



CONTENT ANALYSIS OF CHILDISH SERIES IN PRE-SCHOOL FROM LIFE SKILLS POINT OF VIEW

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ABSTRACT

The main objective in this research is to analyze the content of Childish series in ore-school from life skills point of view. The research method is descriptive and to study the phenomenon, content analysis was used. Considering the fact that research analysis unit for the studied textbooks content analysis was the images related to the life skills, the content of these books, images related to the ten life skills, were counted and after retrieving their frequency, they are analyzed. Analysis unit could often include word, sentence, paragraph, image or page and in this research, analysis unit was image. Content analysis category in this research was the ten life skills. The data collection instruments used in this research included researcher-made tables. The statistical population in this research included pre-school textbooks and sampling method was survey; that is, the images from all three pre-school Childish series were analyzed. The research sample included all three books which were analyzed. Results suggested that pre-school Childish series had enough focus on life skills (Effective Communication Skills, Problem Solving, Creative Thinking, Critical Thinking, Self-Awareness, Emotional Adaptation, Interpersonal, Empathy, Stress Management).

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Introduction

Social growth and advancement are achieved through socialization whose results are adaptability and establishing healthy and correct relationships of children and the youth with others. Hence, accurate study, initial planning, correct goalsetting and continuous effort for educating and improving them are necessary. A major part of this issue is carried out by the Department of Education. The education system in any country is a set of organized measures which realizes its potentials and provides the learners with proper situations in the form of educational plans and plans and opportunities, so that they can have the chance to get familiar with cultural assets and experiences of the ancients. [6]

Education has the duty of preparing the new generation for today's society. This issue on general education level includes skills for life and its technical aspects and it tries to familiarize the individuals who want to live in the society with the social principles, regulations, values and norms, and prepare proper citizens for the society. [1]

Education is expected to train students to live correctly in the society so that they can organize their social relations. All society members extensively live with their school experiences throughout their lives. Hence, a school graduate is expected to have learned behaviors suitable for social expectations, along with mastering the growing knowledge. Therefore, education has to plan for creation and improvement of social skills. Before any planning for improving students' social growth, an extensive data on current situation of the schools and contents of textbooks is required so that future measures could be planned based on current situation. Schools play great roles in society's culture, and one of them is to socialize children. Schools play this role through official and unofficial curricula. [3]

Social skills are highly diverse and there is no specific classification in this regard. Social skills are learned adaptive behaviors which enable the individual to have interactions with other individuals, show positive reactions and avoid behaviors which entail negative consequences. Social skills include behaviors such as cooperation, taking responsibility, sympathy, restraint

and self-reliance. In teaching social skills, all methods which individuals naturally use are systematically used and using various strategies, individuals are assisted to experience various situations and have effective roles in accountability. This issue makes researching textbooks for focusing on social skills issues necessary and this research tries to study Childish series in preschool.

Method

The research method is descriptive and to study the phenomenon, content analysis was used. Also, this research is of applied type, since in applied research, the betterment of product or process in real situations is in mind. The data analysis in content analysis could be descriptive or descriptive-analytic. In the descriptive content analysis method, which is the research method in this research, the frequency of the studied issue is determined based on the analysis unit and conclusion is reached. In here, the researcher analyzes the frequency only. Hence, in this research, descriptive content analysis is used as follows: Considering the fact that research analysis unit for the studied textbooks content analysis was the images related to the life skills, the content of these books, images related to the ten life skills, were counted and after retrieving their frequency, they are analyzed.

Analysis Unit: Analysis unit is the smallest part of a text body which is counted in order to reach the research objective. The Analysis unit could often include word, sentence, paragraph, image or page and in this research, analysis unit was image.

Analysis Category: When the analysis unit is determined, the categorization of extracted and counted units should be determined. The titles of these categorizations form the analysis categories. Ultimately, analysis units are categories based on analysis categories in order to be counted and the data is analyzed. Content analysis category in this research is the ten life skills. The data collection instruments used in this research included researcher-made tables. The statistical population in this research included pre-school textbooks. There are various methods of sampling, but the sample which is used in any sampling method should represent the population. To achieve this, survey method was used as the sampling method in this research; that is, the images from all three pre-school Childish series were analyzed. The research sample included all three books which were analyzed. to analyze the data in this research, descriptive statistics such as frequency, percent, mean and ratio, was used.

Findings

One type of analysis which is useful and necessary for program planners, authors and curriculum decision-makers, is content analysis. These types of analysis help with practical study of concepts, principles, approaches, attitudes, beliefs and all components proposed in the form of textbooks and they could be compared and evaluated by the objectives of curriculum. For instance, there are cases where contents or textbooks promote attitudes or states which are not in accordance with the goals of the curriculum. A content analyzer and a curriculum planner could study and compare the hidden messages of simple stories or textbooks with the program objectives, through content analysis. Also, through content analysis, attitudes and overt or covert biases in the texts of the program could be determined.

Department of Education could play a great role in improvement and promotion of life skills in various forms especially through using proper textbooks. Also, it can guarantee its cultural life. This is initially the duty of the Department of Education to address this issue in textbooks, especially in textbooks preschool.

In this research, Childish books, volume 1, 2, and 3, which are approved by the Department of Education and presented in pre-school were content analyzed based on their focus on life skills.

Main Research Questions

To what extent do the Childish Series in pre-school focus on life skills?

After analyzing the data, which was derived from researcher-made tables, the results are presented in the following table.

Table 4.1. Focus Rate of Childish Series in Pre-School on Life Skills

All Childish Series											
Focus rate of All Books	Problems Solving	Critical Thinking	Effective Communication	Decision-Making	Creative Thinking	Interpersonal	Self-Awareness	sympathy	Emotional Adaptation	Stress Management	total
Number	143	99	148	139	112	77	98	74	86	63	1039
Percentage	84	58	87	82	66	45	58	44	56	37	61

As it could be observed from Table 4.1, the focus rate of Childish series in pre-school on the life skills is in a desirable level (with the average level of 61%). Focus rate of these books towards life skills respectively included: effective communication (87 percent), problem solving (84 percent), creative thinking (66 percent), critical thinking and self-awareness (58 percent), emotional adaptability (56 percent), interpersonal (44 percent), sympathy (44 percent), and stress management (37 percent). These books have the highest rate of focus on effective communication with 87 percent and the lowest rate of focus on stress management with 37 percent. Results suggested that Childish series in pre-school have had enough focus on life skills (with a mean of 61 percent in all skills).

Peripheral Questions

First Peripheral Question

To what extent does the Childish Vol. 1 in pre-school focus on life skills?

After analyzing the data, which was derived from researcher-made tables, the results are presented in the following table.

Table 4.2. Focus Rate of Childish Vol. 1 in Pre-School on Life Skills

Childish Vol. 1											
Focus rate of All Books	Problems Solving	Critical Thinking	Effective Communication	Decision-Making	Creative Thinking	Interpersonal	Self-Awareness	sympathy	Emotional Adaptation	Stress Management	total
Number	57	45	66	59	47	44	57	37	39	26	477
Percentage	79.1	62.5	91.6	81.9	65.2	61.1	79.7	50	54.2	36.1	66

As it could be observed from Table 4.2, the focus rate of Childish Vol. 1 in pre-school on the life skills is in a desirable level (with the average level of 66%). Focus rate of this book towards life skills respectively included: effective communication (91 percent), decision-making (81.9 percent), self-awareness (79.9 percent), problem solving (79.1 percent), creative thinking (65.2 percent), critical thinking (62.5 percent), interpersonal (61.1 percent), emotional adaptability (54.2 percent), sympathy (50 percent) and stress management (36.1 percent).

This books has the highest rate of focus on effective communication with 91 percent and the lowest rate of focus on stress management with 36.1 percent. Results suggested that Childish Vol. 1 in pre-school has had enough focus on life skills (with a mean of 66 percent in all skills).

Second Peripheral Question

To what extent does the Childish Vol. 2 in pre-school focus on life skills?

After analyzing the data, which was derived from researcher-made tables, the results are presented in the following table.

Table 4.3. Focus Rate of Childish Vol. 2 in Pre-School on Life Skills

Childish Vol. 2											
Focus rate of All Books	Problems Solving	Critical Thinking	Effective Communication	Decision-Making	Creative Thinking	Interpersonal	Self-Awareness	sympathy	Emotional Adaptation	Stress Management	total
Number	60	53	56	59	62	28	32	32	33	34	449
Percentage	85.7	75.7	80	84.2	88.6	40	45.7	45.7	47	48.5	64

As it could be observed from Table 4.2, the focus rate of Childish Vol. 2 in pre-school on the life skills is in a desirable level (with the average level of 64%). Focus rate of this book towards life skills respectively included: creative thinking (88.6 percent), problem solving (85.7 percent), decision-making (84.2 percent), effective communication (80 percent), critical thinking (75.7 percent), stress management (48.5percent), emotional adaptability (47 percent), self-awareness (45.7 percent), sympathy (45.7 percent) and interpersonal (40 percent).

This books has the highest rate of focus on creative thinking with 88.6 percent and the lowest rate of focus on interpersonal relationship with 40 percent. Results suggested that Childish Vol. 2 in pre-school has had enough focus on life skills (with a mean of 64 percent in all skills).

Third Peripheral Question

To what extent does the Childish Vol. 3 in pre-school focus on life skills?

After analyzing the data, which was derived from researcher-made tables, the results are presented in the following table.

Table 4.4. Focus Rate of Childish Vol. 3 in Pre-School on Life Skills

Childish Vol. 3											
Focus rate of All Books	Problems Solving	Critical Thinking	Effective Communication	Decision-Making	Creative Thinking	Interpersonal	Self-Awareness	sympathy	Emotional Adaptation	Stress Management	total
Number	26	1	26	21	3	5	9	5	14	3	113
Percentage	87	3	87	70	10	17	30	17	47	10	38

As it could be observed from Table 4.4, the focus rate of Childish Vol. 3 in pre-school on the life skills is not in a desirable level (with the average level of 38%). Hence, the research hypothesis which assumes that Childish Vol. 3 focuses on social skills is not approved. Focus rate of this book towards life skills respectively included: problem solving and effective communication (87 percent), decision-making (70 percent), emotional adaptability (47 percent), self-awareness (30 percent), interpersonal and sympathy (17 percent), creative thinking and stress management (10 percent), and critical thinking (3 percent).

This books has the highest rate of focus on problem solving and effective communication with 87 percent and the lowest rate of focus on critical thinking with 3 percent. Results suggested that Childish Vol. 3 in pre-school has not had enough focus on life skills (with a mean of 38 percent in all skills).

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Number	57	45	66	59	47	44	57	37	39	26	477

Percent age	79.1	62.5	91.6	81.9	65.2	61.1	79.7	50	54.2	36.1	66
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Second Peripheral Question

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This books has the highest rate of focus on creative thinking with 88.6 percent and the lowest rate of focus on interpersonal relationship with 40 percent. Results suggested that Childish Vol. 2 in pre-school has had enough focus on life skills (with a mean of 64 percent in all skills).

Third Peripheral Question

To what extent does the Childish Vol. 3 in pre-school focus on life skills?

After analyzing the data, which was derived from researcher-made tables, the results are presented in the following table.

Table 4.4. Focus Rate of Childish Vol. 3 in Pre-School on Life Skills

Childish Vol. 3

Focus rate of All Books	Problems Solving	Critical Thinking	Effective Communication	Decision-Making	Creative Thinking	Interpersonal	Self-Awareness	sympathy	Emotional Adaptation	Stress Management	total
Number	26	1	26	21	3	5	9	5	14	3	113
Percentage	87	3	87	70	10	17	30	17	47	10	38

As it could be observed from Table 4.4, the focus rate of Childish Vol. 3 in pre-school on the life skills is not in a desirable level (with the average level of 38%). Hence, the research hypothesis which assumes that Childish Vol. 3 focuses on social skills is not approved. Focus rate of this book towards life skills respectively included: problem solving and effective communication (87 percent), decision-making (70 percent), emotional adaptability (47 percent), self-awareness (30 percent), interpersonal and sympathy (17 percent), creative thinking and stress management (10 percent), and critical thinking (3 percent).

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