

## Content analysis of Religion and Life Curriculum in Terms of the Emphasis Put on Self-Esteem, Responsiveness, and Self-Actualization of Students

*Solmaz Khademi<sup>1</sup>*

### *Abstract*

*Solmaz Khademi,*  
Ph.D. Student in  
Curriculum Studies,  
Shiraz University.  
Corresponder Author:  
s.khademi1366@gmail.  
com

The emphasis on self-esteem, responsiveness, and self-actualization of high school students in Religion and Life textbooks was examined. The study was carried out as a quantitative content analysis. Study population and sample group consisted of three Religion and Life textbooks and three teacher's guidebooks. The whole contents of the books were surveyed using a researcher-designed checklist based on the theoretical background and literature review. Validity of the tool was confirmed by the university professors at the School of Educational Sciences. The base units of analysis were the sentences in the textbooks and the teacher's guidebooks. The results revealed that emphasis on self-esteem, responsiveness, and self-actualization was at low level in terms of objectives. Moreover, the emphasis on self-esteem, responsiveness, and self-actualization was at very low level in terms of contents of the textbooks and teacher's guidebooks. Therefore, revising the contents of the textbooks by the curriculum planners and authors is recommended.

**Keywords:** Self-Esteem, Responsiveness, Self-Actualization, Curriculum, Content.

---

<sup>1</sup> - Ph.D. Student in Curriculum Studies, Shiraz University. s.khademi1366@gmail.com  
Journal of Education Experiences, Vol 2, No 2, Spring & Summer, 2019

### *Introduction*

To ensure an internal learning in the learners, the curriculum should meet the needs of learners. Since religion plays a notable role in mental and social peace of people, fulfilling such needs makes a great contribution to peace of mind and preserving mental health in teenagers and students. A healthy and balanced personality and realization of talents and potentials in teenagers, which is especially emphasized in Islamic trainings, are achievable through a process of proper and reliable trainings and multi-aspect growth and development.

Textbooks, in Iran centralized education system, play a pivotal role so that the majority of educational and training activities are conducted within the framework of textbooks and the contents. (Yarmohamadian, 2016).

Contents are of the main elements of any curriculum. It includes knowing, skills, processes, and values with which the student interacts along with the process of education or teaching-learning process (Nourian, 2016).

Developing and codifying contents of textbooks are based on the principles of curriculum planning. To guarantee relevance of the contents and the needs, interests, and experiences of life needs a special attention. On the other hand, there is no consensus on some of the practical codes of selecting the basic contents for continuous education and creating proper opportunity for learning activities (Mashayekh, 2010).

There are at least two types of content in any course of study including the written contents –i.e. the textbook- and oral contents – i.e. teacher’s comments and teaching method (Fathi Vajargah, 2016).

When the contents of textbooks are successful in preparing the ground for improving and nurturing thought, the students will grow up as capable, innovative, and creative individuals on one hand and growth and development in the society are facilitated on the other hand. Contents are the vehicle to realize the goals, so that it is essential to ensure the relevance of the contents with the goals. Contents are comprehensive when all the elements of knowledge, information, mental skills, social needs, attitudes, values, tendencies, and skills are covered. Since the education system in Iran is centralized in nature, the contents of textbooks that are taught nationwide deserve special attention (Maleki, 2016).

Self-esteem is one of the main needs of man, which is essential for adaptability and success in life; the less met are the needs, the lower the chance of success and excellence (Branden, 2014).

Self-esteem in the theories introduced by the humanists Rodgers and Maslow is defined as the sense of being valuable. It is a set of thoughts, feelings, emotions, and experiences in one’s life.

In general, based on the findings of literature review, Bianbangard argues that people with high self-esteem tend to be more resistive to

life issues and hardships, mental pressures, threats, natural disasters, and mental diseases. High self-esteem facilitates realization of potential capacities, creativity, and cultural, economic, and social development (Biabangard, 2011).

Responsiveness is one's commitment to a task or liability and the outcomes (Hedayati, 2011). It refers to one's ability to accept, remain responsive, and undertake the liability of fulfilling a task when the individual is free to accept or reject that task at the first place. When a responsibility is accepted, the undertaker needs to know the request and what is expected by accepting the task. In fact, responsiveness is an informed choice like an unwritten contract of which all the elements are clearly stated (Zohreh Ghorbani, 2003).

The term self-actualization was first coined by Goldstein in his book *Organism* (1939) and refers to man's tendency to actualize themselves-i.e. their tendency to actualize their potentials (Afshon, 1390, refer to Maslow, 1970).

Self-actuality has drawn a great deal of attention in psychology. Rogers, Maslow, Goldstein and tens of psychologists have used this term to refer to similar meanings. The general adaptation of the term is due to the works of Abraham Maslow. He believes that realization of one's capabilities, so that they feel they know their capabilities and capacities, is one the most important needs of human being. People try to realize their potentials and use a major portion

of their potential at any given time (Sam, 2015).

Given the importance and position of Religion and Life textbooks in Iran education system, its role in personal and social lives of students, and the gravity of self-esteem, responsiveness, and self-actualization in the teenagers, the present study in an attempt to survey the emphasis given to self-esteem, responsiveness, and self-actualization in high school Religion and Life textbooks and the teacher's guidebooks.

### *Literature Review*

Self-esteem has two elements: self-knowledge and self-awareness. It includes the individual's perceptions about their own strengths and weaknesses, abilities, attitudes, and values. Its development starts at birth and is constantly developing under the influence of experience (Leavitt, P. A., Covarrubias, R., Perez, Y. A., & Fryberg, S. A. 2015).

Especially important is the role of self-esteem in the process of adolescence. During this period, it correlates with both academic achievement and mental health. (Minev, B. Petrova, K. Mineva, M. Petkova, R. Strebkova, 2018).

Self-esteem works as a sociometry that provides an individual with a sense of being loved and appreciated by people. Therefore, when they feel less valued they feel less socially connected, which leads to isolation, loneliness and social anxiety. Previously it is consistently proved that self-

esteem and social connectedness help in decreasing different type of mental health problems (Dang, 2014; Foster et al., 2017; Lee, Draper, & Lee, 2001)

Social responsiveness is a concept used across the fields of business, economics, political science, and positive psychology. Across disciplines, social responsiveness is defined as reflecting concerns that extend beyond personal wants, needs, or gains (Gallay, 2006).

Social responsiveness is rooted in relationships with others, meaning that individuals must feel connected to others and see oneself as part of a larger entity before their responsiveness extends beyond the self. When supported by others, growing autonomy during adolescence can also foster social responsiveness, as autonomy entails having agency to act on one's values. When people identify with a group, they are more inclined to forego self-interests to benefit others and come to the aid of group members (see Syvertsen, Flanagan, & Stout, 2009)

### *Research Questions*

#### *Main question:*

1- To what have extent self-esteem, responsiveness, and self-actualization been emphasized in Religion and Life curriculum?

#### *Subordinate Questions:*

2- To what have extent self-esteem, responsiveness, and self-actualization been in the approved objectives of Religion and Life curriculum?

3- To what have extent self-esteem, responsiveness, and self-actualization been emphasized in Religion and Life textbooks?

4- To what have extent self-esteem, responsiveness, and self-actualization been emphasized in Religion and Life teacher's guidebooks?

### *Methodology*

The methodology of the study was a combined two stages method. At stage one, a descriptive method was followed based on the theories where the latest and most relevant information was collected from databanks, using search engines, websites about self-esteem, responsiveness, and self-actualization, and available books and journals about the theoretical bases of the study. The collected materials were categorized based on the elements under study –i.e. self-esteem, responsiveness, and self-actualization. A checklist was also developed based on the collected materials to examine the phenomena under study.

Content analysis was carried out at stage two where the collected information was interpreted and what was related to the elements under study (self-esteem, responsiveness, and self-actualization) in the curriculum was elaborated. Using the checklist of content analysis, the principles and all the elements of curriculum were surveyed and evaluated and the position of the elements in the curriculum was determined.

Study population of the two stages of the study included all

Religion and Life textbooks of 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades in the academic year 2013-14. The textbooks are codified by Research and Programming Org., Education Organization. The sample group was the same as the study population. Research tool was a content analysis checklist designed by the researcher to analyze the content of the textbooks and teacher's guidebooks. The tool covers the elements under study – i.e. self-esteem, responsiveness, and actualization. Validity of the tool was confirmed by university professors at the School of Educational Sciences. The research tool includes content analysis list of textbooks and teacher's guide books including components of self-esteem, responsiveness and self-actualization. With using the content analysis list, the textbook of religion and life of high school period in Iran were studied. In case frequencies observed in textbook and teacher's guidebooks attend to the proportion of their volume. The frequency components proposed

divided to total number of sentences and then the percentages of each of them is calculated and compared to the result. The content analysis list of curriculum is produced from analyzing written books in way of social needs and analyzing many thesis about social needs in educational system of the country. After producing, the list studied and analyzed by 10 members of university's professors and their opinions used in compiling the list (using Delphi method and gathering curriculum expert's opinions). Thus the content has validity. To evaluate the reliability in this study content analysis work was carried out by one of the expert colleagues on curriculum. After this study the correlation coefficient between independent measurements is equal to 74% approximately which indicates the reliability of the tool.

### *Findings*

1-How much emphasis paid in self-esteem, responsiveness and self-actualization?

**Table 1- Distribution of emphasis on self-esteem, responsiveness, and self-actualization in high school Religion and Life curriculum**

Analyzed position Elements	Objectives			Textbooks			Teacher's guidebook											
	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade									
Self-esteem	0	0	3	8.	4	11.	1	11.	0	0	4	14.	6	3.6	1	7.3	1	93
Responsive ness	2	5.7	0	0	0	0	1	1	6	11.	3	11.	1	7.1	3	23	5	30.
Self- actualizatio n	4	11.	1	2.	0	0	1	12.	2	3.9	0	0	1	6.5	2	1.2	5	2.6
Pertinent sentences (n)	6	17	4	11	4	11.	2	24.	8	15.	7	25.	2	17.	5	31.	8	1
Total sentences	114	91	74	1001	1241	1502	1890	1890	3459									
Total pertinent sentences	20	16.5	20.3	4.8	1.9	2.2	2.4	4.4	3.6									

For content analysis of Religion and Life curriculum in high school, the contents of objectives and the contents of the textbooks and guidebooks were surveyed. In general and given the information listed in the table above, in terms of the objectives of Religion and Life curriculum, the level of emphasis put on the elements self-esteem, responsiveness, and self-actualization at 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades were 20%, 16.5%, and 20.3% respectively. In terms of the contents of textbooks, the level of emphasis put on the elements at 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades were 1.9%, 2.2%, and 2.4% respectively; these figures for the teacher's guidebooks were 2.4%, 4.4%, and 3.6% respectively.

In general, out of 1001 sentences in 10<sup>th</sup> grade Religion and Life textbook, only 48 sentences were pertinent to elements of self-esteem, responsiveness, and self-actualization under study. Out of

12.41 sentences in 11<sup>th</sup> grade Religion and Life textbook, only 23.7 sentences were pertinent to the elements. Moreover, out of 1502 sentences in 12<sup>th</sup> grade Religion and Life textbook, only 32.9 sentences were pertinent to the elements under study. This indicates that in terms of the objectives of curriculum at 10<sup>th</sup> grade, the emphasis put on self-esteem, responsiveness, and self-actualization was 20%, which can be interpreted as a low level and an area for further improvement. This figure at 11<sup>th</sup> grade was 16.5%, which is even lower. Finally, this figure at 12<sup>th</sup> grade was 20.3% and it shows that emphasis put on the elements under study is at low level.

With regards to the textbooks, at 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades, the level of emphasis on the elements of self-esteem, responsiveness, and self-actualization were 4.8%, 1.9%, and 2.2% respectively. Clearly, the

emphasis put on the elements under study is at a low level at all the three grades and there is a need for improvement in this area.

With regards to the teacher's guidebooks, at 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades, the level of emphasis on the elements of self-esteem, responsiveness, and self-actualization were 2.4, 4.4%, and 3.6% respectively. Again, the emphasis put on the elements

under study is at a low level and there is a need for improvement in this area.

*Secondary question one*

To what extent have self-esteem, self-actualization, and responsiveness been emphasized in the approved objectives of Religion and Life curriculum?

**Table 2- Distribution of the level of emphasis on self-esteem, responsiveness, and self-actualization in the objectives of Religion and Life curriculum**

Position under study	10 <sup>th</sup> grade		11 <sup>th</sup> grade		12 <sup>th</sup> grade	
	F (n)	%	F (n)	%	F (n)	%
Social elements						
Self-esteem	0	0	3	8.3	4	11.1
Responsiveness	2	5.7	0	0	0	0
Self-actualization	4	11.4	1	2.8	0	0
Pertinent sentences (n)	6	17.1	4	11.1	4	11.1
Total sentences	114		91		74	
Total pertinent sentences	5.3		4.4		5.4	

To analyze the objectives, Religion and Life teacher's guidebooks at three grades were surveyed. The process was carried out using the checklist confirmed by the university professors. As listed in the table below, the emphasis put on self-esteem, responsiveness, and self-actualization in the teacher's guidebooks of 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades were 5.3%, 4.4%, and 5.4% respectively.

Self-actualization with 11.4% and self-esteem with 0% coverage had the highest and lowest emphases in the teacher's

guidebook of 10<sup>th</sup> grade. Self-esteem with 8.3% and responsiveness with 0% coverage had the highest and lowest emphases respectively in the teacher's guidebook of 11<sup>th</sup> grade. Self-esteem with 11% and self-actualization with 0% coverage had the highest and lowest emphases respectively in the teacher's guidebook of 12<sup>th</sup> grade.

Clearly, the element self-esteem had the highest emphasis in two teacher's guidebooks in terms of objectives, and the element responsiveness was almost

neglected in two teacher's guidebooks.

*Secondary question two*

To what extent have self-esteem, responsiveness, and self-

actualization been emphasized in high school Religion and Life textbooks?

**Table 3- Distribution of emphasis on self-esteem, responsiveness, and self-actualization in the content high school Religion and Life textbooks**

Position under study	10 <sup>th</sup> grade		11 <sup>th</sup> grade		12 <sup>th</sup> grade	
	F (n)	%	F (n)	F (n)	%	F (n)
Social elements						
Self-esteem	11	11.2	0	0	4	14.8
Responsiveness	1	1	6	11.8	3	11
Self-actualization	12	12	2	3.9	0	0
Pertinent sentences (n)	24	24.2	8	15.7	7	25.8
Total sentences	1001		1241		1502	
Total pertinent sentences	2.4		0.65		0.47	

To examine the secondary question two, the content analysis checklist that was designed based on theoretical bases and then validated was used. The first specification of the checklist of content analysis was its harmony with objective analysis checklist. At this stage, the content of Religion and Life textbooks at 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades were analyzed. The analysis unit was the sentences used in the textbooks and teacher's guidebooks. The sentences included those used in the lessons, questions, practices, and activities.

As listed in the table below, 24 out of 1001 sentences in Religion and Life textbook of 10<sup>th</sup> grade, eight out of 1241 in Religion and Life textbook of 11<sup>th</sup> grade, and seven out of 1502 sentences in Religion and Life textbook of 12<sup>th</sup> grade were related to self-esteem,

responsiveness, and self-actualization.

Self-actualization with 12% coverage and responsiveness with 1% coverage had the highest and lowest coverages at Religion and Life textbook of 10<sup>th</sup> grade. Responsiveness with 12% coverage and self-esteem with 0% coverage had the highest and lowest coverages at Religion and Life textbook of 11<sup>th</sup> grade. Self-actualization with 14.8% coverage and self-actualization with 0% coverage had the highest and lowest coverages at Religion and Life textbook of 12<sup>th</sup> grade.

Responsiveness, self-esteem, and self-actualization were poorly covered at the textbooks of 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades respectively. Self-actualization, responsiveness, and self-esteem received the highest emphasis at the textbooks

of 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades respectively.

*Secondary question three*

To what extent are self-esteem, responsiveness, and self-actualization emphasized in high school Religion and Life teacher’s guide book?.

**Table 4- Distribution of emphasis on self-esteem, self-actualization and responsiveness in high school Religion and Life teacher’s guidebooks**

Position under study / Social elements	10 <sup>th</sup> grade		11 <sup>th</sup> grade		12 <sup>th</sup> grade	
	F (n)	%	F (n)	%	F(n)	%
Self-esteem	6	3.6	12	7.3	18	9.3
Responsiveness	12	7	38	23	58	30
Self-actualization	11	6.5	2	1	5	2.6
Pertinent sentences (n)	29	17.1	52	31.3	81	41.9
Total sentences	2364		1890		3459	
Total pertinent sentences	1.2		2.8		2.3	

To answer this question, Religion and Life teacher’s guidebooks at 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades were examined using the content analysis checklist. The checklist examines the emphasis put on self-esteem, responsiveness, and self-actualization. The analysis unit was the sentences of the books. The books were reviewed page by page and all the pertinent sentences were counted and recorded. The teacher’s guidebooks are designed at three sections and the chapters of books i.e. the units were examined separately.

Each chapter begins with a table listing the objective, main concepts, learning aid equipment, and assessment methods. Section two lists the recommendations about teaching methods, activities, and assessment of learning in the study. Section three covers

knowledge of the teacher where information and theoretical foundations about the topics of each chapter are covered. Here the three elements of self-esteem, responsiveness, and self-actualization in the three teacher’s guidebooks are surveyed.

As listed in the table, 29 out of 2364 sentences in the teacher’s guidebook of 10<sup>th</sup> grade covered self-esteem, responsiveness, and self-actualization. These figures in the 11<sup>th</sup> grade guidebook were 52 out of 1890 and in the 12<sup>th</sup> grade guidebook were 81 out of 2459.

Responsiveness was covered by 7%, 23%, and 30% of the teacher’s guidebooks of 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades respectively. This element had the highest coverage among the three elements. Moreover, self-esteem was covered by 3.6%, 1%, and 2.6% of the teacher’s guidebooks of 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

grades. This element had the lowest coverage among the three elements.

In short, the mean score of emphasis on self-esteem, responsiveness, and self-actualization in Religion and Life teacher's guidebooks were 1.2%, 2.8%, and 2.3% respectively. In general, it can be said that the element responsiveness received the highest level of emphasis and the elements self-actualization and self-esteem were neglected.

### *Discussion and Conclusion*

A combination of research methods were used to answer the main and secondary questions. At first, all the references and available scientific texts (books, articles, and documents) about self-esteem, responsiveness, and self-actualization were reviewed. A checklist was developed based on the literature review. It was used to determine the level of emphasis put on each one of the elements in high school Religion and Life curriculum. The highest level of emphasis in Religion and Life textbook and teacher's guidebook of 10<sup>th</sup> grade was given to self-actualization (12%) and responsiveness (7%) respectively. The lowest level of emphasis in Religion and Life textbook and teacher's guidebook of 10<sup>th</sup> grade was given to responsiveness (1%) and self-esteem (3.6%) respectively. The highest level of emphasis in Religion and Life textbook and teacher's guidebook of 11<sup>th</sup> grade was given to responsiveness (11.8%) and

responsiveness (23%) respectively. Moreover, the lowest level of emphasis in Religion and Life textbook and teacher's guidebook of 11<sup>th</sup> grade was given to self-esteem (0%) and self-actualization (1%) respectively.

The highest level of emphasis in Religion and Life textbook and teacher's guidebook of 12<sup>th</sup> grade was given to self-esteem (14.8%) and responsiveness (30%) respectively. The lowest level of emphasis in Religion and Life textbook and teacher's guidebook of 12<sup>th</sup> grade was given to self-actualization (0%) and self-actualization (2.6%) respectively. A study by Minev reported that putting emphasis on self-esteem during the growth stage of children was highly effective in academic achievement and social life of an individual. This report is consistent with the results of this study.

The findings are also consistent with Dang Foster Lee' results about self-esteem and social relationships. The advantages of self-esteem and self-confidence in one's social life were examined by them, so that they argued that the lack of self-esteem explains failure in academic and social lives.

Consistent with the present study, Gallay mentioned social responsiveness in his study and as a necessary element at all stages of one's life. Moreover, Syvertsen highlighted responsiveness as a key element in academic achievement and personal and social lives. Given the importance and gravity of self-esteem, responsiveness, and self-

actualization in high school curriculum, it is essential to extensively revise high school curriculum and Religion and Life curriculum in particular. I advise for the next study of content analysis to use other methods like Mac Laughlin and Merrill to analyze the religion and life book's content.

### References

- Afshoun, M. (1390). Studing the relation of differentiation and mental health and self-actualization student . Azad university of Dehdasht. Thesis of masters. Azad university of Marvdasht.in persian.
- Biabangard, S. (2011), Methods of nurturing responsiveness in children, Peyvand Publication, No. 197.In Persian.
- Branden, N. (2014) Psychology of self-esteem, translated by Gharceh Daghi M., Sokhan Publication.
- Clemez, H. (1991) Mehtods to improve self-esteem in teenagers Translated by Alipour P. 2013, 10<sup>th</sup> publication, Tehran, Behnashar .
- Dang, M. T. (2014).Social connectedness and self-esteem as predictors of resilience and mental health among maltreated homeless youth. *Issues of Mental Health Nursing*, 35(3), 212- 219. doi: 10.3109/01612840.2013.860647
- Fathi Vaghargah, K. (2016), Principles and concepts of curriculum planning, Tehran, Elm Ostadan Publication.In Persian.
- Foster, C. E., Horwitz, A., Thomas, A., Opperman, K., Gipson, P., Burnside, A., & King, C. A. (2017). Connectedness to family, school peers, and community in socially vulnerable adolescents. *Children and Youth Services Review*, 81, 321-331. doi.org/10.1016/j.childyouth.2017.08.011
- Gallay, L. (2006). Social responsiveness. In L. Sherrod, C. A. Flanagan, R. Kassimir, & A. K. Syvertsen (Eds.), *Youth activism: An international encyclopedia* (pp. 599-602). Westport, CT: Publishing
- Ghorbani, Z. (2003). Studing of relation of responsibility and spirituality in studenst. MSc. of Psychology. Azad university of Rud-e-hen. In Persian.
- Hedayat, B. Fatehizade, M. (2011). Children rearing methods and responsiveness in teenagers, *Marefat Quarterly*, No13. In Persian.
- Leavitt, P. A., Covarrubias, R., Perez, Y. A., & Fryberg, S. A. (2015). "Frozen in time": The impact of Native American media representations on identity and self- understanding. *Journal of Social Issues*, 71, 39–53
- Lee, R. M., Draper, M., & Lee, S. (2001). Social connectedness, dysfunctional interpersonal behaviors, and psychological distress: Testing a mediator model. *Journal of Counselling Psychology*, 48(3), 310-318. doi:10.1037/0022-0167.48.3.310
- Maleki, H. (2016) Curriculum planning (practical guideline) Tehran, Payam Andisheh Publication .In Persian.

Maleki, H. (2016) High School curriculum planning, Tehran, SAMT publication .In Persian.

Mashaiekh, F. (2010) The process of education planning, Tehran, Madreseh Publcaiton .In Persian.

Mazlou, A. (1996) Motivation and personality, translated by Ahmad Rezvani, Astan Qods Razavi Publication.

Nourian, M. (2016) Analyzing elementary curriculum planning, Tehran, Gouyeshno Publication .In Persian.

Sam, A. (2015) Emotional intelligence, expression of oneself and self-actualization .MSc.Azad university of Zahedan .In Persian.

Syvetsen, A. K., Flanagan, C. A., & Stout, M. (2009). Code of silence: Students' perceptions of school climate and willingness to intervene in a peer's dangerous plan. *Journal of Educational Psychology*, 101, 219-232. doi:10.1037/a0013246.. .

Yarmohammadin, M H. (2016). The principle of curriculum planning, Tehran, Yadvareh Ketab Publication .In Persian.

Zarei, S.A. (2013). The relationship between self-esteem and responsiveness and social adaptability in high school students in Marvdasth-Iran, MSc. dissertation, the Islamic Azad University- Marvdasht, Unit.In Persian.