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The examination of the relationship between the neglected curriculum with emotional literacy

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Abstract

This research aims at examining the relationship between the neglected curriculum and emotional literacy and Media Literacy. A library survey has been used to write the research literature in order to collect the required information and the field method has been used to collect experimental data on the research questions using standard questionnaires. The obtained results show that the correlation level of media literacy variable in a linear combination with the neglected curriculum is equal to 0.423, which means that there is a positive and significant relationship between the variables of the research.

Keywords: neglected, curriculum, emotional, literacy, media.

El examen de la relación entre el plan de estudios descuidado con la alfabetización emocional

Resumen

Esta investigación tiene como objetivo examinar la relación entre el plan de estudios descuidados y la alfabetización emocional y la alfabetización mediática. La población estadística de esta investigación son todos los estudiantes de secundaria en el distrito 4 de Teherán, que están estudiando en 2018 y se han registrado alrededor de 1300 personas. Los resultados mostraron que el nivel de correlación de la variable alfabetización médica en una combinación lineal con el plan de estudios descuidados es igual a 0.423, lo que significa que existe una relación positiva y significativa entre las variables de la investigación.

Palabras clave: descuidado, currículo, emocional, alfabetización, medios.

1. INTRODUCTION

The meaning of the formal curriculum is the activities of the curriculum that the educational system acknowledges them formally and is taught in many cases in the scheme of textbooks in schools and higher education institutes. The neglected curriculum is one of the subjects that have been examined in recent decades (Barghi, 2007). This neglected curriculum is also called, omitted, untold and uninvited. The neglected curriculum is one of the most challenging concepts and one of the conceptual assets of the curriculum discipline. Perhaps

something more than two decades have passed since this concept was introduced for the first time by Eisner, but it is surprising that, unlike the concept of the hidden curriculum, this concept has not to be considered. The neglected curriculum is a concept that its goal is to attract the attention of practitioners and decision-makers to thinking about what is being omitted of the field of the educational system and from the field of the explicit curriculum (official). This concept helps significantly to maintain the dynamic feature in the curriculum, and, if open or closed, will not allow the curriculum to be trapped in the trap of the traditions and habits. The importance of the neglected curriculum is due to this fact that the deprivation caused by it has a decisive effect on the growing flow of students (Azimpour and khalilzade, 2016).

The neglected curriculum is divided into two apparent and hidden categories. Apparent is recognizable and curable by planned curriculum examination. Because it has symptoms like diseases in comparison with healthy people, while hidden like cancer, especially in the surface vision, is without symptoms and signs. Its detection solution has been planned and implemented in-depth examination of the curriculum. This aspect of the untold or neglected curriculum is revealed and decreased with the passage of time and increasing human knowledge, but the apparent aspect of the untold or neglected curriculum is consistently fixed with up to date justifications. Perhaps the neglected curriculum can be introduced as an inmost or unproductive curriculum. This type of curriculum illustrates a situation in which the curriculum is incapable of growing the learning

experiences in students. Another fundamental point that needs to be carefully attended is how much the curriculum is up-to-date and appropriate to the time. It can make us understand the unproductive percentage of our curriculum. It should be said in the theoretical framework of the curriculum and the methods of research and detect it that the neglected curriculum is caused by the comparison. What shows the lack in this comparison is called neglect. Accordingly, the most significant issue in the studies of the neglected curriculum field is to identify the standard for comparison. Though the ways can be imagined to draw the status of the standard, the limits of these ways are obvious. At the same time, the elements of the curriculum cannot be ignored in identifying the neglected curriculum (Barkhordari and Bagheri, 2013).

The rapid expansion of modern communication tools and media, the appearance of the Internet and the increase of its users globally, had certainly been linked to fundamental changes, so that it affected the power connections of the world and transformed the cultural, social, political and economic values. Today, media provoke thought, culture, behavior, and in fact, human's cultural identity and have a significant effect on the general culture of societies in the world (Hellriegel and Slocum, 2007). New technologies often cause unknown ethical problems, and it takes many years to distinguish its effects in society (Shertzer, 2012). Unquestionably, the Media Literacy of the audience is one of the most impressive cases of these transformations that is damaged due to the effect of the media power and probably affects also the individual and social values, so that the emergence of

any new communication means can have its own effects on it. New communication and satellite and Internet communications equipment have diminished the geographical boundaries and have provided new human and cultural communications to human societies. However, these improvements in science and technology have produced many facilities for human, but at the same time have been caused to provide new problems for humankind. One of these problems is the weakening of emotional and human relationships and moral, social and cultural anomalies (Dovey, 2008; Ellonen 2008).

The evolution of the various communication media could transform the various methods to communicate. Currently, various types of oral, written, non-verbal communication or a combination of them are also presented through the media. In fact, current media and new communication means are being entered and used according to two perspectives. First, people feel the sense of substituting new media for old media and merely imagine that the new media is a coping solution with the old media. While others believe that new media have raised in order to meet human needs and his satisfaction. When it is debated about modern media, it means the latest media, although social and cultural changes have been involved in creating new media, but, digital media is as one of the most tangible and effective media that has affected all media (Kombes and Denelz, 2009).

Media literacy is an old concept that Marshal McLuhan used it for the first time in 1965. He believed that in a global village, humans must acquire new literacy in the name of media literacy. Media literacy

is a set of perspectives that we use actively to be exposed to the media in order to interpret the meaning of the messages that we are confronted with them. We produce our own perspectives by using our knowledge structure. We need tools and raw materials to produce knowledge structures. Now, these tools are our skills and raw material is the obtained information from the Media and the actual world. Active use means that we are aware of the messages and knowingly interact with them. Media literacy has been formally accepted by the education system not only for better awareness and understand, but also for the freedom of critical action in some countries. Patricia Aufderheide defines media literacy in a paper:

The ability to access, analyzes, evaluate and transfer information in various forms, whether written or not. With the advent and development of the technological revolution in the 1980s, the world entered a stage where the political, social and cultural context of various societies was changed fundamentally and with an expansive domain. These changes were developed in the line with the five senses of human and overcome them with the elements of time and place and provided exemplary opportunities for the development of the nation. But alongside these opportunities, the existence of challenges and the devastating consequences of the present and future threaten the quality of life of individuals. These threats include the political regime to the components of social cohesion; what should be done that currently, the quality of life of individuals and their lifestyles and the foundations of one of the most important components of social cohesion have encountered serious challenges (1989: 19).

The term quality of life was raised in the socio-economic issues in the late 1950s, and then this concept entered into the field of psychology, and psychologists tried to expand the indices of comfort and well-being and also pay attention to the needs of higher levels. 200 papers titled Quality of Life have been published nearly since 1978-1980, which have been reached 400 papers during the years 1988-89 (King et al., 1994). Research on quality of life initially was conducted in relation to the general public and comparison with people with disabilities and then was employed to compare different types of disabilities and the center of this research was gradually transferred to the community from hospital patients in the area of mental health (Valencia, 2010).

Emotional literacy is an educational term that is in the opposite point of emotional intelligence, which is most used by the world of industry and trade. Different definitions have been made for emotional literacy. Some know emotional literacy the synonym or a subset of emotional intelligence. The scientific definition of emotional literacy is as follows: the ability to think, recognize, manage, understand and transfer emotions properly. We understand by emotional literacy how these factors shape our thinking, actions, and relationships. Emotional literacy is most commonly used in the fields of family and management psychology, but we want to say the effect of emotional literacy on teaching in this paper. Emotional literacy is not a separate and planned section in the field of education. But it has tied with all the components of the educational system, the individual, and the

community; and we need it every moment to have a right understanding of the situation (Salehi, 2015).

Emotional literacy means having this power that we use our feelings and emotions in such a way that increases our personal power and improves the quality of our lives and, more importantly, the people around us. Emotional literacy helps us to use emotions and feelings to our advantage, do not let act against us. Emotional literacy creates relationships based on love and friendship between individuals and makes possible collaboration and co-operation, and causes to facilitate the flow of emotions in the community. Most people in the community must learn the needed skills in the field of emotions and affections. Some people grow in a high level of emotional literacy, but a significant proportion of people do not know how to use this skill. Most people believe that they lose their control of personal and professional life by training the emotional literacy. Of course, this fear is a bit justifiable, since removing dams and obstacles that prevent flowing emotions can make problems for people. But emotional literacy does not just mean giving up emotions and affections, but gives people how to understand, control and manage emotions (Shubert, 2010).

Emotional literacy means you can recognize your internal states, emotions, and feelings and understand their reality. The first stage of the emotional relationship has the following characteristics

in terms of the nature: at the beginning of the relationship, and in the first stage, the person's excitement is different because of the biochemistry changes in the blood; means the level of blood norepinephrine and dopamine increases at the first days, and because the relationship is new then the new excitement is created for the individual and as a result, norepinephrine and dopamine increase that is called the hormone of love. For example, the person states that he is very happy, he has a lot of excitement, and he feels missing at the time of saying goodbye, calls for different excuses and tends to be together (Skelton, 1997). But this characteristic is the first stage of the emotional relationship, and if the girl and boy do not have the necessary emotional literacy, they do not realize that these emotions are due to the fact that the brain is in severe function and works like a car engine. But this feature will not last longer than 6 months, because the brain naturally adapts itself to the state to defend its health, and gradually the excitement decreases, that is, it is true that norepinephrine and dopamine are still secreted in the body, but the body does not get excited with this level of hormone, Because your body is accustomed that the brain can protect its own health. According to the mentioned materials, the aim of the research is to examine the relationship between the neglected curriculum with emotional literacy and media literacy and the main question of the research is that is there a relationship between the neglected curriculum and emotional literacy, media literacy?

2. METHODOLOGY

The present research is applied in terms of the objective and is descriptive-correlative based on nature. A library survey has been used to write the research literature in order to collect the required information and the field method has been used to collect experimental data on the research questions using standard questionnaires. The statistical population of this research will be all the high school students in the 4th district of Tehran, who are studying in 2018 and have been announced about 1300 people. The Cochran formula has been used to estimate the sample number. Cochran formula is one of the most widely used methods for calculating the statistical sample size. Determining the sample size using the Cochran formula requires that you know the size of the community. All students of the Farhangian University in Sabzevar, that has been announced for 1300 people, a sample size will be selected, 296 people. In the above formula, the maximum acceptable error (d) is considered 0.05, the confidence coefficient is 0.95, $t = 1.96$, and the values of p and q are each one equal to 0.5 and 1300, and the value of p is considered equal to 0.5. Because if $p = 0.5$, n finds its maximum value, which this matter causes that the sample to be large enough. A stratified sampling method will be used in this research (Koopman, 2015).

3. RESEARCH TOOLS

Media Literacy Questionnaire: This questionnaire has 20 items that are used to measure the media literacy of individuals. Questions 1 to 3 are to measure the comprehension of the content of the media messages. Questions 4 to 7 are to measure the awareness of the hidden objectives of media messages. Questions 8 to 11 are to measure media intelligence selection. Questions 12 to 16 are to measure critical look at Media messages and finally questions 17 to 20 are to measure the analysis of media messages (Husserl, 1999).

Emotional Literacy Questionnaire: It is the amount of scores that a subject achieves in an emotional literacy questionnaire. This test was made by (Magrini, 2012). Options have been set on a 5-point Likert scale. This test has 30 questions. The results of standardization showed that the test has a proper validity and credit and is normed for students and students of universities and the number of its terms has been reduced to 90 terms. 30 tests were given for students of different disciplines in order to determine the formal validity and to conduct a preliminary study and asked them to specify ambiguous and unknown items in the questionnaire. After removing the ambiguities and deficiencies, another form was set up and implemented on 500 male and female students of different disciplines and ages (18-40) at both public and private universities individually and in person. The validity of the questionnaire was calculated at 0.74 about male students, 0.68 female students and 0.93 for total people through calculation of Cronbach's Alpha (Pinar, 1992).

4. METHOD OF DATA ANALYSIS AND IMPLEMENTATION

The data analysis method will be used to test the relationship between variables in two parts of the descriptive statistics including mean, standard deviation, and inferential test using correlation coefficient and multivariate regression analysis, and SPSS software will be used to analyze the data.

5. FINDINGS AND RESULTS

Table 1 shows the mean, standard deviation of media literacy and emotional literacy.

Table 1: Mean and standard deviation of media literacy and emotional literacy

The percentage of students	standard deviation	Mean	Variable
0.83	2.864	15.85	Emotional literacy
0.91	3.108	26.36	Media literacy

The results in Table 1 show that in the studied population, the mean of media literacy in 91% of the students is in the medium to down level, and only 0.9% has the high level of media literacy. The level of media literacy among boys is significantly higher than girls. The results also show that the emotional literacy of 83% of students is on the medium to down level and only 0.17% has the high level of

emotional literacy. Girls’ emotional literacy level is significantly higher than boys.

First hypothesis: There is a relationship between the neglected curriculum and the students' emotional literacy.

Regression analysis method was used in order to examine the hypothesis of the research, and its results are presented in Table 2.

Table 2: The results of the regression analysis test between the neglected curriculum and emotional literacy

Statistical index	R2	R2modified	SE	F	sig	
Value	0.543	0.494	0.481	4.516	2.081	0.001

The results show that the correlation level of emotional literacy variable in a linear combination with the neglected curriculum is 0.543 which means that there is a positive and significant relationship between the research variables.

First Hypothesis: There is a relationship between students' media literacy and neglected curriculum.

Regression analysis method was used in order to examine the hypothesis of the research, and its results are presented in Table 3.

Table 3: The results of regression analysis between the neglected curriculum and media literacy

Statistical index	R	R2	R2modified	SE	F	sig
value	0.423	0.414	0.410	5.679	1.095	0.001

The obtained results show that the correlation level of media literacy variable in a linear combination with the neglected curriculum is equal to 0.423, which means that there is a positive and significant relationship between the variables of the research. It is expected that the educational system removes this important matter from the neglected curriculum and includes it in an explicit or implied manner according to the increasing penetration rate of the new media and the importance of the media in shaping the cultural, value, religious, and political trends, as well as the low level of media literacy of students (Mahrouzadeh and Jalilinia, 2017).

6. DISCUSSION AND CONCLUSION

The results of research showed that the mean of media literacy in 91% of the students is in the medium to down level, and only 0.9% has the high level of media literacy. The level of media literacy among boys is significantly higher than girls. Also the emotional literacy of 83% of students is on the medium to down level and only 0.17% has the high level of emotional literacy. Girls' emotional literacy level is significantly higher than boys. It is expected that the educational system removes this important matter from the neglected curriculum

and includes it in an explicit or implied manner according to the increasing penetration rate of the new media and the importance of the media in shaping the cultural, value, religious, and political trends, as well as the low level of media literacy of students. It must be said in explaining the findings of research and research in line with this research that now say that the mass of micro, macro, local, global, governmental and private media, etc., have shaped a culture and give that have named it media culture. We are the subjects of such a culture and live in the world of media, but also the multimedia world. Our daily interactions with various media such as television, radio, the press, cinema, the Internet, video and computer games, and many other forms of media show well the nature of the space that has shaped around us, and has found new forms in continuous dialogue with us. The importance of this issue is so increased that the media are not one of the coordinates of the life of our world alongside community, economics, politics, democracy, citizenship, etc., but also all of these cases, concepts and coordinates of this type become more media in the present world are becoming and it is here that the concepts such as the display community, political communication, cyber democracy, cultural citizenship are marked (Levering, 2006).

Therefore, in this field and epistemic, achieving the knowledge and awareness of the media's coordinates has great importance and media studies makes free the media literacy education, that recently has been raised in the title of media education, in particular, the UK, from the monopoly of the academy, and develops to the public field-including urban and citizenship environments or spaces. The media

literacy education seeks to grow a broad ability, not only in relation to the print texts, as it already implies in the literature of literacy, but also in relation to the rest of the symbolic systems including images and sounds.

This ability is often interpreted as the wider type of the general literacy of reading and writing. Now and in our today media culture, media literacy - whether the literacy of media texts or printed texts it is subjected. Thus, media literacy is the ability of achieving or obtaining, analyzing, evaluating and exchanging the messages in various forms, and media literacy education also involves both the critical consumption of the media and the media's production item- just as in general literacy, which involves writing the text in addition to reading and thus involves in the creative category of the human subject. This paper seeks to address the issue that in addition to direct and formal forms of teaching and education of media literacy in schools (or universities) and under the shadow of teacher relationships, (master) (student) the students of universities, informal forms of education can be pursued in the environments out of the school, including in relation to the concept of citizens and the urban population with the description of media literacy education in a proper manner. This is due to the direct link between the local and multiple media and citizens and in this context, education and media literacy are linked with civil and citizenship activities and are considered as one of the most important indices in being the citizens of the city active and informed.

Today, in addition, to educate the citizenship for a national community, the need to prepare the citizens for living in the international community has become as an educational necessity. Educating media literacy to citizens in the era of globalization is a general concept that depends on media, cultural, social, historical, political and technological studies, and it can be used to refer to teach better ways of living in the age of information and communications that specifically, in a society and in general in the international community. Media literacy is a means to support citizens against the negative effects of mass media, which provides a framework for accessing, analyzing, evaluating and creating messages in various forms from print to the Internet. Media literacy is considered as an educational approach in the 21st century, because media literacy forms a perception of the role of media in the community and considers necessary to acquire the necessary skills for research and expression of personal beliefs for citizens in the age of globalization. Emotional literacy means having this power that we use our feelings and emotions in such a way that increases our personal power and improves our quality of life, and more importantly, the people around us.

Emotional literacy helps us to use emotions and feelings to our advantage, do not let act against us. Emotional literacy creates relationships based on love and friendship between individuals and makes possible collaboration and co-operation, and causes to facilitate the flow of emotions in the community. Emotions and affections are one of the essential parts of human existence. Without them, we will have an abnormal psychotic state (psychopathy). We will be able to

increase our personal power by accepting and managing our feelings and hearing and responding to the emotions of others. Having an emotional consciousness means that you know what cases your emotions and affections and others contain, what power they have, what factors create them. Having emotional literacy means you know how to control and manage your emotions and feelings/affections and understand them perfectly. You learn to express your feelings at the right time and place and influence others by learning emotional literacy. In this way, you also strengthen empathy and unity with others in yourself and learn to be responsible for the effect of your emotions on others. You will be well familiar with the taste and effect of emotions by learning emotional literacy. You will learn to use your rational skills in line with your emotional skills and act more successful in your social and personal relationships with others in the field of love, work, marriage, teaching, and so on.

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