.85	0.986	11.69	0.001
Identification of solutions to facilitate the distribution of goods	3.82	1.11	9.40	0.001
Identification of distribution purposes	4.17	0.989	16.06	0.001
Familiarity with belief principles and ethical distribution	4.18	0.975	18.68	0.001
Identification of financial instruments of distribution	4.18	1.00	17.02	0.001
Familiarity with factors and criteria for the distribution of income	4.05	1.00	13.74	0.001
Familiarity with a variety of national ownership, private, public	3.78	1.14	8.85	0.001
Familiarity with principle of economic justice and negation of extremism and exaggeration	3.97	1.05	12.63	0.001
Identification of necessity and how to exchange of goods	3.85	1.05	10.83	0.001

Sixth research question: how much is the amount of necessity to raise the attitudinal domain components of the distribution dimension of primary school curriculum in Iran from the perspective of primary school teachers of Qom?

Based on the results in Table (5) t observed has been significant at the $0.05 \geq p$ level. Thus, the average scores of items related to attitudinal domain in the distribution dimension has been more than medium level. In other words, respondents are agreed more than average with above items to raise the primary school curriculum. As well as belief components to piety in God and self-respect and self-confidence with average of (4.58) has allocated to self the highest

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necessity scores in attitudinal domain of distribution dimension from perspective of primary teachers of Qom.

Table 5: comparison of average scores of components related to attitudinal domain in distribution dimension

Components	Mean	Standard deviation	t	P
Belief in Piety of God	4.58	0.717	35.17	0.001
The desire to establish economic justice and the upholding of justice in the distribution	4.30	0.927	20.94	0.001
The belief in the Islamic brotherhood	4.43	0.796	28.42	0.001
Self confidence and self-esteem	4.58	0.703	35.51	0.001

Seventh research question: how much is the amount of necessity to raise the skill domain components of the distribution dimension of primary school curriculum in Iran from the perspective of primary school teachers of Qom?

Based on the results in Table (6) t observed has been significant at the $0.05 \geq p$ level. Thus, the average scores of items related to skill domain in the distribution dimension has been more than medium level. In other words, respondents are agreed more than average with above items to raise the primary school curriculum. As well as component of having critical and creative thinking in order to analyze the situation and gaining the ability to solve complex problems with average of (4.19) has allocated to self the highest necessity scores in skill domain of distribution dimension from perspective of primary teachers of Qom.

Table 6: comparison of the average score of components related to skill domain in distribution dimension

Components	Mean	Standard deviation	T	P
Ability to analyze the data and information available in order to choose the best methods and measures to achieve effectiveness marketing	4.17	1.05	13.71	0.001
Having a critical and creative thinking in order to analyze the situation and gaining the ability to solve complex problems	4.19	0.978	17.30	0.001
Holistic ability in marketing	4.11	1.00	13.55	0.001
Communication skills with customers	4.15	1.06	14.91	0.001

Eighth research question: how much is the amount of necessity to raise the informational domain components of consumption dimension of primary school curriculum in Iran from the perspective of primary school teachers of Qom?

Based on the results in Table (7) t observed has been significant at the $0.05 \geq p$ level. Thus, the average scores of items related to informational domain in the consumption dimension has been more than medium level. In other words, respondents are agreed more than average with above items to raise the primary school curriculum. As well as component of Recognition of the limitations of principle of consumption (lawful and legitimate consumptions, unlawful and illegitimate consumptions) with average of (4.40) has allocated to self the highest necessity scores in informational domain of consumption dimension from perspective of primary teachers of Qom.

Table 7: Comparison of average scores of components related to informational domain in the consumption dimension

Components	Mean	Standard deviation	t	P
Familiarity with goals and how to consumption	4.38	0.788	21.13	0.001
Recognition of the limitations of principle of consumption	4.40	0.866	11.58	0.001
Recognition of the limitations of consumption amount	4.33	0.803	12.78	0.001
Familiarity with factors affecting consumption	4.13	0.927	7.58	0.001
Recognition of consumer rights and responsibilities	4.20	0.879	7.31	0.001
Recognition the principles of consumption	4.27	0.902	6.90	0.001
Familiarity with the methods of allocation of income to savings, investing, charity, depositing, Interest Free Loan	4.01	1.05	4.67	0.001
Familiarity with how to life management and budgeting correctly	4.16	0.971	5.55	0.001

Ninth research question: how much is the amount of necessity to raise the attitudinal domain components of consumption dimension of primary school curriculum in Iran from the perspective of primary school teachers of Qom?

Based on the results in Table (8) t observed has been significant at the $0.05 \geq p$ level. Thus, the average scores of items related to attitudinal domain in the consumption dimension has been more than medium level. In other words, respondents are agreed more than average with above items to raise the primary school curriculum. And both components have equal necessity from the perspective of teachers with an average of 4.45.

Table 8: The average score of components related to attitudinal domain in consumption dimension

Components	Mean	Standard deviation	t	P
morale of contentment, Thanksgiving and simple life	4.45	0.051	19.03	0.001
Respect to self and others ownership	4.45	0.048	22.66	0.001

(118) Explaining aspects of economic education and necessity of designing its components

Tenth research question: how much is the amount of necessity to raise the skill domain components of consumption dimension of primary school curriculum in Iran from the perspective of primary school teachers of Qom?

Based on the results in Table (9) t observed has been significant at the $0.05 \geq p$ level. Thus, the average scores of items related to skill domain in the consumption dimension has been more than medium level. In other words, respondents are agreed more than average with above items to raise the primary school curriculum. As well as component of acquiring skills in the proper use of public properties with average of (4.60) has allocated to self the highest necessity scores in skill domain of consumption dimension from perspective of primary teachers of Qom.

Table 9: Comparison of average scores of items related to the skill domain in the consumption dimension

Components	Mean	Standard deviation	t
n of skills in decision-making and wisely purchase of goods according to budget (income, expenditure, savings)	4.25	0.925	21.2
Acquiring skills in the proper use of public properties	4.60	0.697	36.8
ing skills in saving and avoidance of extravagance and wastefulness	4.47	0.781	30.2

Table 10: comparison of the average scores for dimensions of production, distribution and consumption in informational, attitudinal and skill domain

	Informational	attitudinal	skill	Total
Production	4.01	4.26	4.14	4.13
Distribution	3.98	4.47	4.15	4.2
consumption	4.23	4.45	4.44	4.37
Total	4.07	4.39	4.24	12.7

Overall the results in Table 10 indicate that consumption dimension with average of (4.37) have allocated to self the highest score of necessity and production dimension with average of (4.13), the lowest score of necessity by primary school teachers, also the attitudinal dimension with an average of (4.39), the highest score of necessity and informational domain with an average of (4.07) have obtained minimum score of necessity by the primary school teachers of Qom.

Discussion and Conclusion

Human is the viceroy of Allah on earth, and is tested on the capital that has at its disposal (Al-Baqarah: 33) and has responsibility to build up land with work and try (Ahzab: 72). We should accept that a human mission in the exploitation of divine blessings is combined with restraint and responsibility. Therefore, it is necessary to coordinate between the limited resources and unlimited needs of society with the help of economic science to increase efficiency of society that is resultant of productivity of individual members of society through scientific problems training and economic value in all fields and the ability to provide correct and balanced relationship with nature to be proud at the hereafter test. meanwhile children should be trained in such a way that to know blessings of the world as faithfulness of God and are interested in work and try and to ignore laziness and unemployment. Of course access to desirable curriculum is the necessity of achieving the desired level. Curriculum is an essential component in each education system that educational goals will be remains sterile in the event of any insufficiency in them. economic education is one of the objectives that has also been emphasized in the fundamental transformation on the realization of it, So dimensions of production, distribution and consumption of economic education and components of each of the three domains of informational, skill and attitudinal have been explained order to fulfill this important in this study. Eventually 50 necessary component and approved by experts in Islamic economics and education were extracted.

The results show that by separating each dimension that consumption dimension with average of (4.37) highest score of the necessity and production dimension with average of (4.13), have allocated the lowest score of the necessity by primary school teachers. As well as the attitudinal domain average (4.39), the highest necessity and informational domain with an average of (4.07) minimum score of necessity have achieved by primary school teachers of Qom.

Despite high necessity for economic education components plan from the perspective of teachers, the results show the Incomplete evaluating this issue in education and especially in textbooks of three periods in our country. (Peyghami, Turani, 2011).

Despite the fact that in this study, attitudinal and skills of the economic education components have allocated the highest score of necessary but in the primary school curriculum we witness the greater emphasis on informational and cognitive of educational purposes.

Since all components under study in this study have the high necessity to plan in the primary school curriculum of Iran, it is suggested to authors that pay more attention to these components in developing the course of curriculum and also pay more attention to economic, attitudinal and skills domains of economic education components in the development of primary school textbooks.

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