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An Investigation of Peace Components in the Reading Textbooks of Elementary Schools

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ABSTRACT: The purpose of this study was to examine the components of peace in the text of elementary school reading textbooks. The method used in this research was exploratory sequential mixed methods design. In this way, after identifying the components of peace in the qualitative section as criteria for analysis and determining the paragraphs of each lesson as a unit of analysis, the method of William Rumi was used in the quantitative section to analyze the content of the text of the reading textbooks. Also, in the qualitative part, the audit trail method was used to measure credibility. In addition, in the quantitative part, the inter-rater reliability was calculated .83, which was significant at the level of .001. The results in the quantitative part showed that the level of attention of each book to the components of peace is lower than the average (involvement coefficient is less than 1). Accordingly, the books need fundamental revisions regarding attendance to peace and its basic components. In addition, the level of attention of the books to the components is not balanced, and among these, the component of compassion has the highest frequency and justice has the lowest frequency.

Keywords: Peace, Reading Text-Books, Peace Components.

Introduction

Peace is one of the most important challenges of contemporary societies, an issues equal to human life and has always been considered by nations and governments. Peace, therefore, is not just a human need, the fulfillment of which has been one of his fundamental ideals throughout his life on earth. Because the realization of human values is possible in the shadow of a peaceful atmosphere away from insecurity and conflict, and although human beings have always sought peace, tranquility and prosperity, the destruction and waste of vast material and spiritual resources in the First and Second World Wars have forced thinkers to investigate the cause of wars and pay attention to its hidden rival, namely peace.

Given this, in the early 1990s, due to the collapse of communism, this optimism found supporters that democracy led to lasting peace. But the evidence and experience of the years that followed testified that the world's health was not really good. The rise of evil, drug and human trafficking, the spread of terrorism, the growth of nuclear weapons systems, the rise of industrial-imperialist societies, ethnic and religious extremism to global warming, and Ebola indicated that it was important to bring the world together. It progressed downhill and the human biological world needed fundamental theories about peace and good living (Qezelsofla, 2017). As Shakespeare wrote in Henry V's play: "Peace has historically been miserable, poor and oppressed" (Ceadel, 2010).

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Therefore, with the expansion of global attention to the need to protect the fundamental rights of human beings, the issue of violence and conflict, especially the harmful effects of war on all human beings in recent years gained increasing attention, and efforts to culture promotion of peace in the world in recent decades was the focus of many regional and international meetings (Kolaee, 2006). And the supporters of the cultural areas of the world who spoke of the need for peace and security believed that human beings were first cultural being, and the principles of communication and coexistence can be institutionalized in a pluralistic world (Griffiths, 2015). Therefore, establishing peace and tranquility could provide a platform for human growth and excellence, and based on such an attitude, the child and the world of children were a suitable platform for such education. Because doing educational work with their children created the ground for raising a generation of peace-seekers and peace-seekers (Koohgard, 2011). In addition, the devastating effects of war had plunged human life into abyss, and the global climate had led nations to increase their military spending, ostensibly to protect the lives of human beings. With a small cost of these huge financial resources for basic health measures, educational costs and other welfare costs needed by human beings, it could be saved better and easier.

However, although attitudes and desire for change are at the heart of peace education, and schools have a special place in the peace education literature as one of the most important factors in promoting a culture of peace, it is contrary to expectations. In the past two decades, violence in schools has grown exponentially, and schools shaping violence in various ways in the minds and behaviors of students. Even the best schools use violence on a daily basis through rules and regulations and educational content and methods of education (Carlson-Paige & Levin, 1992). In this regard, the research results of Hakimzadeh, Kiamanesh, and Ataran (2007), Salehi Omran, Izadi, and Rezaee (2009), Abedini Baltork and Mirshahjaferi (2014), Hajizade and Karami (2014), Clarke-Habibi (2005) and Lin (2007) points to the weakness of the school curriculum in addressing peace and its components.

Thus, peace education is felt as an old need but with a more complex nature and content in all schools of the world, and since today the necessity and role of primary education is only summarized in the development of cognitive skills and abilities, it is considered the basis of any initial change in the field of social, cultural and economic growth and development; the need for peace education in this period is twofold, because in this period children have a very high ability to socialize and culturalize and the social education of the children of a society is one of the first goals of the curriculum and according to particular importance of textbooks in conveying values and norms must always be analyzed, critiqued, and transformed. This review helps textbook owners and authors to make better decisions in preparing, editing or selecting content. In this regard, a review of the research background showed that due to changes in textbooks in the elementary school in recent years, no relevant research had been conducted in this field and most of the research. Previously, they had identified the components of peace education. Therefore, in the present study, we sought to examine the issue of how much the curriculum of Iranian

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schools had addressed the issue of peace in such a complicated and challenging situation due to differences.

Given the breadth of research conducted in the field of peace, briefly referred to some of the research that were in line with the objectives of this research. In this regard, many researchers had studied peace in curricula and educational content, included: Smith and Carson (1998) stated that peace education depended on multiple approaches, different experiences of violence and hostility, and an understanding of different situations. In this regard, the framework of peace studies to learn about deforestation led students to reason, exploring possibilities and comprehensive challenges. Harris and Morrison (2012) described peace education as a set of philosophies and skills that included love, non-violence, affection and respect for all aspects of life and skills like listening, reflecting, problem solving, cooperation and resolving hostilities. The results of Harber (2004) showed that schools, through their authoritarian nature and power structure, contributed to the system of violence and did not provide students with the tools of flexibility. In order to establish peace and coexistence, one must first strive for the spread of democracy. Clarke-Habibi (2005) in his research pointed out that the existence of injustice, violence and war today made the design and implementation of peace education programs necessary, and it is one of the basic needs of peace education and the ability to transform and develop interpersonal relationships and participation at the international level. Lin (2007) stated in a study that the goal of education should be to educate citizens who could bring peace to the world, but unfortunately educational systems and schools had failed to educate peace-loving citizens more than they sought to. It was therefore necessary for education to change its goals in line with the goals of peaceful awareness based on love. Marshall (2009) in a study considered the key dimensions of global citizenship as interdependence, and social justice as indicators such as support for social ecological thinking, cultural diversity and peace education and believed that the content of textbooks should be issues to be reviewed and revised if necessary. Rengger (2016) stated that teachers played an important role in the implementation of the peace curriculum and that their motivation for actively responding to the needs of society and students was a vital part of peace education for students. Peace teachers, therefore, were concerned about how society could improve its situation in order to avoid violence. The results of Pruitt (2011) study showed that some young people were inspired by music to continue their work towards making peace in some capacities. Of course, there were obstacles and limitations, but music could be useful for young people's participation in the peace debate. The results of Kester (2010) research entitled; "Education for Peace: Content, Form, and Structure: Mobolizing Youth for Civic Engagement" showed that student participation in the peace education program fostered creativity and innovation, and that education could be seen as a space for peace and war education. Nugent (2014) pointed out in his research that education played a key role in developing peace discourse and resolving violent behaviors, and teaching constructive negotiation through dialogue in schools, understanding international interactions, resolving

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violent conflicts, increasing national and international trust were among the basic principles that should be designed and explained in the philosophy of school peace education. Carter (2015) stated that the goals of peace were to resolve problems as well as to predict a non-violent future. In this context, teachers used art and literature to teach students the concepts of citizenship, provided social education and a basis for educating peaceful citizens. Zakavati (2002) stated that peace education should be recognized as a universal principle in education, its values should be included in textbooks and the basis of educational activities for men and women in all countries to be placed. Sharifi Taraz Koohi (2004) stated that the culture of peace could be based on universal values such as freedom, justice, solidarity, tolerance, human rights and equality between men and women, the principles of democracy, understanding between governments, countries and religious, racial, cultural and social groups. Hakimzadeh et al. (2007) in research analyzed the textbooks of the middle school according to the issues and topics of the World Day in the field of curricula. The results showed that environmental education and multicultural education exceeded expectations, citizenship and development education exceeded expectations, and health, equality, peace, human rights education, and media and information technology education received less attention than expected. Also, within each concept, the various components had not been considered in a balanced way, and some components had been considered more and some less than expected. Ghaderi, Mohsenpour, Naqibzadeh, and Attaran (2008) stated in a study that children and adolescents must take on conciliatory or pacifist responsibilities to become peace-loving individuals and serve with interest in the design and implementation of social projects. Thus, the realm of the curriculum was very comprehensive for Kant, with cognitive, moral, national, and international contexts, and different levels of peace. Fathi vajargah and Esmaeili (2008) had stated in an article that from the experts 'point of view, the level of attention to the concepts of peace education in curriculum design was low and from the teachers' point of view, the attention to these concepts in the implementation and evaluation stage was poor. Therefore, the curriculum needed to empower all people in the global educational, cultural and social context. The results of Naji and Khatibi (2012) showed that the implementation of a philosophy education program for children by strengthening the intellectual and behavioral skills of children and adolescents helped to rebuild the idea of peace and friendship in their minds as a dialogue with conflict and peace in violence. Talaie and Poursaeed (2013) stated in a study that peace and human rights were closely related and such experiences were developed today in such a way that nations and governments had come to believe that human rights and peace were necessary for each other. Therefore, all governments must work to ensure and strengthen peace in order to enjoy human rights, because in a society where there was peace, the interests of all nations would be guaranteed and secured. Abedini Baltork and Mirshahjaferi (2014) in a study analyzed the components of peace education in elementary school textbooks. The results showed that in elementary school textbooks, the highest frequency and importance coefficient was related to the component of sense of solidarity and the lowest

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frequency, and importance coefficient was related to the component of negation of ethnic, racial and religious distinctions. The results of Hajizade and Karami (2014) research showed that the components of UNESCO peace education in the textbooks had not been paid much attention. The most attention was related to the component of cooperation and solidarity and the least amount of attention was related to the components of democracy and protection of the environment. Kohgard and Shamshiri (2016) in a study expressed the principle of unity, the principle of appearance and interior, love and beauty, nature, cultivation and refinement, and its implications provided a good platform to reduce hostility and change the concept of the enemy as a result; it made peace in the education system, especially in religious education. Rahnama Bayat, Shamshiri, Mohammadi, and Jowkar (2017) showed in a study that art could be used to teach the concept of peace, because just as art gave a pleasant feeling to human beings by showing beauties, to be at peace, man needed to live artistically, which was to understand the infinity of the essence of human existence. In this peace-based education, children would experience and understand these concepts and, in other words live them. Tighbakhsh, Saadatmand, and Keshti Arai (2018) in a study designed a curriculum based on peace education in elementary school. The findings of this study in relation to the components of peace included; individual rights, public freedom, political rights, growth and development, social justice, cultural diversity, health, habitat and the environment.

Looking at the books and researches, we found that thinkers and researchers, aware of the role and position of the educational system in most of their research, had analyzed the content of the school curriculum, and because the system of Iranian education was a book-based system and textbooks could determine the way of thinking and contemplation in learners. One of the most important ways to achieve peace was paying attention to the content of the textbooks to the components. They were related to peace, and most of the results of this research indicated the weakness of our curriculum in the field of peace. Now, considering the fact that in recent years, no research had been conducted with the aim of examining the extent to which elementary school reading books had components of peace, and previous researches also had not been very complete components. The books had been studied. In the present study, the components of peace had been obtained first by interviewing experts, studied in the reading books of the elementary period.

Purpose of the research: The general purpose of the present study was to identify the components of peace and to examine the reading books of the elementary school in terms of the extent to which they had those components.

Research questions

Qualitative section questions

1. What are the types of peace components (taking into account experts' understanding of peace)?

Quantitative section questions

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1 -To what extent did the text of elementary school reading books engage students with the components of peace?

2- Had any component of peace been given equal attention in the text of elementary school reading books?

Conceptual definitions

Primary education: It was the first official training course in Iran and according to the general education system of the Islamic Republic, it included a six-year course.

Textbooks: Primary reading textbooks published by the Ministry of Education of Iran in 2018.

Peace: It was an effort to create an equal society in which human dignity is respected, cooperation and participation were expanded, and individuals pursued their physical, social and psychological needs peacefully (Marzoghi, Mohammadi, Shamshiri, & Dadgar, 2017).

Material and Methods

Due to the nature of the subject in the present study, the research method used is a Sequential-Exploratory Mixed Methods Design; proponents of the mixed approach argued that combining quantitative and qualitative findings could lead to more and more reliable evidence and ultimately more confidence in the true value of the results. Therefore, in this method, first, qualitative data were collected and analyzed, and in the second stage, quantitative data were collected and analyzed, and finally, both qualitative and quantitative analyzes were interpreted together (Creswell, 1999).

Qualitative part

The method of selecting the participants: In the qualitative section, in order to identify the components related to peace, the standard sampling method had been used until the theoretical saturation being used, and in order to collect information to determine the components of peace, people based on Lincoln and Guba (1985) with the best information, and the most information in the field of research was provided. In a way with 13 faculty members in the departments of education, law, political science, sociology, philosophy of education, curriculum planning, educational psychology and literature who had done research in the field of peace, interviews were conducted to assist researchers in compiling peace-related components.

Data collection method: In the present study, in the qualitative part, in order to collect the components of peace, the method of Half-depth interviews (Maykut & Morehouse, 2002) with peace experts was used.

Data mining method: In the present study, the analysis of qualitative data was based on the dominant descriptive-interpretive approach and at the same time the mind was left open to abstraction. Therefore, the content analysis method, first developed by Attride-Stirling (2001), was used to analyze the data, and qualitative researchers were described as research tools, as stated by Maykut and Morehouse (2002).

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Execution method: First, a semi-in-depth interview was conducted with each of the experts participating in the study and the interview was recorded on tape. Then, each interview was converted from oral to written form, and finally, after all the interviews, the text of each interview was reviewed in several stages. Then, using NVivo software (version 10) and according to the content analysis method, the network analysis of themes was performed in 3 levels of basic themes, organized themes and comprehensive themes to extract peace components from their text.

Validation of qualitative data: Trustworthiness meant that the researcher provided the necessary trust in the method of work and the results of the desired qualitative research. Lincoln and Guba (1985) stated four methods, multiple methods of data collection, building an audit trail, working with a research team and member checks as a way. In this study, in order to build trust, the audit path method or constructing, a regular review path was used. In this way, the research route was recorded step by step and provided to several education experts, and after their approval at each stage, the next stage of research began.

Quantitative part

Method: In the present study, in order to examine the content and answer questions 2 and 3, we first parsed the text of each lesson in order to determine the units contained in them, and then, referring to the components related to peace, the frequencies related to each component. These were determined by the method of analysis of William Rumi (1986), which was to determine the frequency of concepts in a text (Rahmani, Mazidi, Mohammadi, & Imani Fard, 2019) to the analysis of these books in terms of the extent to which they had components. This method determined to what extent the units of analysis could attract the learner to the learning of the content and was the coefficient of students' engagement with the content. In William Rumi's method, content was analyzed based on twelve components, six of which indicated the active feature and six of which indicated the inactivity of the units of analysis in the text, and the division of active components into components. The inactive levels of the text were determined (Rahmani et al., 2019).

In this study, paragraph was considered as the unit of analysis. According to Maykut and Morehouse (2002), research data for analysis was ultimately divided into semantic units, and these semantic units could be a short sentence, a complete paragraph, or more than one paragraph.

Statistical community and sampling: The statistical population of this research was the text of the six-grade reading books of the elementary school in the academic year 2019. In this study, the sample size and statistical population were the same. In other words, the whole text of these books was completely analyzed.

Validity and reliability of the tool: In order to reliable the results of the text in this section, the method of correctors of the correctors was used, so that first 10% of the paragraphs were coded by the researcher with an interval of about one week, the correlation coefficient was .89. Then,

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60 paragraphs from the text of elementary school reading books, which according to the researcher were relevant or unrelated to the components of peace, randomly selected and given as an example to several professors of the Faculty of Psychology and Educational Sciences of Shiraz university was asked to express their views in a form by selecting the relevant section for or against the researcher. The correlation between coders was .83 which was significant at the level of .001 which indicates the alignment of opinions and as a result the desired reliability of the research method.

Execution method: In the present study, the researcher, considering the fourteen components obtained from interviews with experts as categories of analysis, examined the extent to which elementary school reading books have peace. It should be noted that in this study, the involvement coefficient was obtained by dividing the sum of peace-related analytical units by the sum of unrelated analytical units. If the calculated involvement coefficient was equal to .5, it was determined that at least 25% of the analysis units had made peace, and this rate was lower than average and undesirable, and if it was equal to 1 as a sign. This was evidenced by the fact that at least 50% of the analysis units had made peace, which was a moderate and acceptable level. Therefore, higher involvement coefficient than .5 indicated that the book paid more attention to the components of peace, and if it was more than 1, it indicated the favorable situation of the book in terms of the amount of components of peace (Amirteimoury, Zare, Sarikhani, & Salari, 2014).

Results

1- What were the types of components of peace (taking into account the experts' understanding of peace)?

In order to gather the components of peace in the forthcoming research, the researcher had interviewed 13 faculty members of the university. In this way, in the first stage, the interview data were written down with the smallest details, and after several studies, the basic themes in the text of the interviews were recorded and coded, and a framework for compiling the themes of the organization was made. In the next stage, similar basic themes became more general themes. Then by arranging the same basic themes and placing each one following the relevant topic, the themes of a common topic in the interviews were continuously compared and examined, and finally the final report of the data analysis was prepared and the themes organizing the peace education were identified. The following was a summary of the interview data in Table 1.

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Table 1. Extracting the basic, organizing and finally comprehensive themes from the views of the interviewees

Interviewer Code	Inclusive theme	Organizing themes	Basic themes
n1, n2, n3, n4, n8, n10, n11	Peace	Sympathy	Tolerance, tolerance, acceptance of each other, tolerance
n2, n3, n4, n6, n8, n9, n10		Respect for differences	Pluralism, respect for the opinions of others, understanding differences, understanding multiplicity, accepting criticism and disagreement
n1, n3, n4, n5, n6, n7, n8, n9, n11		Conversation	Dynamic polyphony, dialogue with the logic of nature, dialogue for understanding, logical dialogue, communication with others
n1, n6, n9, n10, n11, n13		The desire to know another	The desire for awareness, self-knowledge and the other, reading books, reasoning
n2, n3, n4, n5, n6, n11, n12		Forgiveness	Forgiveness, forgiveness, kindness, apology and forgiveness
n1, n2, n6, n7, n9, n10, n11		Positive thinking	Hope and optimism, beauty, a sense of effectiveness
n1, n2, n6, n7, n12, n13		Comfort and relaxation	Having comfort and well-being, feeling comfortable and relaxed, calm and soulful
n3, n4, n5, n7, n8, n11		Kindness	Love, affection, kindness, friendship, affection, romance, altruism
n1, n2, n3, n4, n5, n6, n9, n13		Cooperation and understanding of harmony	Understanding integration, unity while pluralism, understanding of interdependence, cooperation and solidarity, group cooperation
n2, n3, n7, n8, n9, n11		Justice	Justice and Oppression, Justice and Fair Relations, Fairness, Attention to Rights in Relationships, Equality, Existence of the Law of Justice, Non-Prejudice, Human Rights
n4, n7, n8, n9, n10, n12		Democracy	Freedom, liberty and security, attention to public freedom, democracy
n1, n2, n3, n4, n5, n13		Patience	Patience, tolerance, high tolerance threshold
n5, n6, n7, n10, n12		Responsibility	Sense of responsibility, trustworthiness, having the law, following the rules
n3, n5, n6, n11, n12, n13		Honesty	Honesty, truthfulness, uniformity, oneness of appearance and interior

According to Table 1, out of 67 basic themes, 14 themes included; dialogue, compassion, empathy, forgiveness and self-sacrifice, responsibility, respect for differences, cooperation and understanding of harmony, positive thinking, desire to know each other, justice, democracy, comfort, tolerance and honesty, had been extracted as organizing themes (components of peace) and peace education was a comprehensive theme.

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2.To what extent did the text of elementary school reading books engage students with the components of peace?

There were 127 paragraphs in the first year elementary school textbook, of which 48 were peace-related components and 79 were unrelated components. By dividing the related components by the unrelated components, the involvement coefficient was .60. According to the result of determining the involvement coefficient (.60), it was clear that more than 25% of the analysis units of this book had dealt with the components of peace. Therefore, the text of the first elementary reading book was lower than average in terms of dealing with peace and did not have the necessary efficiency and could not be considered as active content for peace education.

There were 285 paragraphs in the second year elementary school textbook, of which 117 were peace-related components and 168 were unrelated. By dividing the related components by the unrelated components, the coefficient of involvement was .69, which was a numerical involvement coefficient greater than .5, and this was a sign that more than 25% of the unit. The analysis of this book dealt with the components of peace. Therefore, the text of the second elementary reading book with the form of the current content in terms of addressing peace and creating grounds for peace was below average and did not have the necessary efficiency and active content for peace education.

There were 327 paragraphs in the third year elementary school textbook, of which 143 were peace-related components and 184 were unrelated. By dividing the related components by the unrelated components, the coefficient of involvement was .77. According to the result of determining the coefficient of involvement (.77), it was clear that more than 25% of the analysis units of this book have dealt with the components of peace. Therefore, the text of the third elementary reading book, which is the sixth edition in 2019 and was published for the first time in 2012, is lower than average in terms of dealing with peace, and it does not have the necessary efficiency and it cannot be Considered active content for peace education.

There were 377 paragraphs in the fourth grade elementary reading book, of which 178 were peace-related components and 199 were unrelated. By dividing the related components by the unrelated components, the engagement coefficient was .89. According to the result of determining the coefficient of involvement (.89), it was clear that more than 25% of the analysis units of this book had dealt with the components of peace. Therefore, the text of the fourth elementary reading book was lower than average in terms of dealing with peace, and it could not be considered as active content for peace education.

There were 376 paragraphs in the fifth grade elementary reading book, of which 168 were peace-related components and 208 were unrelated. By dividing the related components by the unrelated components, the coefficient of involvement was .80, which was a numerical involvement coefficient greater than .5, and this was a sign that more than 25% of the units of this book dealt with the components of peace. Therefore, the text of the fifth elementary reading book with the

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form of the current content in terms of addressing peace and creating grounds for peace was below average and did not have the necessary efficiency and active content for peace education. There were 332 paragraphs in the sixth grade elementary reading book, of which 154 were peace-related components and 178 were unrelated. By dividing the related components by the unrelated components, the coefficient of involvement was .86. According to the result of determining the coefficient of involvement (.86), it was clear that more than 25% of the analysis units of this book had dealt with the components of peace. Therefore, the text of the sixth elementary reading book, which was the third edition in 2019 published for the first time in 2015, and it is a best book in Iranian education; with this form, the content in terms of addressing peace was lower than average, inefficient and could not be considered active content for peace education.

According to the coefficients of involvement obtained from the reading books of elementary school, it could be inferred that the coefficient of students' involvement with the text of reading books from the first to the fourth grade had an increasing trend, but again in fifth and sixth grades, the coefficient of involvement had decreased. Among them, the fourth reading book had the highest involvement coefficient (.89) and the first reading book had the lowest involvement coefficient (.60). Therefore, the coefficient of involvement of these books did not follow a logical procedure and this issue was due to the lack of special attention of the authors of these books to peace and its components. Therefore, the conflict rate of elementary school reading books was not the same in terms of having peace components.

Also, according to the result of determining the average coefficients of involvement, the amount of involvement coefficients of students with the text of six-grade reading books in elementary school was .79 and it was clear that in all of these books, the involvement coefficient was greater than .5, indicating that more than 25% of the analysis units in these books addressed the components of peace. Therefore, it could be concluded that the text of elementary school reading books in the form of their current content in terms of addressing peace and creating grounds for peace was below average and could not be considered active content for peace education.

3- Had any component of peace been given equal attention in the text of elementary school reading books?

Out of a total of 1824 paragraphs in the reading books of the elementary school, in 75 paragraphs the dialogue component had been dealt with, the highest amount of attention to this component in the fifth reading book (31.5%) and the lowest amount of attention was in the first reading book (.78%), in 112 paragraphs, the component of affection was dealt with. The highest amount of attention to this component was in the first reading book (7.87%) and the least amount of attention was in the third reading book (5.19 percent). In 36 paragraphs, the component of empathy had been dealt with. The highest amount of attention to this component was in the third reading book (2.75%) and the lowest amount of attention was in the first reading book (.78%). The component of forgiveness and self-sacrifice had been discussed, which was the most

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attention to this component in the third reading book (3.36%) and the least amount of attention in the first reading book (.78%) was in 22 paragraphs to the component. Responsibility had been paid that the highest level of attention to this component was in the third reading book (2.44%) and the lowest level of attention was in the second reading book (.70). In 100 paragraphs, the component of respect for differences was discussed, with the highest level of attention to this component in the third reading book (6.42%) and the lowest level of attention in the sixth reading book (4.51%). In 65 paragraphs, the component of cooperation and understanding of harmony was dealt with. 44 paragraphs dealt with the component of positive thinking that the highest amount of attention to this component was in the first reading book (4.72%) and the least amount of attention was in the second reading book (1.05%). In 104 paragraphs, the component of desire for another recognition had been dealt with. The highest level of attention to this component was in the sixth reading book (9.03%) and the lowest level of attention was in the first reading book (.78%). 19 paragraphs dealt with the component of justice, the highest amount of attention to this component was in the fourth reading book (1.59%) and the lowest amount of attention was in the fifth reading book (.53%), in 47 paragraphs to the component. Democracy is considered that the highest level of attention to this component was in the fourth reading book (4.50%) and the lowest level of attention is in the third reading book (1.52%). In 76 paragraphs, the component of comfort and tranquility was discussed, the highest amount of attention to this component was in the fourth reading book (8.30%) and the least amount of attention was in the third reading book (2.44%) , and the paragraph dealt with the component of honesty, was the most attention to this component in the second reading book (2.80%) and the least amount of attention in the fourth reading book (.53%) and in 34 paragraphs to the component patience had been discussed that the highest level of attention to this component was in the sixth reading book (3.01%) and the lowest level of attention was in the first reading book (.0%). Thus, it was clear that the text of elementary school reading books did not have the same amount of peace components. Also, the highest level of attention and frequency in elementary school reading books was related to the compassion component (6.14%) and the lowest level of attention and frequency was related to the justice component (1.04%).

Discussion

Examining the school curricula of the world showed that in most countries, coherent education had been started with the aim of being aware of the challenges of advancing the age of globalization, especially in the field of peace education. They were considered as an important necessity in today's world. Also, a review of research in the field of peace education revealed that most researchers had emphasized the importance of peace and the need for its education in the field of education. Iranian researches had also emphasized the importance and necessity of studying and addressing peace. Tighbakhsh et al. (2018) believed that the school curriculum could review the elements of the country's curriculum in the elementary school with a new look

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and design of a program based on the global values change, so that knowledge ¬Students should be trained to achieve humanity, peace and tranquility in the world.

Therefore, schools have a sensitive and important role in peace education and development, and educational systems and curriculum planners should take steps to teach peace skills, play their role in developing the level of awareness of learners and learn about peace and how to resolve challenges.

In the foreign researches, the necessity of peace education had been emphasized. As Smith and Carson (1998) believed, education had a major role to play in promoting global peace and equality, and all curricula and educational institutions should be at the forefront of promoting peace at all levels of the international community of national to global.

So today, peace education was felt as an urgent need, because today war as a fact of life could happen at any time. However, ending the war through violence created insecurity and other destructive effects. Therefore, peace education from childhood was necessary as a basis for shaping the world to come. Because childhood played an important role in shaping human personality and behavior, and having the right approach, educational principles, and curricula in elementary school could help us achieve peace. Recognizing that literature had played an important role in promoting the culture of peace and war throughout human history, after reviewing the research conducted in the field of peace and interviewing education experts in order to compile the component of Peace Studies, the researcher had studied elementary school of reading books to determine the extent to which these books had the components of peace. Therefore, he obtained the answers to his research questions, which were discussed below.

In the present study, in order to gather comprehensive components of peace, the researcher had purposefully and consciously interviewed experts. The components that emerged in the analysis of these interviews could be divided into fourteen categories, included: introduced dialogue, compassion, empathy, forgiveness and self-sacrifice, responsibility, respect for differences, cooperation and harmony, positive thinking, desire to know another, justice, democracy, comfort, tolerance and honesty. In this regard, Abedini Baltork and Mirshahjaferi (2014) represented a sense of solidarity, a culture of forgiveness, a sense of responsibility towards others, recognizing diversity and individual differences, denying ethnic, racial and religious distinctions and loving others as a component of introduced peace education.

Therefore, in order to achieve the goals of peace education, the relevant components should be addressed in the school curriculum. Because a student who was taught the components of peace would both learn theoretical concepts about the dangers of violence and the possibilities of peace, and he learned the skills with which he or she could live and behave peacefully.

In this study, the researcher had studied the components of peace obtained through interviews and had studied reading books. The results of this study showed that in each of the elementary school reading books, more than 25% of the analysis units had dealt with the components of peace. Also, the average rate of students' involvement with the text of elementary school reading

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books was .79 and more than 25% of the analysis units of these books had dealt with the components of peace. In terms of peace, elementary school textbooks were below average and could not be considered active content for peace education. In this regard, the present study was in line with the results of Hajizade and Karami (2014) research, which stated that the components of peace education had not been properly included in the content of textbooks in middle schools, and the extent to which the components in the textbook lessons of this period had been very few and insignificant. Also, the results of the present study were in line with the findings of FallahNodehi (2009), which showed that the quantity and quality of UNESCO peace education components had not been paid much attention in textbooks. In addition, the results of the present study in terms of the weakness of the curriculum in dealing with peace and its related components, with the results of research by Hakimzadeh et al. (2007), Salehi Omran et al. (2009), (Mohammadjani, Saadatmand, & Keshti Arai, 2013), Harber (2004), Clarke-Habibi (2005) and Lin (2007).

Thus, it was clear that in the objectives of the education system and school curricula, extensive attention had not been paid to the components of peace education. On the other hand, with the awareness of the importance of peace, it became clear that the need to address was doubled in today's world, and in recent years, many school curricula around the world had focused on addressing peace in their school curricula. They were trying to create the necessary grounds for its realization and the establishment of humane and peaceful relations among the learners by addressing peace.

Also, based on the obtained coefficient of involvement, it could be inferred that the coefficient of involvement of students on the text of reading books had increased from the first to the fourth grade, but again in the fifth and sixth grades, the coefficient of involvement had decreased. Among them, the fourth reading book had the highest involvement coefficient (.89), and the first reading book had the lowest involvement coefficient (.60); it can be concluded that the involvement coefficient of these books was not the same and did not follow a logical procedure, and this was due to the lack of special attention by the authors of these books to peace and its components. Findings of the present study on the lack of a logical procedure in the content of elementary school reading books dealt with peace of the findings of Fathi vajargah and Esmaeili (2008) that the content of elementary school textbooks in the field of sequence and presentation of peace-related content did not follow a specific order, and peace-related concepts did not have special depth and development as the level of education increased, and the psychological sequence of content did not.

In addition, the attention of the books to the components of peace was not the same, and in general, components such as affection, desire to know each other, respect for differences, comfort and dialogue in the book Elementary schools had the highest frequency and justice, responsibility, honesty, tolerance, forgiveness and sacrifice, cooperation, understanding of harmony, empathy, positivity and democracy have the lowest frequency. Therefore, in reading

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books, the components of peace had not been considered equally, and some components had been addressed more and some less. In this regard, the research findings were similar to the findings of Hakimzadeh et al. (2007) and in the same direction. Thus, the components of peace education as one of the concepts related to the issues of the world day in the text of the middle school textbooks were not considered in a natural, balanced and expected way, and concepts such as the right to life and other rights were ignored. Humanity, humility, empathy and responsibility had not received enough attention. In addition, the findings of the present study on the imbalance of peace components in the educational content of schools with the research findings of Salehi Omran et al. (2009), Abedini Baltork and Mirshahjaferi (2014), Mohammadjani et al. (2013) and Hajizade and Karami (2014) were similar.

Therefore, according to the findings of the present study, the revision of textbooks in the field of dealing with the components of peace was an undeniable necessity, and since children today are the future agents of society and education, peace is one of the fundamental issues in the field of education, and it is necessary for the educational community to be aware of its role in guiding the new generation to solve the problems of a world full of violence. Therefore, in order to teach peace to children and adolescents in the process of globalization, school curricula must pay attention to peace and achieve this by providing the necessary context and efforts to fundamentally rebuild interpersonal relationships. In order to achieve this, it was important to know that promoting peace and blaming war was an ongoing and long process, and in this direction, training peace-loving people through education was the best and most promising way to achieve peace.

Research Limitations: One of the limitations of this research was the lack of cooperation of some experts who had done research in the field of peace and peaceful relations in order to compile the components of peace.

Research suggestions:1 -A study should be conducted with the aim of comparative study of school curricula in Iran and other countries in terms of the degree of attention to peace and its components.

2- A study should be conducted to investigate the effect of textbooks in terms of peaceful behavior on male and female students.

Practical suggestions: 1 -Due to the role of literature, art, music and sports in achieving the concept of peace, more attention should be paid to them and they should be included in the form of purposeful and codified content in the elementary school curriculum.

2- Considering that in the present study, the components of justice and fairness, honesty, uniformity, responsibility and legality have received the least amount of attention in elementary school reading books, it is suggested to the textbook writing office to review and add these components in textbooks.

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