

Extracting the Main Characteristics of the Economic Training Program for High School Students

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Introduction

Financial literacy is an essential competence in societies depending on individual responsibility and self-sufficiency. This study aimed to extract the characteristics of economic training programs for high school students.

Method

This research in terms of purpose is a developmental and applied study. This research is methodically among the qualitative-documentary researches following the systematic review of Cochran. In this study, from the total number of searched articles according to the desired criteria, 1121 articles have been extracted in the first step and in the final step, 37 documents entered the systematic analysis process. Thematic analysis method has been used to analyze the information in this research. In this research, the reliability and verifiability of data has been confirmed and qualitative analysis has been performed by two coders; the rate of agreement of the evaluators was 79.6%.

Result

The results of thematic analysis after classifying the initial codes identified 55 basic themes in 4 organizing themes (purpose, content, learning and teaching strategies and evaluation) that have formed the comprehensive theme of economic education program for high school students. The research findings have identified the components of the economic education program

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in the form of objective elements (cognitive, emotional and skill), content, teaching and learning strategies and evaluation.

Discussion

Upstream documents of the education system, such as the National Curriculum document, emphasize the acquisition of economic skills. Also economic training is mentioned as one of the main branches of training in Document of Education Fundamental Transformation. To achieve the goals of economic education among high school students, we need design and produce rich content tailored to the needs of students. In this study, the results of systematic review data analysis showed that content related to students' lives (general) and this content can be prepared in various formats, including printed and non-printed sources. Appropriate learning strategies in the economic education program can present the generated content to students in creative ways and develop students' economic knowledge and skills. Finally, the evaluation of the economic education program can identify the gaps in the program and evaluate rate of student's success in achieving goals.

Keywords: Economic education, purpose, content, learning and teaching strategies and evaluation

Author Contributions: Author 1 was responsible for leading the overall research process. Author 4 was responsible for research plan design, data collection and analysis and all authors discussed the results, reviewed and approved the final version of the manuscript.

Acknowledgments: The authors thank all dear teachers who have helped us in this research.

Conflicts of interest: The authors declare there is no conflict of interest in this article.

Funding: This research is not sponsored by any institution and all costs have been borne by the authors
