

Designing, Implementing and Evaluating a Learning Situation to Achieve the Goals of Economic Education Field in the Third Grade of Elementary School

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Abstract

Purpose: The present study aimed to design, implement and evaluate a learning situation to achieve the goals of economic education in the third grade of elementary school.

Methodology: This research is applied in terms of purpose and is a quasi-experimental research in terms of method. The research design of this study is a pre-test/post-test design with a control group. The sample of this study were 50 third grade female students of Dr. Hesabi School in District 20 of Rey city who were divided into control and experimental groups. In order to collect data, a researcher-made checklist was used. The validity of the questionnaire was content-face validity and was confirmed by educational planning experts. The reliability of the questionnaire was calculated based on Cronbach's alpha value and was more than 70% and was confirmed. For data analysis, mean and standard deviation indices as well as Kolmogorov-Smirnov test, covariance and SPSS software version 20 were used.

Findings: Findings showed that there is a significant difference between students' perceptions of the concepts of economic education in the experimental group and the control group in the pre-test and post-test stages and the designed learning situation has been able to influence third grade students' understanding of the economic concepts of benefit, cost, and consumption. The results show that the average benefit variable in the experimental group post-test was 4.80, the average cost variable in the experimental group post-test was 5.20 and the average consumption variable in the post-test of the experimental group was 9.64.

Conclusion: According to the results, it can be said that the learning situation designed to convey the concept of consumption has been more successful than the other two concepts. This is rooted in the lack of sufficient economic resources appropriate to the student's age group (especially the issue of benefit).

Keywords: Economic Education, Learning Situation, Goals of Economic Education, Benefit, Cost, Consumption

Introduction

Today, the education system is one of the most complex and large social organizations in any country due to the need for social change and is inextricably linked with social, cultural and economic growth and development, and its functions are becoming more important, more advanced and more effective. Literacy was once considered the highest frontier of knowledge, while today the education system strives to transform talented people into mature, healthy and developed people, as well as to meet the human resources needs of society in different cultural, social and economic sectors (4).

Today, all countries are looking for development and growth. Iran, as a developing country, also seeks development and growth. One of the signs of the development of societies is the economic growth of a country. Economic growth is influenced by many factors such as the openness of the economy, the focus on exports, international relations, dependence on sources of capital financing, and so on. Iran, after overcoming the imposed war and the damages caused by it, has sought to change the economic situation and livelihood of the society and has achieved some successes in this field; However, there are problems and inadequacies in the structure of Iran's current economy, including GDP, exports and imports, price trends, unfair distribution of wealth, lack of centralization of monetary policy, lack of economic justice and so on. The mentioned shortcomings are rooted in natural factors (imposed war, natural disasters, geographical characteristics, and sanctions), legal factors (issues related to Islamic law and economics), structural factors (culture, lifestyle, etc.) and factors.

It has executive (executive aspects of economic management). Today, the sanctions imposed on Iran have drastically changed the economic structure of the country, and in the face of the current situation, it is necessary to review, create new perspectives and change the culture of consumption and livelihood of Iranian society. One of the most influential social institutions to create new attitudes and change the culture of consumption and livelihood of society are schools, and the economic education of the next generation, especially children, is one of the most important tasks of this social institution.

Economic education as one of the important dimensions of any educational system, according to the requirements and needs of today's world, is strongly and increasingly emphasized by many countries and is addressed from different aspects. Considering the economic situation of our country and considering the unfavorable situation of economic thinking and productive ability of many graduates of our educational system, the need to address economic education is very obvious both in terms of insight and thinking and in terms of knowledge and ability. Economic education causes the next generation to become competent and wise decision makers in their individual and collective lives, turns them into responsible citizens and makes them productive, entrepreneurial and productive people. The generation that has benefited from economic education becomes effective participants in the domestic and international economy, futuristic and calculating savers and investors, and incentives and supporters for the prevailing ideology and economic culture in the society (19).

Economic education is vital to the health of the national economy in any society and allows citizens to formulate plans for a successful financial future, to have a better understanding of the government's economic policies and acquire the skills needed to achieve personal goals such as savings, higher education and investment (10). The education system of the Islamic Republic of Iran as one of the most important pillars of education of individuals in a society, by compiling a document on the fundamental transformation of the formal and public education system of the Islamic Republic of Iran (2011), has dealt with the category of economic education in the form of economic and vocational education.

Special attention to economic education in students in order to be aware of economic concepts, and the application of these concepts in individual and social life is one of the important areas that attention can make significant changes in the economic future of society (9). One way to teach economic concepts is to introduce and clarify these concepts in the form of curricula. Designing the learning situation of economic education based on the goals of the field of economic education and vocational education is of special importance in guiding those involved in the education system and paying proper attention to the curriculum of economic education.

In designing the curriculum model, the logic or why of the curriculum plays the role of the general principle or the main mission of the curriculum and it addresses why students need to learn this and acts as a guiding component in the curriculum decision-making process and all the elements of the curriculum are arranged around the logic or why of the curriculum. Curriculum elements refer to the four elements of purpose, content, method, and evaluation that are influential components in learning and are common among most curriculum planning experts (1).

Designing a learning situation with teaching and learning facilities and with the help of tools and items needed to properly improve economic education in the third grade of elementary school, which is rooted in the basis of general education for the next generation, provides the background. Based on which the general goals of the field of economic education can be achieved. A good and appropriate learning must have an effective result, and accordingly, proper and economical education of this subject brings a scientific result.

By designing and implementing a learning situation in order to achieve the goals of the field of economic education, a basic strategy can be established for the education system that despite the science, technology and research in today's world and despite increasing progress for the welfare and value of education for Futures can help make this issue cost-effective and economical. The curriculum can provide a good platform for increasing awareness, skills, attitudes and understanding of economic concepts, while the curriculum in the field of economics and economic education has been neglected or missing; That is, consciously or unconsciously, this type of curriculum has been omitted (9). Despite the importance of the economic education curriculum, as researchers have acknowledged, unfortunately, in the implemented education curricula, economic education has not been properly considered (15, 11, 9, and 7). Mousavi Nasab (2020) in a research explained the goals, principles and strategies, pointed to factors such as moderation in consumption, familiarity with the causes of waste, types of waste and its consequences, effective strategies in the field of cost, skills in purchasing quality and barriers to livelihood management as goals and principles of economic education and reform. Beliefs, attention to religious values and strengthening the spirit of public responsibility were introduced as a way to orient the consumption of educators.

Therefore, considering the importance and necessity of paying attention to the teaching of concepts and economic literacy to children in today's world, as well as the emphasis of the document on the fundamental transformation of education on economic education (the six areas of the transformation document), The researcher seeks to design, implement and evaluate a learning situation to achieve the goals of economic and vocational education in the third grade of elementary school and seeks to answer the following questions:

1. Does the designed learning situation affect the economic education of third grade elementary students?
2. Does the designed learning situation affect economic education in terms of understanding the concept of benefit for third grade elementary students?
3. Does the designed learning situation affect economic education in terms of understanding the cost concept of third grade elementary students?
4. Does the designed learning situation affect economic education in terms of understanding the concept of consumption of third grade elementary students?

Methodology

The present study is quantitative in terms of purpose and applied in terms of data type. In terms of method, this research is in the category of quasi-experimental research and is a pre-test/post-test research design with a control group. The statistical population of this study includes all third grade elementary students. Since this research seeks to design, implement and evaluate the learning situation of economic education and is in the context that a new program is designed, initially, the whole community (all third grade students) is not studied and the designed situation is piloted in one to three classes;

Therefore, in the present research, available sampling has been used for experimental implementation of the design. In this study, the available sampling method was used and the available sample of the present study was the third grade students of Dr. *Hesabi* Elementary School for girls in *Rey* city (District 20).

In this study, 50 female students of Dr. *Hesabi* Elementary School in *Rey* city were selected as a sample, then the students were divided into a group of 25 as an experimental group and a group of 25 as a control group

and the plan was implemented for them. In order to collect research data, in the first step, all works and texts related to economic curriculum design and economic education were reviewed and analyzed. Then, using the content analysis method of the texts, the learning unit was designed and concepts such as program logic, program objectives, program content and activity description, curriculum support topics, time and how to schedule the program, audience group and how to select and size the group, learning opportunities, implementation conditions and resources and facilities required, Host and program provider and the expected performance were determined after the implementation of the program and the evaluation method. In order to achieve the goals of this research, two lesson plans entitled "*Economic Education*" were designed. The subject of the first lesson plan is "*benefit and cost*" and the subject of the second lesson plan is "*consumption*". In the lesson plan, learners were taught in two separate sessions for 50 minutes. Each lesson plan includes three sections: pre-teaching activities, in-teaching activities, and in-teaching and post-teaching activities.

In the pre-teaching activities section, general objectives, specific objectives, behavioral objectives, course prerequisites, diagnostic evaluation, and the time required for assessment are mentioned. The section of activities during teaching includes items such as teaching stages (attendance and review of assignments, preparation and motivation, class model, title of model and teaching method and title of teaching methods), method and means, activities related to teacher and learning and time allotted to each activity. The activities during and after teaching include items such as the title of the proposed activities during and at the end of teaching, lesson summary, step-by-step evaluation, analysis of grades based on test results, assignment and time allocated to each activity.

Then, after the implementation of the proposed plan, the plan was evaluated by distributing the checklist between the experimental and control groups. The checklist designed for the course "Economic Education: Benefits and Costs" contains 11 questions. The first 5 questions about the concept of benefit are benefit in everyday life, economic benefit and the benefit of the hereafter. The next 6 questions refer to the concept of cost, goods, services and customers, methods of spending, classification of types of costs and the importance of spending from the perspective of the Qur'an. Based on the designed questions and according to the concepts of the lesson of benefit and cost, getting a score of one to four is described as poor, a score of five to seven is described as good (medium) and a score of eight to eleven is described as very good.

The designed review checklist of the course "Economic Education: Consumption" includes 12 questions. In this checklist, concepts such as consumption, reasons for consumption, consumer and producer, consumption classification, consumption characteristics, good and bad consumption in life, savings, needs, wants, shortages, money limit, allowable money management, financial decision and consumption is discussed from the perspective of verses and hadiths.

Based on the designed questions and according to the concepts of the consumption lesson, getting a score of one to four is described as poor, a score of five to eight as good and a score of nine to twelve as very good.

The validity of the questionnaire was of the type of content-face validity and was confirmed by educational planning experts. The reliability of the questionnaire was calculated based on Cronbach's alpha value and was more than 70% and was confirmed.

In order to analyze the data, descriptive statistics index such as mean is used as the central tendency index, and standard deviation is used as the dispersion index. The inferential statistical tests used in this study also include the Kolmogorov–Smirnov test and the analysis of covariance.

Kolmogorov test was used to determine the normal distribution of data and the results indicate that the data distribution is normal. Covariance analysis test is the most suitable test for two-group pre-test and post-test design. In fact, one way to control the effects of the pre-test score as a transfer effect is to use this test. In analysis of covariance, the effects of intervening variables in the study that are not controllable and predictable are neutralized.

The use of covariance test is based on two assumptions, uniformity of variance and homogeneity of regression slope. Therefore, in this study, Levene's Test was used to confirm the uniformity of variance and then the slope of the regression line was calculated.

Findings

The main research question: Does the designed learning situation affect the economic education of third grade elementary students?

Table 1. The result of Levene's test to examine the similarity of variances in economic education scores

Significance level	F Value	Degree of freedom 2	Degree of freedom 1	Variable
0/148	2/166	48	1	Economic education

Table 1 shows the results of the Levene's test to examine the homogeneity of variances. Based on the results in the table above, the similarity of the variances of the experimental and control groups in the scores of "economic education" at the significance level of $\alpha = 0.05$ is not significant.

In other words, since the non-significance of the Levene's test means the confirmation of the null hypothesis, it can be concluded with 95% confidence that the variances of the experimental and control groups are the same in the scores of "economic education". Another default for performing covariance analysis is to examine the uniformity of the data regression slope. The results of this study are reported for the main research question in Table 2.

Table 2. Results of the analysis of the uniformity of the regression line slope in the scores of "Economic Education"

Significance level	F Value	Mean Square	Degree of freedom	Sum of squares	Index Source
0/010	7/141	36/272	1	36/272	Group
0/000	31/946	162/255	1	162/255	Pre-test
0/500	0/463	2/352	1	2/352	Group * Economic education
-	-	5/079	46	233/637	Error
-	-	-	50	14167	Total

Table 2 shows the results of the analysis of the uniformity of the slope of the regression variable of economic education as a default of analysis of covariance. Based on the results, the significance level of the interaction (group * economic education) is equal to 0.500 and greater than $\alpha = 0.05$, so the regression line slope homogeneity hypothesis is accepted. Due to the validity of covariance analysis assumptions, we are allowed to use this test. Now, according to the necessary assumptions, in order to examine the research question, the analysis of covariance test has been used, the results of which are reported in Table 3.

Table 3. Results of analysis of covariance of the difference between the adjusted means of the scores related to the effect of the designed learning situation on the economic education of third grade students in the experimental and control groups

Significance level	F Value	Mean Square	Degree of freedom	Sum of squares	Source of changes
0/000	77/333	388/295	2	776/590	Corrected model
0/000	17/766	89/203	1	89/203	Width of origin
0/000	35/453	178/010	1	178/010	Pre-test
0/000	109/974	552/184	1	552/184	Group (independent variable)

-	-	5/021	47	235/990	Error
-	-	-	50	14167	Total
-	-	-	49	1012/580	Corrected total

Table 3 presents the results of the post-test analysis of covariance by removing the effect of the pre-test between the experimental and control groups. Based on the results in this table, considering that in the group row (independent variable), the significance level of the calculated F value is smaller than the error level of $\alpha = 0.01$, so the null hypothesis is rejected and the research hypothesis is confirmed. In other words, even after adjusting the effect of the pre-test, there is a significant difference in the average score of economic education with 99% confidence between the experimental and control groups in the post-test.

The first research question: Does the designed learning situation affect the economic education in terms of understanding the concept of benefit for third grade elementary students?

Table 4. The result of Levene's test to examine the similarity of variances in economic education scores in terms of understanding the concept of benefit

Significance level	F Value	Degree of freedom 1	Degree of freedom 1	Variable
0/029	5/091	48	1	Economic education in terms of understanding the concept of benefit

Table 4 shows the results of the Levene's test to examine the homogeneity of variances. Based on the results in the table above, the similarity of the variances of the experimental and control groups in the scores of "understanding the concept of benefit" is significant at the significance level of $\alpha = 0.05$.

In other words, since the significance of the Levene's test means the rejection of the null hypothesis, it can be concluded with 95% confidence that the variances of the experimental and control groups in the scores of "understanding the concept of benefit" are not the same.

Another default for performing covariance analysis is to examine the same data regression slope. The results of this study are reported for the main research question in Table 5.

Table 5. Results of the analysis of the uniformity of the regression line slope in the scores of "Understanding the concept of benefit"

Significance level	F Value	Mean Square	Degrees of freedom	Sum of squares	Source	Index
0/000	17/126	7/605	1	7/605	Group	
0/004	8/981	3/988	1	3/988	Pre-test	
0/004	8/981	3/988	1	3/988	Group * Understand the concept of benefit	
-	-	0/444	46	20/427	Error	
-	-	-	50	944	Total	

Table 5 shows the results of the analysis of the uniformity of the regression line slope related to the variable of understanding the concept of benefit as the default of covariance analysis. Based on the results, the significance level of the interaction effect (group * understanding the concept of benefit) is equal to 0.004 and less than $\alpha = 0.05$, so the hypothesis of homogeneity of the regression line slope is not accepted. Due to the lack of covariance analysis assumptions, we are not allowed to use this test. Therefore, to examine the presence or absence of significant differences in the mean scores of economic education in terms of understanding the concept of benefit of the experimental and control groups in the post-test, t-test with two independent samples is used.

Table 6. Results of Kolmogorov-Smirnov one-sample test to investigate the normality of data distribution in the variable of concept of benefit in the post-test in both experimental and control groups

Significance level	Value z of Kolmogorov-Smirnov	Variable
0/223	1/047	Understand the concept of benefit in the experimental group in the post-test step
0/170	1/110	Understanding the concept of benefit in the control group in the post-test step

As can be seen in Table 6, the significance level of the Kolmogorov-Smirnov test for economic education scores in terms of understanding the concept of benefit was higher than the error level of 0.05 and this means that according to this test, the distribution of data related to these variables is close to normal.

Table 7. Independent t-test to examine the difference between the mean scores of economic education in terms of understanding the concept of benefit in the post-test stage between the experimental and control groups

Significance level	Degree of freedom	Standard deviation	Mean difference	mean	Number	Index
						Group
0/000	48	5/056	1/120	4/80	25	Understand the concept of benefit in the experimental group in the post-test step
						1/030

As shown in Table 7, the results of t-test ($t = 5.056$ and $\text{sig.} = 0.000$) between the scores of economic education in the dimension of understanding the concept of benefit in the experimental and control groups in the post-test phase indicate that the average score in this dimension in the experimental and control groups showed a significant difference in the post-test stage. In other words, the two groups are different with a 99% confidence level in the average of these scores.

The second research question: Does the designed learning situation affect economic education in terms of understanding the cost concept of third grade elementary students?

Table 8. The result of Levene's test to examine the similarity of variances in economic education scores in terms of understanding the concept of cost

Significance level	F Value	Degree of freedom 2	Degree of freedom 1	Variable
0/108	3/259	48	1	Economic education in understanding the concept of cost

Table 8 shows the results of the Levene's test to examine the homogeneity of variances. Based on the results in the table above, the similarity of the variances of the experimental and control groups in the scores of "understanding the concept of cost" at the significance level of $\alpha = 0.05$ is not significant. In other words, since the non-significance of the Levene's test means acceptance of the null hypothesis, it can be concluded

with 95% confidence that the variances of the experimental and control groups in the scores of "understanding the concept of cost" are the same. Another premise for performing covariance analysis is to examine the same data regression slope. The results of this study are reported for the main research question in Table 9.

Table 9. Results of the analysis of the uniformity of the regression line slope in the scores of "Understanding the concept of cost" scores

Significance level	F Value	Mean Square	Degree of freedom	Sum of squares	Index	Source
0/022	5/584	11/911	1	11/911	Group	
0/008	7/714	16/454	1	16/454	Pre-test	
0/484	0/498	1/063	1	1/063	Group Understanding the concept of cost	*
-	-	2/133	46	98/113	Error	
-	-	-	50	1041	Total	

Table 9 shows the results of the analysis of the uniformity of the slope of the regression line related to the variable of concept of cost as a default of the analysis of covariance. Based on the results, the significance level of the interaction effect (group * understanding the cost concept) is equal to 0.484 and greater than $\alpha = 0.05$, so the regression line slope homogeneity hypothesis is accepted.

Due to the validity of covariance analysis assumptions, we are allowed to use this test. Now, according to the necessary assumptions, in order to examine the second sub-question of the research, the analysis of covariance test has been used, the results of which are reported in Table 10.

Table 10. Results of analysis of covariance for the difference between the adjusted means of the scores related to the effect of the designed learning situation on the understanding of the cost concept of third grade students in the experimental and control groups

Significance level	F Value	Mean Square	Degree of freedom	Sum of squares	Source of changes
0/000	16/161	34/102	2	68/204	Corrected model
0/000	16/001	33/763	1	33/763	Width of origin
0/008	7/670	16/184	1	16/184	Pre-test
0/000	27/296	57/598	1	57/598	Group (independent variable)
-	-	2/110	47	99/176	Error
-	-	-	50	1041	Total
-	-	-	49	167/380	Corrected total

Table 10 presents the results of the post-test analysis of covariance by removing the pre-test effect between the experimental and control groups. Based on the results in this table, considering that in the group row (independent variable), the significance level of the calculated value of F is less than the error level of $\alpha = 0.01$, so the null hypothesis is rejected and the research hypothesis is confirmed. In other words, even after adjusting the effect of pre-test, with 99% confidence between the experimental and control groups in the post-test, there is a significant cost difference in the average score of economic education in terms of understanding the concept of cost.

Third research question: Does the designed learning situation affect economic education in terms of understanding the concept of consumption of third grade elementary students?

Table 11. Levene's test result to examine the similarity of variances in economic education scores in terms of understanding the concept of consumption

Significance level	F Value	Degree of freedom 2	Degree of freedom 1	Variable
0/437	0614	48	1	Economic education in understanding the concept of consumption

Table 11 shows the results of the Levene's test to examine the homogeneity of variances. Based on the results in the table above, the similarity of the variances of the experimental and control groups in the scores of "understanding the concept of consumption" at the significance level of $\alpha = 0.05$ is not significant.

In other words, since the non-significance of the Levene's test means acceptance of the null hypothesis, it can be concluded with 95% confidence that the variances of the experimental and control groups in the scores of "understanding the concept of consumption" are the same.

Another default for performing covariance analysis is to examine the same data regression slope. The results of this study are reported for the main research question in Table 12.

Table 12. Results of the analysis of the same slope of the regression line in the scores of "Understanding the concept of consumption"

Significance level	F Value	Mean Square	Degrees of freedom	Sum of squares	Index Source
0/003	9/808	19/936	1	19/936	Group
0/000	20/713	42/102	1	42/102	Pre-test
0/464	0/544	1/106	1	1/106	Group * Understanding the concept of consumption
-	-	2/033	46	93/503	Error
-	-	-	50	3347	Total

Table 12 shows the results of the analysis of the uniformity of the slope of the regression line related to the variable of understanding the concept of consumption as a default of the analysis of covariance.

Based on the results, the significance level of the interaction effect (group * understanding the concept of consumption) is equal to 0.464 and greater than $\alpha = 0.05$, so the hypothesis of the regression line slope homogeneity is accepted.

Due to the validity of covariance analysis assumptions, we are allowed to use this test. Now, according to the necessary assumptions, in order to examine the third sub-question of the research, the analysis of covariance test was used, the results of which are reported in Table 13.

Table 13. The results of analysis of covariance for the difference of the adjusted means of the scores related to the effect of the designed learning situation on the understanding of the concept of consumption of third grade students in the experimental and control groups

Significance level	F Value	Mean Square	Degree of freedom	Sum of squares	Source of changes
0/000	56/129	112/985	2	225/971	Corrected model
0/000	43/336	87/234	1	87/234	Width of origin
0/000	26/325	52/991	1	52/991	Pre-test

0/000	76/427	153/844	1	153/844	Group (independent variable)
-	-	2/013	47	94/609	Error
-	-	-	50	3347	Total
-	-	-	49	320/580	Corrected total

Table 13 presents the results of the post-test analysis of covariance by removing the pre-test effect between the experimental and control groups. Based on the results in this table, considering that in the group row (independent variable), the significance level of the calculated F value is smaller than the error level of $\alpha = 0.01$, so the null hypothesis is rejected and the research hypothesis is confirmed. In other words, even after adjusting the effect of the pre-test, with 99% confidence between the experimental and control groups in the post-test, there is a significant difference in the average score of economic education in terms of understanding the concept of consumption.

The results showed that the control group and the experimental group determined in Dr. *Hesabi* girls' school in the post-test stage are different from each other and the experimental group in the post-test stage has a higher score than its pre-test stage. In other words, the designed learning situation has affected the student's economic education. The results showed that the average benefit variable in the experimental group post-test was 4.80, the average cost variable in the experimental group post-test was 5.20 and the average consumption variable in the experimental group post-test was 9.64. According to the results, it can be said that the designed learning situation has been more successful in conveying the concept of consumption than the other two concepts. This is rooted in the lack of sufficient economic resources appropriate to the student's age group (especially the issue of benefit).

Discussion

The ability to manage economically in one's personal life is one of the skills and knowledge that is formed in a person from childhood. Hence, in educating children financially, there is a need for increasing attention. Economic education of elementary students can help them understand this concept effectively. Students usually get the most out of their textbooks, and the way words are pronounced in their minds and abilities has an impressive impact (8).

In this research, the researcher designed a learning situation based on the goals of the economic education field of the Education Department and then implemented and evaluated the proposed learning situation. The results showed the effect of the designed learning situation on increasing the understanding of the concepts of economic education of third grade students.

The results indicate that the variances of the experimental and control groups in the scores of "understanding the concept of benefit" are not the same. The results of one-sample t-test showed that the mean of the control and experimental groups in the post-test stage were different from each other, which means that the designed situation was able to change students' understanding of the concept of benefit. Due to the higher average of the experimental group than the control group in the post-test stage, it can be concluded that the designed situation was effective in understanding the concept of benefit for third grade female students of Dr. *Hesabi* School. The variances of the experimental and control groups are the same in the scores of "understanding the concept of cost".

In post-test analysis of covariance at this stage, the effect of pretest between the two groups was removed. The results showed that there was a significant difference in the mean score of economic education between the experimental and control groups in the post-test in terms of understanding the concept of cost. The results indicate that it is important that the variances of the experimental and control groups are the same in the scores of "understanding the concept of consumption". The results showed that there was a significant difference in the mean score of economic education between the experimental and control groups in the post-test in terms of understanding the concept of consumption.

The study of Persian backgrounds showed that researchers such as *Ebrahimi Herestani* (2018), *Ghandehari* (2018), *Roshandel*, *Amiri* and *Toghyani* (2018), etc. in designing the curriculum of economic education, to components such as financial and economic literacy and resistance economics have noticed. Therefore, this type of research is not in line with the present study.

Tahmasbzadeh Sheikhlar et al. (2020) also showed that textbooks in the field of social studies did not pay much attention to the subject of economic education and its components. Therefore, this type of research is not in line with the present study, and this indicates a deep gap between the objectives of the Fundamental Transformation Document and the educational resources and textbooks designed for students.

Researchers such as *Farrokhi* (2018), *Alipour*, *Nateghi* and *Faghibi* (2017), *Abedini Beltarak* and *Jafari Samimi* (2019), *Vafaei* et al. (2017), *Alizadeh Kanteloui* (2015), etc. examined the level of attention to the concepts of economic education and textbook content analysis. By analyzing the text of the textbooks, these researchers extracted economic concepts and components. The results showed that the only common concept extracted from the textbooks of the first elementary school with the present study was the concept of consumption and the concept of benefit and cost was not mentioned.

This can be a sufficient reason to review the content of textbooks and justify the need to pay attention and teach other economic concepts. Mousavi Nasab (2020) in his research emphasized the concept of consumption. Explained concepts such as extravagance, types of extravagance, cost and optimal purchase, and from this perspective is consistent with the present study.

Yousefzadeh and *Adak* (2018) stated in a study that textbooks have paid little attention to the components of Islamic economics education. In this study, by mentioning verses and narrations from the Holy Quran and the Imams, the importance of paying attention to concepts such as saving, extravagance and waste, underselling and paying attention to the afterlife in a simple and understandable language has been taught to third grade students. Be. Therefore, the present study is not in line with the research of *Yousefzadeh* and *Adak*. *Davis* (2019) examined the effect of using poetry in teaching economic literacy. Students believed that writing poetry, in the short and long term, improves memorization and memorization of concepts. The results showed that creative thinking is a potential and important tool to enhance learning opportunities and economic literacy among economics students.

In this study, students' imagination and thinking were strengthened by reading stories and holding puppet shows, and by creating mental stimuli, students' ability to remember economic concepts was promoted. Therefore, the present study is in line with *Davis'* research in this regard. In a study, *Cameron et al.* (2013) examined economic thinking, earnings, savings, spending and credit, and money management. In this study, concepts such as saving, money management, spending and its correct method were taught to third grade students. Therefore, from this perspective, the present study is consistent with the research of *Cameron et al.* *Varum* and *Ferreira* (2013) found that the educational content of economic concepts is poor and children have little economic knowledge. In this study, there was a significant difference between the mean scores of the experimental and control groups in understanding the concepts of economic education in the post-test stage. In other words, the results indicated that students did not have an understanding of economic concepts and had little economic knowledge when they were not yet educated. Therefore, from this perspective, the present study is consistent with the research of *Varum* and *Ferreira*.

Sherraden (2011) found in a study that elementary school students enrolled in a savings program and students who received an economics education curriculum had significantly higher scores on the financial literacy test with a control group. In this study, the students of the experimental group received better scores in the economic education test. Therefore, from this perspective, the present study is consistent with *Sherraden's* research.

In the end, it can be said that the situation of economic knowledge of students and their understanding of economic concepts based on field goals is not in a favorable situation, but the learning situation designed in this study has been able to a significant and desirable level of perception of third grade students Concepts of economic education have an effect.

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