

## Teachers' View on the Content of Textbooks of Socio-Economic Skills for Mentally Retarded Pupils

**Ahmad Beh-Pajooh** (Corresponding Author)

Associate professor, Department of psychology, University of Tehran  
behpajooh@ut.ac.ir

**Esmaeel Abdolahi**

M. A. of psychology and education of exceptional children, University of Tehran  
Abdolahi\_esmaeil@yahoo.com

**Ali Akbar Arjmandnia**

Assistant professor, Department of psychology, University of Tehran  
arjmandnia@ut.ac.ir

Received: 6<sup>th</sup> March, 2011; Accepted: 18<sup>th</sup> June, 2011

### Abstract

**Purpose:** The present research aimed to study teachers' view on the content of textbooks of socio-economic skills for mentally retarded pupils in prevocational guidance schools.

**Methodology:** The research population included 35 teachers of the socio-economic skills textbooks teaching in the provinces of Ghazvin, Guilan and Mazandaran. The instrument used was a researcher made questionnaire. The data obtained were analyzed using Chi-Square Test.

**Findings:** The results indicated that teachers evaluated the socio-economic skills textbooks in the categories of goals, content, principles of content organization, time needed for teaching lessons, the role of pictures in understanding the concepts of textbooks, appearance of textbooks, assessment of educational progress of students, and active teaching methods completely relevant; and in the category of using the content in everyday life as partially relevant. Finally, the results of Chi-Square Test indicated no significant difference in the teachers' view on the content of textbooks of socio-economic skills.

**Originality/Value:** It is obvious that for enhancing both social skills economic skills of students, we need are needed good textbooks, therefore, the present study have provided some useful recommendations for the authors and policy makers.

**Keyword:** Socio-economic skills, Textbooks, Prevocational period, Mental retardation.