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Explaining the Objectives of the Curriculum of Moral Intelligence of Elementary School Students

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Abstract The present study is aimed to investigate the codification process of moral intelligence curriculum. In this research, content analysis based on deductive composition method and sequential model of Mairing is used. The study area included all electronic and printed texts from the thoughts and ideas of scientists and ideologists of moral intelligence and curriculum conceptualism and the texts were chosen through purposeful sampling and the information were gathered through note taking. The required considerations regarding the credibility and dependability were taken into account. The results indicate that after the content analysis of the selected texts, 20 conceptual codes were found including: the development of moral performance, the development of moral thought (moral reasoning), creating executive character, creating moral character, the development of religious beliefs, educating the aesthetics view to morality, education of freedom of thought and behavior, the development of creative thinking, the development of critical thinking, educating good and lawful citizen, creating the democracy belief, the development of internal motivation (self-motivation), the education of caring and sympathy spirit, the development of social awareness and behaviors, the development of work ethics (conscientious), the growth of kindness and empathy, the development and education of the perfectionist motivation, the strengthening of the rule of law skill, the development of self-care and moral conscience and the education of deep and philosophical thinking towards the self and phenomena and determining the moral intelligence curriculum objectives of the primary school students.

Keywords: objective, curriculum, primary school, moral intelligence

Introduction

In today's society, a certain important ongoing crisis is an issue that is related to our dearest prosperity as children. All agree on the existence of this problem; law makers, physicians, clergymen, traders, trainers, parents and all the people express similar worries and all of us should be worried about it. This deficiency is related to the moral virtues' weakness and deficiency of our children. If parents are asked what kind of children they like, the answer of many of them would be the same and it is natural that all parents like children that are responsible, kind, polite, obedient, sympathetic and interested in studying. In other words, the aim of educating children for many parents is obvious but the ways of achieving this objective is undefined for them. Is asking to have healthy children adequate to reach the aims? Why parents cannot understand their children when they grow up and children complaint about their parents and are not understood? Why most of conflicts are due to inability in talking and the lack of empathy and self-control? The reality is that most of us do not know

our behavioral and moral characteristics are rooted in our childhood and the child we educate today will change into an adult with moral characteristics that is the product of our education method. One of the dimensions of development and evolution, which is formed besides other dimensions from childhood to adulthood, is the moral development of children.

When people talk about moral development, they mention their attitudes towards other people in the community. In other words, they pay attention to the adherence to social norms, rules and regulations, customs and traditions. Of course, in plain language and in the case of children, we describe their ability to distinguish right from wrong (Borba, 2005).

The societies need citizens with flexible and reliable intelligences and creative communication verbal and nonverbal skills, critical and creative thinking, cross-cultural understanding and empathetic commitment to cultural diversity. Access to personal capacities is possible through the learning process and the use of artistic and moral languages . It is increasingly revealed that a number of children are in serious danger in the sense that they have never acquired moral intelligence. These children greatly suffer retardation due to superficial conscience, poor impulse control, moral sensitivity development and beliefs that are incorrectly guided.

Although this moral decline has complex reasons, one fact is undeniable: the moral atmosphere, in which the children are, is poisoned in terms of moral intelligence due to two main reasons. First, some important social factors that foster moral character are gradually degraded including adult supervision, the hardships of moral behavior, religious or spiritual training, and adult meaningful relationships with each other, private schools, clear and obvious national values, stability, community support and proper upbringing of children. Second, our children are constantly exposed to bombardment by messages that are opposite to values that we try to induction. Both factors are strongly related to moral decline of our children and also loss of their innocence (Kell et.al, 2008).

Borba defines moral intelligence as the capability of understanding the true from false, having strong moral beliefs and adhering to them and behave in the right and proper direction. According to him, seven principles required for moral intelligence, empathy, conscience and Self-control that are as basic virtues and four other components include Respect, Kindness, Tolerance and fairness (Borba, 2011.)

Reconceptualism is a movement in curriculum which does not present a model or plan for the curriculum design and does not show any attention to technical issues. Reconceptualists are more tend to raise the ideological and moral educational issues as well as to study political and economic institutions in schools.

An econceptualist approach is more rooted in philosophy and this movement equally concerns social and political backgrounds (Ornstien and Hukins, 1993, quoted in Qaderi, 2014).

Huebner, who is famous as the leader of reconceptualism in curriculum in the 1970s, has discussed the use of political sciences for research in curriculum in his work. His used terms including ideology, democracy, political control sources and political slogan have distinguished his articles from other articles in this field. Also, paying attention to the language in the curriculum has created a basis for understanding the curriculum in the context of text or speech (Huebner, 1966, quoted in Qaderi, 2009).

According to Noddings, teachers should be mainly responsible, facilitator and trainer, not just play their role as moral experts. Teachers should provide conditions to express what they and their students think. Teachers are employed to create and implement learning programs, so they should involve students in designing training programs. Indeed, if teachers themselves

do not constantly learn, they will be an obstacle to student learning, because students are constantly creating new learning, but teachers remain as stable and self-supporting. So, they will be an obstacle to student learning according to Noddings. Teachers and students must work together to learn morality matters (Fathi, 2012).

According to Greene, curriculum needs a subject to be revealed and it can only be revealed that the learner is involved in the production of structures and uses the curriculum in his life. Now, the teacher duty is to stimulate the consciousness of student and help him identifying subjects through pushing him to go beyond daily life. In fact, curriculum in the view of Greene is the meaning that the learner creates (Greene, 1994; quoted in Fathi, 2012).

Character education has three important objectives: good people, good schools and good society. The first goal states that we require good character to be full human beings. We need mental and heart powers and specific skills such as fair judgment, honesty, empathy, caring, perseverance and self-control in order to be active in two main criteria of human maturity as "love and work". The second goal shows we need schools that teach good character. Schools are better places and are definitely more appropriate places for teaching and learning. Of course, when they are targeted and civilized societies and have modeled high standards of performance in all stages, they teach and confirm.

The third target states that character education is essential for the social moral construction. Social issues such as violence, deception, family degradation, an increasing number of children living in poverty, persecution of women and moral duality in children blame after birth or killing them in the womb all have deep roots and require regular solutions, but there will be no possibility of building a virtuous society if there is no virtue in the minds, hearts and souls of people of the community. The school, like the family and church, is one of the main elements of virtue (Lickona, 1999).

Given the importance of addressing ethical issues education and acquired virtues' areas for children, many efforts have been done so far in various ways such as storytelling, the codification of the children's literature content, film and animation production and attractive multimedia. Therefore, the lack of effective pattern design in the form of executable curriculum based on the ethical implications is completely necessary for educational systems. Curriculum involves various stages as a guide to perform educational process activities. The most important element in the design of curriculum is to explain effective and relevant objectives that overshadow other elements of the program as well. Therefore, the present study seeks to study moral intelligence curriculum aspects of primary school students and tries to examine the objectives of this curriculum.

Methodology

Qualitative content analysis and deductive categorization system were used to study the realization of the main objectives of the research. Also, the sequential model of Mayring is used in qualitative content analysis. There are three distinct analysis phases that can be used independently or in combination with each other. The three stages are: summarizing, describing and structuring or configuration (Mayring, 1983; quoted in Flick, translated by Jalili, 2012).

The research area included scientists and experts views in the form of electronic and printing texts in terms of moral intelligence fundamentals , reconceptualist program and education philosophy directly or indirectly in order to extract data in terms of the explanation of curriculum objectives in the desired designed pattern.

The used method for sampling in this research was purposive. Data saturation or theoretical

saturation was an approach that was used for the determination of the sampling adequacy. In order to choose the best text for accessing to the best analysis condition and since the moral intelligence issue is a new phenomenon in the educational psychology and all its ideologists and experts are contemporary and alive, we linked to the main ideologists of moral intelligence such as Borba and Lickona via their email and asked them to send us scientific papers. The result was 10 scientific texts in the form of several chapters of new specialized books through the quality content analysis. Moreover, for acquiring the required texts from the ideologists of curriculum and reconceptualists that have presented new points of views in the moral issues and the education of the virtues, people such as Heubner and Greene or one of the most famous people of this school as Nell Noddings were asked more than five new concepts in his books as well as the study of the texts in Persian. The result of the collection of the texts was the translation of 200 pages to Persian. In addition, beneficial texts related to the research questions were found referring to expert and university libraries in Persian. Also, note taking was used to collect information due to the exclusive use of printed and electronic texts.

Results

The main method of data analysis in this study is based on content analysis of the sequential model of Mayring and deductive categorization. The main objective is presenting clear and obvious definitions of the subject, presenting examples and samples, determining coding laws for each deductive issue and precise determination of coding a textual phrase by one issue and finally, presenting a definition for each issue that could be placed together as a direction. Texts were first summarized on the basis of the relationship with research question, and also were summarized and categorized according to their degree of similarity.

In the next step, content analysis of textual interpretation was done, and eventually, the structuring and configuration of results were done. Finally, 20 concepts were replaced in a total of 203 primary codes that these concepts can in fact be the objectives of the curriculum of primary school students' moral intelligence education. The objectives were:

the development of moral performance, the development of moral thought (moral reasoning), creating executive character, creating moral character, the development of religious beliefs, educating the aesthetics view to morality, education of freedom of thought and behavior, the development of creative thinking, the development of critical thinking, educating good and lawful citizen, creating the democracy belief, the development of internal motivation (self-motivation), the education of caring and sympathy spirit, the development of social awareness and behaviors, the development of work ethics job (conscientious), the growth of kindness and empathy, the development and education of the perfectionist motivation, the strengthening of the rule of law skill, the development of self care and moral conscience and the education of deep and philosophical thinking towards the self and phenomena.

The results of the qualitative content analyses were revised and controlled by expert people in the related area (external judges) after the extraction for the identification of its accuracy and vague points in order to realize the credibility of the research results. Also, notes and checklists of the selected texts were carefully controlled and monitored to check the reliability before the start of qualitative content analysis.

Discussion

Curriculum Studies is to understand, predict, organize and form educational activities in the learning domain of learners. In this activity, curriculum includes all the activities that are

planned and guided by the school, whether these activities are as teaching and learning in class, or in the form of a morning ceremony, visits and any other activity planned (Campbell & Creswell, 1983, quoted in Fathi, 2012).

No activity is done in education unless it is targeted. The first element of curriculum design is goal setting which is named as the effective factors of the development other elements of the curriculum. All theorists of curriculum development have named the objective element as one of the cornerstone elements. The curriculum is intended to change the behavior of learner performance and these changes are the objectives of the program. The objective is the important element or component in the plan and stimulator is activity that is done in order to achieve it (Yarmohammadian, 2010).

Curriculum specialists in different fields of human knowledge who are writing schools and universities' books are considered as the most common source of setting educational goals. The issue of moral intelligence and curriculum objectives is not an exception. The desired objectives of the program can be achieved with the help of the existing theories in the works of expertise.

Noddings defines the classroom as a place where students develop emotionally and morally. He insisted on the increase of kindly and emotional relationships in teacher training. He knew the important classroom environment and activities as care and compassion. Care includes paying attention, loving, caring and motivation. He does not know the truth as full, but he knows it as partial and incomplete that is formed by personal experience and knowledge (Fathy, 2012).

Noddings findings are remarkable and impressive regarding care and the ethics of care, its relationship with school education, welfare and human well-being, learning and teaching in the family and local communities. He was able to show the importance of care and its relationship with training objectives as a fundamental aspect of education. The results of Noddings are transformed to the key reference point for those who wish to reaffirm the principles of ethics and morality in education and school education. His work includes analysis of care and detection of its position on ethics (Noddings, 1984).

Heubner knows the main and central idea of the curriculum thought as a valued activity instead of terms such as learning and objectives. He introduces certain quintuple valuing frameworks to help the people involved in the curriculum in terms of the evaluation of the assessment of the value of specific educational activities to explain the concept. These frameworks are: technical, political, scientific, aesthetics and moral. Aesthetics and moral frameworks reflect phenomenology in the primary levels of curriculum (Fathi, 2012).

According to Greene, Aesthetics means spiritual atmosphere and inspiring force in the education of a child and by this description, the basis of the permanent vivification and spirituality chorus should be beyond education. It is due to the virtue of the behaviors attraction and good thoughts that it is worthy for the child to be guided and inclined to moral and spiritual life (Ghadimi, 2013).

A comprehensive technique for character education requires the use of classroom and school life. Relations between peers, rules transfer, conflict resolution, curriculum content, sense of superiority over the training activities, commitment to character in common and group activities and the promulgation of the best character in every part of the school environment, every moment of school hours as forming character with the required potential for influencing the good or bad of the child. In the whole history and cultures around the world, education and training have two important goals: help students to gain intelligence and ultimately being good. They require character for having both characteristics. They need

moral character to behave correctly, try for social justice and live and work in the society. Having social and educational character is an endeavor for being better in all levels of life (Lickona, 2014).

The school's commitment to educate character in the general level is related to moral values such as respect, responsibility, honesty and intimacy. Their definition in cases such as the observed behaviors in school life, modeling these values, checking them, respect to values and maintaining all members of the school will be based on of performance standards related to the main measures. Eight personality strategies as points for successful life include: permanent novice and thoughtful criticism, hard-working and capable responsible, individual with social and emotional skills, moral thinker, responsible and respected representative who is committed and for ethical activities, a self-controlled person whose lifestyle is healthy, an effective member of the Board and democratic citizen, personal spirit who controls his life with an honored goal.

Character education has three important objectives: good people, good schools and good society. Classroom strategies in comprehensive techniques include: the teacher is as attentive, model and ethical counselor, classroom caring community, a democratic atmosphere, moral discipline, virtue education with the help of curriculum, cooperative learning, professional conscience, moral reflection and conflict resolution training (Lickona, 1984).

With regard to the raised issues, if the selected goals in the curriculum of elementary children's moral intelligence are considered, the following features can be mentioned that support their desired condition:

1. The ability to direct and give meaning to the activities of curriculum
2. The ability to evaluate different ways to reach the destination for host
3. The ability to compare the results
4. The ability to review activities
5. The provision of appropriate educational content and tailored to the goals
- 6- The development of appropriate teaching-learning activities
7. The ability to adopt favorable evaluation methods

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