

Check the status of to Felner Social Competence components in New primary school Farsi writing book in Iran

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Abstract

Purpose: The present study aimed to analyze the content of new primary school Farsi writing books in Iran considering the components of social competence. **Methodology:** The research method is a combination of descriptive survey and quantitative and qualitative content analysis. The statistical population of the research included 150 experts of Educational Sciences and the content of six course books of Farsi writing books of the primary school. Therefore, sampling method in this study was census method. The data collection tools in a study were a questionnaire and data record checklist. The validity of the tools was evaluated and confirmed by referring to the experts and correlation test was used to test the validity of questionnaire tools and determination coefficient was used in order to assess the validity of the data record checklist. The correlation coefficient was calculated as 0.82 and determination coefficient was calculated as 0.78 showing high reliability for the research tools. **Findings:** In this investigation, one main question and five detailed questions were asked. In the answer to the first detailed question, a component of skills the familiarity with which is the need of primary school students was determined by asking the experts and the factor analysis. Based on four skills by Felner and the affirmed components for primary school students and content of books, the rest of the questions were analyzed and the results of the analysis were studied with the help of frequency descriptive statistics and percentage. The results of response to the first question of research showed that 30.87% of the content of primary school Farsi writing textbooks in Iran has discussed social competence component that is a relatively good deal. But the disadvantage of the imbalance is for the emphasis on four skills of social competence that exists in all textbooks. **Discussion:** The entire content of the books more emphasizes on cognitive skills and less emphasis is on the emotional skills.

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1. Introduction

Social competence, sometimes known as self-competence, is one of the important structures in the positive psychology approach and means the power to have social interaction or the ability of the human performance in implementing personal independence and social responsibilities (Jalili Abkenar et al, 2010:105).

According to Scully and Hopson (1981), during this process, the individual takes the responsibility of his own life. They believe that the process of self-competence is a dynamic and growing trend. Each person needs awareness, determined goals, values and information for more self-competence (Quoted in kazemi et al, 2011: 97). Social competence includes a set of skills the acquiring of which cause the promotion of social awareness; an awareness that focuses on the understanding ability of others and effective communicate with them, social responsibility, personal independence and relations management. In other words, social competence is the competence and the condition of having cognitive, social and emotional skills and behaviors essential for the healthy growth and agreement with social environment (Coyne, 1980: 56).

2. Literature review

Development of social competence is considered as one of the best predictors of academic and social achievement and behavior now and in the future. Social competence enables students to choose appropriate behaviors in various stages for the effective interpretation of social signs in different positions and predicting the behaviors consequences for the self and the others as well as the feeling of being valuable and the chance of participating in the community. Lack of social competence principally occurs for behavior problems (Rantanen, 2012) and the person becomes more vulnerable to external and internal pressures (Bentevan, 2002). Principally, there is a strong and constant relationship between the low levels of social competence and depression with behavioral problems (Vahedi, 2006: 136) and teaching positive thinking to heighten the children and adolescent's social competence level leading to the strengthen and betterment of positive relationship with the self, others, life, increase self-esteem and academic achievement (Naderi, 2008: 47). The research results reveal that social competence training is effective on the reduction of aggression (Vahedi, Fathi Azar, 2006), and the promotion of social-personal capabilities and public health of learners (Yarahmdyan, Nasrin, 2012).

It can also affect the recovery of behavioral function in children with learning disabilities (Rokni, Arjomand Nia, Fath Abadi, 2015). Effectiveness of social competence training on the promotion and growth of social skills on girls with intellectual disabilities have been confirmed in research of Michaeli Manee, Esa Zadegan, Naghavi Harzand (2011). The results of Dabiri research (2015) also showed that social competence training is effective in promoting resilience, self-efficacy, social-educational compatibility and reduction of the victimization of bullying at school. In a study, Perandin (2006) indicated that education in order to increase the areas of social competence cause the lack of the expansion of generalizing a negative model to other life areas and consequently, it causes the sense of self-adequacy and can be an effective factor to increase the general compatibility. In general, social skills training can improve social functioning of the person and increase his self-esteem in different areas (Naghavi Harzand, 2010).

Kim (2010) showed in a study that the development of social competence is one of the best predictors of academic and social success and behaviors now and in the future. Westing E (2012) also concluded in a study that social competence enables students to predict their and others' behaviors' consequences and gives them the feeling of being valuable and the chance of participating in the community. Cheung (2010) concluded in a study that social competence is a foundation for the development of a range of desirable outcomes such as self-confidence, social welfare, friendship quality, gender responsibility, acceptance by peers and merits of work. The results of the rest of researches show that education can promote the level of social competence

in children as the results of Beirami and Moradi (2006) show. They have noted in their research results that the teaching social skills will cause the promotion of social competence among learners. Fallah solokolae (2008) showed in a study that teaching problem solving skill is effective in the increase of students' social competence and in the emotional-behavioral and motivational subscales.

Ram and Ross (2001) are also among researchers that studied the impact of social competence training effect in upgrading the capabilities of the children in theoretical and practical dimensions. The results of this research showed that if the books' authors and teachers purposefully concentrate on the teaching of these skills, they will observe the promotion of the social competence among students. Roog (2000) has also studied the primary school children capabilities in learning social competence skills learning. The results of this study showed that primary school students are cognitively talented and have the ability of receiving cognitive knowledge appropriate to their age. In terms of behavior, they learn what they observe and pay attention to the practical teachings of their instructors. In terms of emotion, they have the most efficiency for emotional teachings. In terms of motivation, they can learn the adherence to the values from their teachers. Researchers have defined the abilities and structures related to the social competence with limited terms and restricted to homework to large extent. Although this approach has obviously advantages and disadvantages, they will not lead to a practical definition of the skills and competences that are the axis of social competence (Beirami and Moradi, 2006).

Felner et al (1990), passing several levels of analysis, sought to determine widespread or fundamental issues systemic of competences that are the inherent element of all human being's growth. In the four dimensional model of the social competency presented by them, social competency is one of the main structures of mental health in the analysis of which, environment-person transactions with cultural and ecological orders of the growth development. Also, this structure is consisted of four cognitive, behavioral, emotional and motivational skills. Each of these skills defines a set of components or elements. Cognitive skills include information treasury and processing skills and acquiring information (Carnegie association about the human growth, 1989), the ability to make decisions (Kandal and Berozal, 1993), efficient and inefficient beliefs (Beck, 1991) and attributive styles. Behavioral skills, as the second major level of social competency, define that when a person does a behavior due to reaching a favorable result, despite that beneficial behavioral skills are unlimited, it is believed that it provides a widespread symbol of a systematic framework. Discussion, role-playing or taking view, assertiveness, support and information acquisition, conversational skills for the start and continuance of social interactions, learning skills / learning and continuance of kind behavior with others are considered as the main elements or components behavioral skills. Emotional capacity to establish positive relations with others, create and develop of trust and supporting mutual relationships, appropriate identification and response to emotional symptoms in social interactions or stress management are considered as the main elements of emotional skills. Motivational skills, as the fourth dimension of social competence, dominate the value structure of the person, the level of moral growth and the feeling of effectiveness and finally the sense of self-efficacy (Felner et al., 1990).

Among the features of children between the ages of 6 and 12 years' id that socialization and emotion control significantly increase in them. However, all children are not sociable and compatible at this age. The entrance to the primary school is associated with conflicts and difficulties that probably cause the behavioral problems. The child has a rapid mental growth at this stage and slowly learns writing, writing and counting and steps into a wider world. As a result, more people enter his life. At this stage, other children and classmates are very important. His mental peace is achieved when the group members have accepted him and when he is able to have a good relationship with them and then, he tries to spend more time with them. playing with peers has an especial importance and forms the child's personality while having relationship with others, if the child can properly interact with children, his social relationships develops, has more

communication with concrete world and his understanding of the social and real world increases (Parsa, 1997: 210).

According to what was mentioned, the teaching of interactional skills is more important at the beginning of primary school. At the ages of the second cognitive growth period the pace of the rational development and thought and reasoning is deeper and faster than previous levels and the child can understand the various details and characteristics of the things. In these years, he achieves a better and more dominant understanding of the cause and effect of the things and perceives the concept of time deeper. In this time, the more the child gets familiar to phenomena by guidance and education, the more he can do aware performance and predict the performance of himself and others by forming hypotheses. Using this performance, the person is able to do tasks well and reduce his mistakes (Mansur, 2011: 200). Therefore, in the second primary stage, teaching cognitive skills can be started and continued in a spiral manner deepens and widens in proportion to the mental development of the students (according to Piaget); meaning that it should be started from the learning skills teaching and social knowledge and continued by the teaching of information processing skills and making decision. The more the children grow and gain experience, the more they learn to develop and control their emotional reactions in order to show more growth to their peers and adults. In this period, the children's emotional reactions find specific aspects and the child seeks to have emotional responses to defined and determined positions (Seif, 1995: 321).

The rapid increase of the emotional control happens in the middle of the childhood. The child learns how to control his emotional reactions. At this stage, the children will soon understand that the expression of emotional reactions such as fear or childish envies shows them as a weak and little child in front of the peers and they are unacceptable behaviors. So, they try very hard to gradually control such emotional reactions and hide them from others (Seif, 1995: 321).

The increase of emotional awareness, as self-awareness is reinforced by cognitive development and social experiences, particularly the sensitivity of adults to the feelings of children and tendency to talk about emotions. These factors together, increase empathy that helps philanthropy behavior in the middle of childhood (Berg, 2007: 450). So, teaching emotional control skills and correct behavior to emotional issues is of great importance in this period. At the end of primary school, children have a great affinity for group membership. They set unique values and standards of behavior, their character structure forms and they create a kind of social structure for the leaders and followers that guarantee the group objectives to be met.

When these characteristics are present, the peers group has formed. The friendship behaviors of primary school children is selective and most of the time, they know one of their classmates as their best friend (Berg, 2007: 456). Negative experiences at this age may lead to low self-esteem and feeling of inadequacy. Also, it may affect child's learning abilities (Ram and Ross, 2001: 1712). At the end of primary school, teaching motivational skills to children is essential to heighten the efficiency and effectiveness in community.

Social competence skill training to students helps to communicate with themselves and others to make a good decision adopted in different situations and protect themselves from many social and psychological problems. Accordingly, social competence skill training seems essential and the necessity of planning for implementing is particularly important. Probably, it can be stated that the change of the educational structure of Iran has sought to promote the skills and abilities of students particularly in primary school. In recent years, fundamental evolutions have occurred in the educational and scientific planning of the country. These evolutions are codified in documents such as the comprehensive scientific map of the country, the 20 year perspective document, the strategic evolution document of the Education Department and the National Curriculum. It is stated in the Fundamental Evolution Document that education at school should be organized based on dimensions and existed aspects of the instructors one of which is the political-social aspect (Ministry of education, 2012). Moreover, in the National Curriculum Document in the objecting model, one aspect is related to the relationship of the instructor with creation (family, neighbors, local community, Islamic and world community including foes and friends) among the four aspects based on which the

objectives of education are explained (Ministry of education, 2012). All indicate the importance of social growth and development of learners' literacy and social competence in the upstream documentation; a growth that curriculum should help its development. Therefore, due to the fact that Farsi Writing has a special mission to meet this end compared to other courses and due to the change of the course books' content in recent years, this question is posed that to what extent the social competence and its components are emphasized in the content of primary school Farsi Writing books. This is the question the present study is designed and implemented to answer. In regard to answer this question, five detailed investigational questions are also posed that the first question is related to determine issues of the social competence component appropriate to the needs and requirements of children of this age period and the next question seeks to answer the emphasis on these issues based on the social competence components in the content of Farsi Writing books.

3. Methodology

In this study, the hybrid method was used based on goals and research questions (descriptive survey and qualitative and quantitative content analysis). In order to answer the research first question based on determining issues of the social competence components the teaching of which is in the learning ability of primary school and, the education expert views were used. In order to analyze the primary school FARSI writing books contents based on the amount of emphasis on these issues, first the qualitative and then the quantitative analysis. In the qualitative analysis, all the text sentences were analyzed for these issues that to which social competence component this sentence points out? Then, after the identification of these sentences, the sentences in each case were counted. Finally, the status of newly published Farsi Writing books was described in relation to the emphasis on social competence components with the help of percentage and frequency.

Population and sample: The population of the first research question included all professors in Curriculum, Educational Planning and Educational Psychology and Sociology of Markazi province as 150 people and the sampling method was census due to the small amount of the population. The statistical population related to the rest of research questions included the content of Farsi Writing books of primary school in 2015-16 academic years as 6 books that were fully analyzed. Therefore, the volume of the population and sample is equal to each other and the sampling method was census.

The data collection tool: The data collection tool was questionnaire and data collection checklist. The validity of the tools was analyzed and confirmed by experts and correlation test was used to test the reliability of tools for the questionnaire. The correlation coefficient was calculated as 0.82 and determination coefficient was calculated as 0.78 showing the high reliability of the research tools.

Quantitative and qualitative data collection methods were used in order to analyze data. In descriptive method, descriptive statistics such as frequency, percentage and factor loading coefficient were used. Bartlett's test and Kaiser-Mayer-Olkin (KMO) test were first used in order to be sure of the factor analysis technique use in the research. And in the content analysis, the frequency and frequency percentage of the units (sentences) were identified on the basis of components of social competence and reported in the specific tables of the checklists after the Comparative-qualitative content analysis of textbooks and coding.

4. Findings

What are the subscales of social competence components according to the needs and abilities of elementary school students in separate cognitive, behavioral, emotional and motivational components? In order to answer this research question, Bartlett's test of sphericity (1950) was used to investigate the assumption of sphericity (investigating the correlation coefficient matrix in the population). Kaiser-Meyer-Olkin test (1961) or KMO was used in order to assess the adequacy and appropriateness of data samples for factor analysis the results of which are in Table 1.

Table 1. Bartlett's test of sphericity and KMO

KMO test		Bartlett's test of sphericity	
Sample adequacy	Ch ²	Freedom degree	p
0.757	209.6	105	0.000

As the data given in the table shows, the amount of KMO is equal to 0.757 and Bartlett's test is meaningful. Thus, according to the adequacy of sampling and the significance of Bartlett's test, correlation matrix is suitable for factor analysis.

Table2. Factor analysis results in selection and affirmation of the social competence factors

Component	Row	Social competence factors	Factor coefficient
Cognitive skills	1	Knowledge and learning social skills	0.858
	2	Information processing skills	0.849
	3	Decision making skills	0.859
	4	Attitudes, schema and beliefs	0.850
Behavioral skills	5	assertiveness	0.886
	6	The conversation ability with others	0.800
	7	Asking for help and helping others	0.694
	8	The ability to have correct relationship with others	0.891
Emotional skills	9	Emotion control	0.821
	10	The ability of sympathy with others	0.809
Motivational skills	11	Forgiveness towards others	0.754
	12	The adherence to values	0.838
	13	The sense of self-efficacy	0.798

As the results of the factor analysis listed in Table two shows, the number of factors has reduced from 15 to 13. The reason is that one component of social competence (accepting success or failure) is eliminated and two components are merged (helping others and asking for help) because their factor loading is almost equal and the rest were retained in the list.

To what extent is the emphasis on social competence skills in first grade of primary school Farsi Writing textbook in Iran?

Table3. The checklist of frequency and percentage of Farsi Writing textbook content analysis of first grade based on the pattern of Felner Social Competence

Skills	Components	Frequency	Percentage	Frequency accumulate	Percentage accumulate
Cognitive skills	Knowledge and learning social skills	74	22/6	147	45,2
	Information processing skills	74	22/6		
	Decision making skills	--	--		
	Attitudes, schema and beliefs	-	-		

	assertiveness	-	-		
	Asking for help and helping others	-	-		
Behavioral skills	The conversation ability with others	--	--	45	25.8
	The ability to have correct relationship with others	-	-		
Emotional skills	Emotion control	--	--		
	The ability of sympathy with others	-	-	-	-
	Forgiveness towards others	-	-		
Motivational skills	The adherence to values	-	-	-	-
	The sense of self-efficacy	--	--		
Competence	Competence	--	--	148	45.3
Incompetence	Incompetence	--	--	179	54.7
All units	--	--	--	327	100

According to the data in table 3, in the answer to this question we can say that among all the paragraphs, pictures and exercises of Farsi Writing textbook of first grade related to the components social competence, the most emphasis has been on the Cognitive skills with the frequency of 147. But other skills have not been mentioned.

To what extent is the emphasis on social competence skills in second grade of primary school Farsi Writing textbook in Iran?

Table4. The checklist of frequency and percentage of Farsi Writing textbook content analysis of second grade based on the pattern of Felner Social Competence

Skills	Components	Frequency	Percentage	Frequency accumulate	Percentage accumulate
	Knowledge and learning social skills	8	3		
Cognitive skills	Information processing skills	6	2,2	21	7,5
	Decision making skills	3	0/8		
	Attitudes, schema and beliefs	4	1,5		
	assertiveness	-	-		
	Asking for help and helping others	9	3,3		
Behavioral skills	The conversation ability with others	-	-	9	3.3
	The ability to have correct relationship with others	-	--		
Emotional skills	Emotion control	2	0/8		
	The ability of sympathy with others	3	1,1	5	1,9
	Forgiveness towards others	2	0/8		
Motivational skills	The adherence to values	4	1,5	6	1,9
	The sense of self-efficacy	--	--		
Competence	Competence	--	--	40	15
Incompetence	Incompetence	--	--	233	85
All units	--	--	--	273	100

According to the data in table 4, in the answer to this question we can say that among all the paragraphs, pictures and exercises of Farsi Writing textbook of second grade related to the components social competence, the most emphasis has been on the cognitive skills with the frequency of 21 and secondly on the behavioral skills with the frequency of 9 and emotional skills with the frequency of 6.

To what extent is the emphasis on social competence skills in third grade of primary school Farsi Writing textbook in Iran?

Table5. The checklist of frequency and percentage of Farsi Writing textbook content analysis of third grade based on the pattern of Felner Social Competence

Skills	Components	Frequency	Percentage	Frequency accumulate	Percentage accumulate
Cognitive skills	Knowledge and learning social skills	16	8,6	33	17,9
	Information processing skills	12	6,5		
	Decision making skills	5	2,8		
	Attitudes, schema and beliefs	-	-		
	assertiveness	2	1,2		
Behavioral skills	Asking for help and helping others	3	1,8	14	4,2
	The conversation ability with others	2	1,2		
	The ability to have correct relationship with others	--	--		
	Emotion control	--	--		
Emotional skills	The ability of sympathy with others	--	--	--	--
	Forgiveness towards others	11	6	14	7,6
Motivational skills	The adherence to values	3	1,7		
	The sense of self-efficacy	--	--		
Competence	Competence	--	--	54	29,8
Incompetence	Incompetence	--	--	134	70,2
All units	--	--	--	188	100

According to the data in table 5, in the answer to this question we can say that among all the paragraphs, pictures and exercises of Farsi Writing textbook of third grade related to the components social competence, the most emphasis has been on the cognitive skills with the frequency of 33 and secondly on the behavioral skills and motivational skills with the frequency of 14.

To what extent is the emphasis on social competence skills in fourth grade of primary school Farsi Writing textbook in Iran?

Table6. The checklist of frequency and percentage of Farsi Writing textbook content analysis of fourth grade based on the pattern of Felner Social Competence

Skills	Components	Frequency	Percentage	Frequency accumulate	Percentage accumulate
Cognitive skills	Knowledge and learning social skills	18	9,5	27	14,7
	Information processing skills	5	2,8		
	Decision making skills	3	1,8		
	Attitudes, schema and beliefs	1	0/6		
	assertiveness	3	1,7		
Behavioral skills	Asking for help and helping others	-	--	4	2,3
	The conversation ability with others	-	--		
	The ability to have correct relationship with others	1	0/6		

	Emotion control	1	0/6		
Emotional skills	The ability of sympathy with others	--	--	1	0/6
	Forgiveness towards others	30	15,7		
Motivational skills	The adherence to values	--	--	30	15.6
	The sense of self-efficacy	--	--		
Competence	Competence	--	--	62	33,3
Incompetence	Incompetence	--	--	130	66,7
All units	--	--	--	192	100

According to the data in table 6, in the answer to this question we can say that among all the paragraphs, pictures and exercises of Farsi Writing textbook of fourth grade related to the components social competence, the most emphasis has been on the motivational skills with the frequency of 30 and secondly on the cognitive skills with the frequency of 27 and behavioral skills with the frequency of 4. Emotional skills with the frequency of 1 have had the least emphasis.

To what extent is the emphasis on social competence skills in fifth grade of primary school Farsi Writing textbook in Iran?

Table7. The checklist of frequency and percentage of Farsi Writing textbook content analysis of fifth grade based on the pattern of Felner Social Competence

Skills	Components	Frequency	Percentage	Frequency accumulate	Percentage accumulate
	Knowledge and learning social skills	18	12,5		
Cognitive skills	Information processing skills	--	--	24	15,3
	Decision making skills	--	--		
	Attitudes, schema and beliefs	4	2,8		
	assertiveness	1	0/7		
	Asking for help and helping others	--	--		
Behavioral skills	The conversation ability with others	1	0/7	2	1,4
	The ability to have correct relationship with others	--	--		
	Emotion control	1	0/7		
Emotional skills	The ability of sympathy with others	-	-	2	0/7
	Forgiveness towards others	14	9,8		
Motivational skills	The adherence to values	2	1,4	24	12,8
	The sense of self-efficacy	--	--		
Competence	Competence	--	--	41	28,6
Incompetence	Incompetence	--	--	104	71,4
All units	--	--	--	145	100

According to the data in table 7, in the answer to this question we can say that among all the paragraphs, pictures and exercises of Farsi Writing textbook of fifth grade related to the components social competence, the most emphasis has been on the motivational and cognitive skills with the frequency of 24 and secondly on behavioral skills with the frequency of 9 and emotional skills with the frequency of 8 after behavioral skills.

To what extent is the emphasis on social competence skills in sixth grade of primary school Farsi Writing textbook in Iran?

Table8. The checklist of frequency and percentage of Farsi Writing textbook content analysis of sixth grade based on the pattern of Felner Social Competence

Skills	Components	Frequency	Percentage	Frequency accumulate	Percentage accumulate
	Knowledge and learning social skills	11	6,1		
Cognitive skills	Information processing skills	9	5	20	11,1
	Decision making skills	--	--		
	Attitudes, schema and beliefs	--	--		
	assertiveness	4	2		
Behavioral skills	Asking for help and helping others	2	1,2		
	The conversation ability with others	1	0/6	8	4,4
	The ability to have correct relationship with others	1	0/6		
	Emotion control	5	2,8		
Emotional skills	The ability of sympathy with others	1	0/6	2	1.4
	Forgiveness towards others	15	8,3		
Motivational skills	The adherence to values	8	4,4	23	12,7
	The sense of self-efficacy	--	--		
Competence	Competence	--	--	57	31,8
Incompetence	Incompetence	--	--	124	68,2
All units	--	--	--	181	100

According to the data in table 8, in the answer to this question we can say that among all the paragraphs, pictures and exercises of Farsi Writing textbook of sixth grade related to the components social competence, the most emphasis has been on the motivational skills with the frequency of 23 and secondly on Cognitive skills with the frequency of 20 and Behavioral skills with the frequency of 8 and emotional skills with the frequency of 2 have the least emphasis.

The general research question:

To what extent is the emphasis on social competence skills of primary school Farsi Writing textbook in Iran?

Table9. The frequency and percentage of related and unrelated content to Social Competence in Farsi Writing textbook contents

Social Studies content Emphasis on social competence The de-emphasis on social competence	First grade		Second grade		Third grade		Fourth grade		Fifth grade		Sixth grade		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Emphasis on social competence	148	45,3	40	15	54	29,8	62	33,3	41	28,6	57	31,8	402	30,78
The de-emphasis on social competence	179	54,7	233	85	134	70,2	130	66,7	104	71,4	124	68,2	904	69,21
Total	327	100	373	100	188	100	192	100	145	100	181	100	1306	100

As the data in tables 9 and 10 show, in response to the total question of research can be said that among all the paragraphs, pictures and exercises of Farsi Writing textbooks of primary school (1306 units), 30.78% have emphasized the components of social competence and 69.12% are irrelevant. The trend of social competence emphasis from first grade to sixth grade does not have any reasonable trend so that from all the book content of Farsi books, first grade has paid attention to social competence as 45.3%, second grade as 15%, third grade as 29.8%, fourth grade as 33.3%, fifth grade as 28.6% and sixth grade as 31.8%. Moreover, there is no reasonable order observed in relation to the emphasis on social competence components from first to sixth grades. For instance, the emphasis on cognitive skills is reduced from first grade to second grade and increased from second grade to third grade and decreased from third grade to fourth grade and increased from fourth grade to fifth grade and again decreased from fifth grade to sixth grade. However, based on psychological views, the trend should constantly increase from first to sixth grades according to the cognitive and mental development of the child.

In the first grade, the most emphasis is on Cognitive skills (1%) and the least emphasis is on emotional and motivational skills (0). In the second grade, the most emphasis is on cognitive a skills (58.4%) and the least emphasis is on behavioral skills (2.5%). In the third grade, the most emphasis is on cognitive skills (54,1%) and the least emphasis is on emotional skills (0). In the fourth grade, the most emphasis is on motivational skills (48.9%) and the least emphasis is on emotional skills (1.6%). In the fifth grade, the most emphasis is on cognitive and motivational skills (40.7%) and the least emphasis is on emotional skills (3.4%). In the sixth grade, the most emphasis is on motivational skills (40,35%) and then there is cognitive skills with 35.1% and after that is behavioral skills with 14.1% and the least emphasis is on emotional skills with 3.4%. in general, in Iran's primary school Farsi Writing textbooks, the most emphasis is on cognitive skills (64.5%), motivational skills (22.98%), behavioral skills (10.24%) and emotional skills (3.31%) respectively.

Table10. The percentage of emphasis on primary school Farsi Writing textbook contents in Social Competence components

	Cognitive skills		Behavioral skills		Emotional skills		Motivational skills		Competence	
	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage
1 st	147	1	-	-	-	-	-	-	147	100
2 nd	21	58,4	9	2,5	5	13,9	6	16,7	36	100
3 rd	33	54,1	14	23	-	--	14	23	61	100
4 th	27	43,4	4	6,4	1	1,6	30	48,9	62	100
5 th	24	40,7	9	15,3	2	3,4	24	40,7	59	100
6 th	20	35,1	8	14,1	6	10,4	23	40,35	57	100
Total	272	64,5	44	10,24	14	3,31	97	22,98	422	100

5. Discussion

since each level of human growth is associated with specific needs and requirements, the students' needs should be considered in the curriculum in each level of growth. So, in this study, in order to assess the emphasis amount of primary school Farsi Writing books on social competence components based on Felner model, first the experts were asked the which one of the components is needed and required by learners due to their familiarity with children's needs. The factor analysis of the data by the experts reduced the components to 13.

Therefore, the content of Farsi Writing books was analyzed based on four cognitive, behavioral, motivational and emotional skills and 13 components. The content analysis of primary school books based on these skills is also available in the previous researches. Roog (2000), Levo Chan 92004), Ghasemi and Ghodsie (2011) and Qeltash (2012) all show the necessity of paying attention to these skills in the primary school book contents. The results of the present study showed that the most emphasis on the primary school Farsi Writing book content has been on cognitive skills (68.56%) and the rest of skills are less paid attention

to. This is while the primary school child is anxious and worried about not being under the attention and affection of parents, teachers and peers. Fear, envy, competition and aggression are common among primary school children. They are sensitive to criticism. Although the nine-year-old child has a great tendency to independence, complains a lot and is worried. These characteristics show that the teaching of all four dimensions of social competence should be considered equally important. With a view of the change trend, the amount of emphasis on these four skills is not reasonably ordered. This shows the lack of previous planning. Despite the fact that experts believe that teaching motivational skills at the end of primary school period, particularly by adding a sixth grade to the period, is necessary for the increase of self-efficacy and effectiveness of students in the community, the results of the present study in Table 8 show that not only the attention to this fact has increased but also the emphasis on this skill is less than all the grades. The emotional awareness such as the self-awareness by the cognitive growth and social experiences and particularly the sensitivity of adults towards the feelings of children and the tendency to talk about emotions increase as the children grow up. These factors together increase empathy that help philanthropy behavior in the middle of childhood (Berg, 2007: 450). So, teaching emotional control skills and correct behavior to emotional issues is of great importance in this period. This is while the present research results showed that in fifth and sixth grade Farsi Writing books emotion control has had the least attention. The least attention in the content of primary school Farsi Writing books is related to the fifth grade; meaning the age in which children have a great tendency to group membership and teaching behavioral skills can be very beneficial in order to enter groups. Due to what was mentioned, the recommendation of this study to curriculum planners is to think more seriously to the needs of students to social competency and do their best in the reform of the Farsi Writing books' content.

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