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Identifying the Components of the Economic Education Concept in the Junior Secondary Education Period

Fatemeh Sharifi Golzardi¹, Ali Mohebi^{2*}, Ruhollah Karimi Khoigani³

1. PhD student, Department of Philosophy of Education, Science and Research Branch, Islamic Azad University, Tehran, Iran.
2. Professor, Department of Education, Amin University, Tehran, Iran.
3. Associate Professor, Department of Education, Amin University, Tehran, Iran.

❖ **Corresponding Author Email:** mohebbiarr@yahoo.com

Research Paper

Abstract

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Purpose: Economic education is one of the needs of the day for all people, including students. Therefore, the aim of this study was to identifying the components of the economic education concept in the junior secondary education period.

Methodology: The current research had a qualitative approach and in terms of purpose was an applied research. The statistical population of this study were included all the documents of the last 15 years related to the scope of the current research, including articles, master's dissertations, Ph.D.'s theses and books. The population of this study were included 179 article, 22 master's dissertation, 5 Ph.D.'s thesis and 11 book, which 23 case of them were selected as a sample by purposive sampling method. The data of this study were collected by note taking and were analyzed by coding method according to synthesis research approach.

Findings: The results of the findings showed that the economic education concept in the junior secondary education period had 30 sub components and 13 main components. The main components of the economic education concept in the junior secondary education period were included financial literacy (with 3 sub components), economic insight (with 1 sub component), preservation and development of economic and financial resources (with 2 sub components), consumption correct pattern (with 2 sub components), savings and investment relationship (with 3 sub components), budget management (with 3 sub components), social responsibility and commitment (with 1 sub component), specialization-orientation and innovation (with 2 sub components), respecting the rights of others (with 2 sub component), ethics-oriented (with 3 sub components), valuing work (with 5 sub components), opportunism (with 2 sub components) and tolerance (with 1 sub-component).

Conclusion: According to the findings of this study, it is possible to teach the identified main and sub components for the economic education concept in the junior secondary education period.



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Detailed abstract

Purpose: Today, economic growth along with the health of economic activities and dealing with economic corruption on the one hand and the spread of social justice and the general public's enjoyment of economic prosperity on the other hand are considered among the most important concerns of today's societies. Man without education cannot continue his life, and on this basis and considering the existence of multiple dimensions in man, he needs education in different dimensions, which one of these dimensions is economic education. The education system is a system that has a direct effect on the professional approach of the society and causes the teachings to be institutionalized in people's existence during childhood and adolescence and the field of correct education is realized. Economic education in school gives people the ability and power to gain skills in planning their money consumption and to be able to understand and describe the benefits of saving money and financial ideas. Education in any society is influenced by various aspects of development and it as an independent variable also affects the economic, social and political developments of societies. Education economics is a branch of economics science that examines the correct use of economic resources in education and provides the basis for the realization of economic education in this system. Economic education means all the programs and actions that most advanced countries do to create culture in the field of economy, and these countries make structured efforts for various age groups from childhood to adulthood so that they can raise a generation that is ready to enter the society. The American National Council of Economic Education defines economic education as helping students acquire real-life skills to think and make informed choices as consumers, savers, investors, citizens, workers, and active participants in the global economy. The purpose of economic education is to educate people who by strengthening their economic knowledge, can engage in conscious and responsible activities as consumers, savers, investors, labor, citizens and participants in the field of national and global economy. Economic education in today's era is considered an investment, and any society that makes more efforts in this way will undoubtedly achieve more positive results and consequences in the future. Surveys indicate that one of the important and effective factors for the progress and development of countries is having a powerful, efficient and effective economic education system. Economic education from the viewpoint of Islam means creating the necessary preparation in the educator in such a way that while recognizing his economic talent, he can make it flourish and the best way and exploit it in a way that is possible and affordable by adopting the existing moderation, and in production, distribution and consumption pay attention to as well as sharia God, and the goal of all these activities is to gain God's pleasure and God's closeness. Making important economic decisions within the framework of the roles of consumer, producer and investor is provided when the members of the society have a good understanding of economic concepts and their application and predict the economic decisions of institutions, governments and individuals. Economic education can help to develop the economic thinking way. Therefore, the educational and cultural institutions of the countries should have programs for teaching economics and economic education in addition to teaching basic and essential skills such as reading, writing, math, literature and history and include them as the main part of real life programs in the educational system. In raising children, it is very important to pay attention to the economic issues of the family and teach them ways to prevent extravagance. Because the foundations of all educational principles, including observing moderation, avoiding unnecessary demands, and avoiding material greed and lust, are rooted in family education. Economic education is one of the needs of the day for all people, including students. Therefore, the aim of this study was to identifying the components of the economic education concept in the junior secondary education period.

Methodology: The current research had a qualitative approach and in terms of purpose was an applied research. The statistical population of this study were included all the documents of the last 15 years related to the scope of the current research, including articles, master's dissertations, Ph.D.'s theses and books. In the other words, the

current research population was all theoretical and research documents about economic education that were published in qualitative and quantitative forms in the last 15 years. The population of this study were included 179 article, 22 master's dissertation, 5 Ph.D.'s thesis and 11 book, which 23 case of them were selected as a sample by purposive sampling method. First, all sources were collected and then they were studied, and the relevant sources that had the desired criteria of the researchers of the current research purposefully were selected as samples. For this purpose, two coarse screening methods (checking the totality of researches with the two criteria of quality and relevance) and fine screening (checking the entire text of the documents according to the above two criteria) were used, which based on them only 23 cases were selected as samples. The data of this study were collected by note taking and were analyzed by coding method according to synthesis research approach.

Findings: In this study, among the 23 selected documents, there were 12 article, 7 master's dissertation and 4 Ph.D.'s thesis. The results of the findings showed that the economic education concept in the junior secondary education period had 30 sub components and 13 main components. The main components of the economic education concept in the junior secondary education period were included financial literacy (with 3 sub components), economic insight (with 1 sub component), preservation and development of economic and financial resources (with 2 sub components), consumption correct pattern (with 2 sub components), savings and investment relationship (with 3 sub components), budget management (with 3 sub components), social responsibility and commitment (with 1 sub component), specialization-orientation and innovation (with 2 sub components), respecting the rights of others (with 2 sub component), ethics-oriented (with 3 sub components), valuing work (with 5 sub components), opportunism (with 2 sub components) and tolerance (with 1 sub-component).

Conclusion: According to the findings of this study, it is possible to teach the identified main and sub components for the economic education concept in the junior secondary education period.