

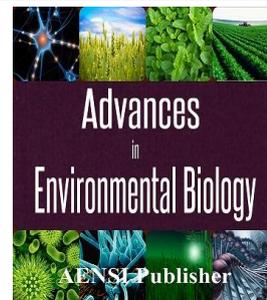


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The position of politics in children literature

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ABSTRACT

By globalization of political concepts in the current world, this question is raised how and when the children are familiar with these concepts, Do the stories transfer political concepts to children and adolescents or not, this question is raised in the present study. To do this, the researchers can analyze the content of children stories in the past 30 years. The study population is all the story books published during 1981 to 2011 in children and adolescents thought development center and they are 630 volumes. The sampling is stratified sampling method and 123 books are selected (about 1/5 of the total books) as sample. A researcher-built checklist is used to evaluate the content of books. The reliability of checklist is computed by reliability method between the evaluator and by Kappa coefficient as 0.741. The data of study are analyzed by descriptive statistics (Frequency and percentage). The results show that ¼ of stories deal with political/social, fighting and poverty concepts. It seems that mentioned concepts application is low in children stores and authors don't consider childhood age suitable for such concepts and half of the stories are about others rights and collaboration concepts and this value is considerable and these two concepts are associated indirectly to political concepts and childhood age is suitable for such concepts. Also, there is no significant association between three decades and mentioned concepts and male authors mostly consider fighting and others rights more than female authors.

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INTRODUCTION

What is experiencing is not formation of new coherence it is the world that is divided into smaller components as small and big stars created by galaxy explosion. Everything revolving itself creates centrifuge force separating the constituents and it can not tolerate to put smaller and separate components together. The big starts don't have enough gravity to create specific galaxy or put the components together, the small starts are powerful to prevent absorbing to big circuits and they can not create their specific galaxy and the new form of world policy is determined by the result of these components. This revolves around itself and the divided components form the entire world. According to Bernard Krik , the policy of community affair method is by the aid of a process of free discussion, without violence. Harold Lassul [11] defines politics as who achieves what, when and how. Bernard Dojunel defines politics as movement of human being by another person [3]. Political knowledge has common and ambiguous borders with other social sciences fields. Some of these fields are knowledge supporting politics or are at the same border. In addition, any supporting knowledge creates an interdisciplinary field. For example, sociology as supporting knowledge of politics creates interdisciplinary field of political sociology. Thus, we can talk about political psychology. For example, political psychology is interested in psychology of leaders and followers or superiority and inferiority psychology and achieves its recognition basics from psychology and study field form political knowledge. According to most of political psychologists, people behavior is determined not by " the same reality" but by an imagination of the reality. According to other political psychologists, politics is attractive for the characters with emotional deprivation, distrust, contempt, mocking and failure in childhood and adolescence. Based on the role of politics in the world, how is its future. What is the position of Children and adolescents literature as an interdisciplinary field in promoting politics in future world? How can the past literal field reaching the next generations introduce politics

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and society. These are the questions indicating different path in politics and child fields. According to a definition, politics is an aspect of government of majority of people. Politics as an output of political process indicates the effect of government on society, its ability to make the affairs good or bad. During 1960, 1970, political analysis was raised as distinct study field to show how the politics is created (policy making and politics impact). In a wide meaning, politics is the activity by which people can consider and modify the rules of their life. Also, politics is an interdisciplinary field, its goal is the study of an activity and politics is unavoidably associated to conflict and collaboration. On one hand, the competitor beliefs, different requirements, various needs and contradictory benefits continue the differences regarding the rules of people life. On the other hand, people agree that they should collaborate for the influence of these rules or assurance. Socialism defines establishment of a person via society. It means that people are the forms of societies belonging to them. Thus, they should respect this society. Socialism is not inherently an ideology and it is a theoretical view and it is accepted by ideological traditions. Various forms of left socialism link society idea to infinite freedom views and social equality. Central forms of socialism states that society foundation is in approving rights and mutual responsibilities. The right socialism forms state that the society needs respect for stable values and power. People are entitled to be behaved specifically and in its central meaning shows power or privilege. Human rights is attributed to human being for his human nature. These rights are materialistic and modern explanation of natural rights as the rights are divine. Thus, human rights are universal, fundamental and absolute. They are universal as they belong to all people. Literature is the expression of emotions, feeling and thought by words in various forms including speech, writing, prose and poetry and sometimes literature is defined as avoiding error in reading and writing. In each culture, stories and legends are great parts of literature. In stories and legends, children and adolescents can be familiar with the realities and experiences of life. The story let the child to define his "unconscious" desires and identify his life environment and it is one of the important new education goals. The first educational theorist receiving the educational importance of story in new centuries is Froyl from Germany, founder of kindergartern. He established the education of children on stories in kindergarten. Other teachers found about the importance of story in education as they considered specific value for it now. Education theorists consider legend and story as a bridge linking legendary world of child with the real world of adults and guide the human being to ethical values. Story is the greatest tool of good conscience and good behavior in a child and the stability of these attributes depends upon their effect and influence. The story is a friendly teacher making the child familiar with different cultures and knowledge and gives live experiences to him. One of the best encouraging factors of children to education and school. Story motivates a child for accuracy, tolerance, reflection and thought control as necessary for school education (formal) [6]. According to Hiod (2000), regarding the definition of politics, socialism and law, and based on the definition of Shoarinejad regarding the importance of story for children, the researchers have attempted to investigate some components as political, social concepts, collaboration and others rights and fighting in story books of children. The general question in this study is "How many stories considered political social, collaboration, rights, fighting and order in the past 30 years. Also, other sub-questions are stated: Is there any association between author gender and mentioned concepts and which decade considered which concept mostly. The answer to these questions can be good for researchers on children to indicate the role of stories in political and social concepts formation and relevant components. What is the learning of present young generation in the past 30 years regarding politics. Are these stories suitable for future generations or not?

This study evaluates the study of political, social concepts and relevant components in children and adolescent literature. The purpose of this continuous explorative design is to create a new classification in children literature to observe whether politics has any role in literature field or not. The first stage of study is a qualitative exploration in story literature. The data are extracted via content analysis of the text of stories and if the story had any political-social concepts, it was considered in the relevant checklist. These data are extracted from 123 books. The second stage is regarding qualitative stage with the aim of exact registration of the number of stories with relevant concepts in the published books in thought development center. In quantitative stage, the concepts in the story are counted by researcher-built questionnaire. The questions are formulated after completion of initial qualitative stage. The data collection in the first stage shows that there is no exact tool to count political concepts in literature. According to the definition of political terms, the researchers considered whether a story includes political concepts or not. Also, there are a few theories to combine politics and adolescents and children literature and this caused that researchers select qualitative method.

Rosenau [(1988)in politics investigation challenges in the turbulent world/ Powerful Tendencies ,Startling Discrepancies and Elusive Dynamics: state that five obstacles are posited as inhibiting our capacity to grasp the course of future events:1)One might be called the "it's still a world of states" in which a set of factors are cited as eroding the sovereignty and competence of states even as the implications of this erosion are avoided by presuming that somehow states are still so predominant as to determine everything of significance that happens on the world stage.2) A second obstacle is "Yes-but" approach in which analysts acknowledge the advent of powerful dynamics and then negate the acknowledgment by setting offsetting trends, a third is "you get what you see" view, in which contradictions are regarded as deriving from independent sources and thus as incapable

of being causally or dialectically linked. A fourth is “its too early to tell” school in which the contradictory dynamics that sustain the turbulence of our time are considered to be equally powerful, thus inclining the observers to avoid assessing the relative primacy of each dynamic on the grounds that is premature to reach any conclusion about the emergent world order and fifth can be “insufficient methodology” premise in which a transforming world is seen as too elusive to trace, then defying systematic inquiry and predisposing analysis to adhere to earlier conceptions of world politics for which appropriate methodologies are deemed to be available. These obstacles share a reluctance to accept the consequences of presuming that fundamental transformations are restructuring the nature of world politics.

Shiva Komjern evaluated the attribution of the content of story books to required variables, good and aggressive behaviors and collected a small sample of Thailand story books and conducted an initial study. She showed that their contents are associated to the topic and she decided that these materials can be the main source of study data. The study method was content analysis, frequency counting of occurrence of each item in each sample. She analyzed the relations between characters of story and their common behaviors in society. She found that male characters had good behaviors. Shiva Komjern considered the high frequency of good behaviors in children stories reflecting the traditional values of Thailand of good behavior. Another emphasis of his interpretive process is considering the ethical growth of Kolberg and ethical education to perceive the results. By this framework, he criticized stories education method to transfer ethical messages regarding good behaviors in society. He showed how good behaviors are created from society conflict and ethical reasoning process and recommended that children literature in Thailand should move toward motivating ethical growth of children [8]. Rosenau (1995) in two papers *Turbulence in World Politics* and *secret in turbulent world* stated that as there are adequate evidences as waging war by governments and their attempts to negotiate after war can support the continuity of world politics and we can show easily, big changes are occurred in the world. Rosenau attempted to answer the question that which fundamental dynamics can erode the old models of world politics and can create new structures and process? or what is the explanation regarding the rapid change of international affairs changing the main context of history? He found that now there is no government-based world.

Regarding politics, Mark Lalveh have conducted a study “a review of international politics in the current world” and found that in international politics, many short story and novels were published. The study population was 7 books regarding the political crises about the events in the past 15 years in the world. The purpose of the study was as follows: 1- The investigation of different political crises, 2) The impact of stories on adolescents from psychological view, 3)The impact of the author of stories on adolescents, 4)Mission of political stories to the adolescent reader. The results showed that : different political crises include civil war with ethnical, ideological or religious bases. Dictatorship and coup, globalization and its manifestations via collapse of governments and unity of nations, misery of political asylums, epidemics of disease in developing countries, political games and spy. The analysis of stories from psychology view shows that story hero affects the adolescents if they are at the same age. The author of story affects the adolescents, if the author is the adolescent and the general results show that if international political stories allow the adolescent to overcome the feelings as concern and hate to death, we can say these stories have social role and it is entering the teenager to the adult world. Some issues as corruption and political games, social problems of fear and death let him to respect the responsibility of adults in the current world as his future world.

Lezgi and Hejvani [10] in a study “violence and dealing” in children literature defined “violence” based on four fields of philosophy, politics, sociology and psychology and whether its root is in human being or outside of it. The violence tools (thought, language and practice) are investigated and it is discussed that fighting with violence is not suppressing human instincts and it is mostly controlling them. Then, a definition of dealing and compromise is presented. The study mostly focuses on investigation of violence and compromise in children literature. Also the author attempts to show legends of dragon, Jin, fairyland and bogey are not examples of violence in children literature. Finally, the violence was analyzed in two children plays. Another study is Bahrevar and Nikkha [2] “war, childhood in the works of Qeisar Aminpour”. Qeisar Aminpour (1959-2007) is one of the first and most capable authors and poets depicting war in this works and he is also one of the famous contemporary authors in children and adolescent literature and in resistance poem. The purpose of evaluating his literal works is answering the questions what is the influence of war on children, what is the reaction of children to war? The study problem is the relationship between war and childhood, not in battlefield, in Aminpour works evaluated by interdisciplinary approach. The views and art of Aminpour show that beside narration of resistance and bravery, he didn't ignore the needs and suffering of children.

Habibi Davisarayi [4] in “violence and fear in illustration of children book, a critic of “prince of Babylon” illustration” criticized the images in the book of prince of Babylon written by Majid Shafie and Peiman Rahimizade. This book was inspired by Marzban Name Saadoldin Varavni. The critic presented at first a general description of physical features of book and by story, criticized one by one of the book images. In a general view of the images of illustrations, the design and coordination between elements and color and composition (not everywhere) were performed relatively well but the important point was the mission of images to text and the motivation of author to the readers, children. Finally, the author concluded that: The illustrator

had no view of reader or he forgot who the readers were. In this book, the reader was only involved with the cold and terrible space of images from the beginning to the end and this feeling was expressed by children regarding the images.

Satari [5] in a study “the investigation of the social concepts in realistic stories of children and adolescents with the purpose of realistic stories of adolescents” evaluated the social concepts in 1988-1979 in the stories. How was the influence of the gender of author on emphasis of special social concepts. The findings of the study showed that: In real stories, “social behavior and ethics” more than any other concepts and “family”, “job groups”, “social trends”, “social places” and “social problems”, respectively were considered by Iranian authors. Regarding “social behavior and ethics”, sometimes negative concepts were considered by authors more than positive concepts. Also, the concept of “tradition and beliefs” was raised with the highest frequency in stories and the results showed that special attention was given to “family”, “father” and “Mother” as two main principles of family and relatives relations. Regarding jobs, “cultural” jobs are highly emphasized and considering “crafts”, “worker” showed the consideration of authors to mass of people jobs and high frequency of military jobs showed the influence of war on the story. The high frequency of study “reading non-text books” showed the emphasis of Iranian authors on achieving knowledge. The terms “war” and “Revolution” had high frequency and it indicated the impact of studied years on authors and their stories. The main ground of social problems was “poverty” and its outcome “social inequality”. Regarding the comparison of male and female authors, female authors mostly considered “family” more than other concepts and male authors considered “social behavior and ethics” mostly and “social problems” were less emphasized than other concepts. Regarding death, children stories had some points.

Study method:

The study population is all the story books published in adolescents and children thought development center during 1981 to 2011. The study sample is 123 story books (each book with one or more stories), it is 1/5 of the entire books and among 123 books, 12 books are story books as including a 12-story book, a 10-story book, a 9-story book, a 6-story book, Two 5-story books, Four 2-story books, Two 3-story books as consisting of 173 stories as a whole. The sampling method is stratified random. A combinational method is used to create convergence between numerical (quantitative) and qualitative (text). Content analysis is used to obtain qualitative data and frequency count of concepts is used for quantitative data. The sampling method is stratified random. The study measure is an information form or a researcher-built checklist. The data measure is nominal scale. The study analysis is descriptive. At first, the studied sample is described and then some tables are provided and the frequency and percentage are calculated and the confidence interval of generalizing to the population is mentioned by bootstrap.

Study findings:

Table 1: Frequency distribution of stories based on political and social concepts

Social and political concepts	F	%	Cumulative percentage	Bootstrap	
				Confidence interval	
				Lower limit	Upper limit
Yes	44	25.7	25.7	18.7	32.2
No	127	74.3	100.0	67.8	81.3
Total	171	100.0		100.0	100.0

The statistics of above Table, shows that 25.7% of stories have social and political concepts and 74.3% of them don't have this concept. The percentage showed that regarding the stories with political-social concepts, at confidence interval 18.7% to 32.2, can be generalized to population.

Table 2: Frequency distribution of stories based on collaboration concept

Collaboration concept	F	%	Cumulative percentage	Bootstrap	
				Confidence interval	
				Lower limit	Lower limit
Yes	1 05	61.4	61.4	53.8	68.4
No	6 6	38.6	100.0	31.6	46.2
Total	1 71	100. 0		100.0	100.0

Based on the statistics of above table, 61.4% of stories have collaboration concept and 38.6% don't have this concept. The percentage is regarding the stories with collaboration concept and at confidence interval 53.8% to 68.4%, can be generalized to population.

Table 3: Frequency distribution of stories based on others rights concept

Others rights concept	F	%	Cumulative percentage	Bootstrap	
				Confidence interval	
				Lower limit	Lower limit
Yes	77	45.0	45.0	38.0	52.6
No	94	55.0	100.0	47.4	62.0
Total	171	100.0		100.0	100.0

The above Table shows that 45% of stories refer to the others rights and 55% don't refer to this concept. The percentage about the stories referring to the others rights concept at confidence interval 38 to 52.6% can be generalized to population.

Table 4: Frequency distribution of stories based on fighting concept

Fighting concept	F	%	Cumulative percentage	Bootstrap	
				Confidence interval	
				Lower limit	Lower limit
Yes	45	26.3	26.3	19.9	33.9
No	126	73.7	100.0	66.1	80.1
Total	171	100.0		100.0	100.0

As shown in the above Table, 26.3% of stories have fighting concept and 37.7 don't have this concept. The high percent regarding the stories with fighting concept is generalized to population at confidence interval 19.9% to 33.9%.

Table 5: The relationship between decades and referring to concepts

C agreement coefficient	Phi correlation coefficient	Significance level	Degree of freedom	Chi-square	The relationship between decade and various concepts
.084	.084	0.549	2	1.199	Decade and political and social concepts
0.125	.125	0.265	2	2.659	Decade and poverty concept
0.107	.107	.377	2	1.952	Decade and collaboration concept
0.084	0.084	0.554	2	.182	Decade and others rights concept
0.153	.153	.138	2	3.961	Decade and fighting concept

Based on the statistics of above Table, there is no relation between decade and concepts (political-social, poverty, collaboration, others rights and fighting).

Table 6: The relationship between author gender and referring to concepts

C agreement coefficient	Phi-correlation coefficient	Significance level	Degree of freedom	Chi-square	Author gender and referring to concepts
0.175	-0.175	0.076	1	3.156	Author gender and political and social concepts
0.068	-0.068	.491	1	.474	Author gender and poverty concept
.0031	-0.031	0.754	1	.098	Author gender and collaboration concept
.211	-0.211	.032	1	4.504	Author gender and others rights concept
.390	-0.390	.000	1	15.651	Author gender and fighting concept

Chi-square of "author gender and others rights" is 4.594 with degree of freedom 1 at significance level 0.032 and this values shows significant relation between two concepts. Phi correlation coefficient in this relation is -0.211 and it indicates weak relation. Also, the "author gender and fight" chi-square is 15.651 at confidence interval 0.00 and it shows significant relation between these two concepts and phi coefficient value is -0.39 and this value shows significant, average relation between gender of author and fighting concept. There is no significant relation between author gender and other concepts.

Table 7: The relationship between author gender and others rights concept

Gender and others rights		Others rights		Total	
		The story has others rights concept	The story has not others rights concept		
Author	Woman	Value	19	38	57
		Percent between the author	%33.3	%66.7	%100.0
	Man	Value	25	21	46
		Percent between the author	%45.3	%45.7	%100.0

Based on above table statistics, there is relation between female authors and others rights concept, 33.3 and between male authors and this concept 54.3 and it shows that male authors consider others rights concept more than women authors.

Table 8: The relationship between author gender and fighting concept

Author gender and fight concept		Fight		Total	
		The story has fight concept	The story has not fight concept		
Author	Woman	Value	8	49	57
		between the author	%14.0	%56.0	%100.0
	Man	Value	23	23	6
		between the author	%50.0	%50.0	%100.0

Based on the above table statistics, there is a relation between female authors and fight concept as 14% and between male authors and this concept as 50% and it shows that male authors consider fight concept more than female authors.

Discussion and Conclusion:

This study showed that regarding political and social concepts, about ¼ of entire stories include political and social concepts and the rest of books don't have this concept, a few of books considered this concept. The results are not consistent with the findings of Mark Laloveh (2000). Laloveh states that many books are published on politics but the present study states there are a few studies in this regard. Also, Laloveh states that political stories enter the adolescents to adults' world and the difference of the results is a few samples of French researcher and high samples in the present study. Also, Laloveh study was directly regarding political content books. Generally, political and social issues in artistic forms including story are considered carefully and defining political issues for adolescence and childhood is not good and it is attempted that children and adolescents are not involved in politics before adulthood.

Which percent of stories consider the term "poverty"?

The term poverty is used in lower than ¼ of books. The results are not consistent with the study of Satari (1998) considering the root of social problems as poverty and social inequality as Satari observes these points frequently in stories but the present study observes poverty in the stories and as this concept was low, we can not use the stories for training this concept to children. This is because the authors imagine that childhood and adolescence are not good age to define political economic concepts as they think children have not true understanding of these issues. This is because of the low awareness of authors of psychology of child growth as if they had high awareness in this regard could define this concept by suitable methods for each age.

Which percentage of stories considers "collaboration" concept?

The term collaboration is used mostly in stories as more than half of stories referred to this concept and only about 1/3 of stories don't have such concept. These results are in line with the definition of Hyod (2000) regarding politics. He defines politics as an activity in which people can consider and modify their life rules and collaborate with each other for the influence and assurance of implementing them. Thus, collaboration is a key term in defining politics. Collaboration is highly applied concept in most of life fields and social environments and as children dedicate much time in schools and education centers, considering collaboration is necessary and authors consider this point well beside story narration.

Which percentage of stories consider "others rights" concept? Others rights is another concept and half of stories consider it. This value is satisfactory and this result is inferred that we can use these stories for training others rights concept. The term others rights is of great importance in observing citizenship rights in the current society as its definition in the form of story has effect on the mind of children and adolescents. Indeed, authors consider this issue mostly.

Which percent of stories consider "fight" concept? The results of the study show that only ¼ of stories consider the fighting concept and this value is low in the entire stories and the studied stories have not required ability to train this concept to children and adolescents.

This result is achieved that as political and social concepts enter private life of people in the current world, these concepts are not only used in men politics and academic gathering and children hear these discussion via media and the stories are weak in terms of expressing these concepts. Perhaps, authors are not brave enough to involve politics in children world or they consider children world as beautiful and avoid entering politics and children can learn the realities of life with politics later. This view is strong as additional political-social concepts refer to politics and society as collaboration and others rights in the stories.

The lack of relationship between various decades and mentioned concepts shows that authors are not coordinated with the current trend and write the stories by traditional method. It is imagined that as we approach the current time, social-politic concepts are added but the results show that it is not true and there is no difference in each of three decades. Also, men consider fight and others rights concepts more than women and this shows the kindness of women or serious concepts can be presented by men more than women.

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