

Conceptualización de la muerte en los libros de texto iraníes: un análisis a través de la teoría de gestión del terror

Conceptualisation of death in iranian textbooks: an analysis through terror management theory

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ABSTRACT: The concept of death is a fundamental yet often overlooked topic in education. In Iran, where death education is not explicitly included in the formal curriculum, Islamic education textbooks serve as one of the few sources where death is addressed. This study explores how death is conceptualized in these textbooks and whether this representation aligns with cognitive development theories. Using Terror Management Theory (TMT) as a framework, the research examines how the portrayal of death may serve psychological and ideological functions, potentially reinforcing religious perspectives to manage existential anxiety.

A qualitative content analysis of primary and secondary education textbooks reveals an inconsistent pattern in addressing death across different educational levels. The findings suggest that rather than following a structured pedagogical approach, the representation of death is influenced by ideological inclinations, shaping students' perceptions in ways that promote Islamic doctrines. This lack of systematic progression in death education may hinder students' cognitive and emotional development regarding mortality.

The study contributes to the discourse on death education by highlighting the need for a more structured and developmentally appropriate approach to teaching about death. It also raises questions about the intersection of ideology and pedagogy in religious education, calling for further research on how death-related concepts are integrated into curricula worldwide.