

## **CONTENT ANALYSIS OF SOCIAL EDUCATION TEXTBOOKS OF IRAN'S PRIMARY AND SECONDARY SCHOOLS WITH EMPHASIS ON CITIZENSHIP EDUCATION COMPONENT FROM TEACHER'S PERSPECTIVE OF ISFAHAN**

**Nahid Sarlak**

*Corresponding author, graduate student in curriculum planning , Khorasgan(Isfahan) Branch  
Islamic Azad University , Isfahan, Iran*

**Zohreh Saadatmand**

*Assistant Professor, head of department, faculty member of Khorasgan(Isfahan) Branch, Islamic  
Azad University, Isfahan, Iran*

### **Abstract**

The objective of this research is to analyze the social education curriculum content of primary and secondary schools with emphasis on citizenship education components from teachers' perspective of Isfahan. Citizenship education components are: active participation, responsibility, inquiry, law and patriotism. This research is a descriptive survey. The statistical population was composed of all Isfahanian teachers, which were comprised of 1367 people. For determining the sample size 316 people chosen in 0/95 by cluster random sampling. For data collection, we use a questionnaire in two (a) and (b) forms including 52 closed questions with Lickert's 5-option spectrum. For data analysis, we use one variable t and Friedman test. The results showed that F observed in  $p \leq 0.05$  was significant in elementary and secondary school.

**Keywords:** active participation, responsibility, inquiry, law, patriotism

### **1- Introduction**

School is not just a place to prepare for life, but actually is a place to practice for life and experience different aspects of it. In other words, school is a place to learn the rights and responsibilities of citizenship. So what could justify the mission and philosophy of the schools in the current era, is citizenship education or in other words how schools adapt it. Therefore, school should be real life like and a small paradigm of community in which students learn different aspects. This matter needs to consider citizenship education in schools [5].

Due to being in the world market and its increased competition, many countries in the world consider supplying skilled and efficient manpower as duties of educational system. They consider life skills training, particularly in regard to the professional skills as missions of educational system so they can provide the labor force required by the labor market. [3]

On the other hand, the increasing changes in the political, social, and educational situation in many communities, has raised the challenging issue of citizenship education. [14]

Education of good citizens is one of the main concerns of most education systems in many countries in the world. Studies done in many developed and developing countries show that education authorities in these countries with determination try to develop various educational - curriculum programs to train good citizens.

## **2 - Review of literature**

Fathi Vajargah and Diba (1381) in a research on the analyzing the characteristics of a good citizen of Iran from teachers' perspective and school's adaption with them using social science experts' opinions, categorize and evaluate components of the three domains of knowledge, competence and attitude. The results showed that based on differences in the attitudes of Iran and other countries, from teachers' perspective these features are important to Iranian community and in the formulation and evaluation of citizenship programs has been paid little attention to the values of citizenship [4].

Govazi (1387) in a comparative – analytical study of methods of selecting and organizing curriculum content of social education and citizenship education in primary school textbooks that compare Iranian and Sweden textbooks; came to the conclusion features of citizenship education in are management and focused planning of education system, disaffiliation of all beneficiaries in preparation, implementation and evaluation of programs, inadequate use of methods and strategies for active participation and reliance on books and pamphlets and disregarding topics and concepts related to citizenship and global education in primary school textbooks. While citizenship education in Sweden is the mixing method, which is associated with people's lives. In addition to the school collaboration with parents, community and non-governmental organizations in order to educate global citizens to live in a global village. [6]

Niknami and colleagues (1387) have a study entitled "determining components of citizenship education in guidance school to provide a theoretical framework". Results of content analysis of guidance school textbooks has shown that between the level of importance of each component and level of attention to them, there is no significant relationship. [7]

Seif Naraghi et al (1388) in their study entitled A comparative study of experts and teachers' view of Qazvin in terms of failure of citizenship education in the curriculum of guidance school came to these results: Between the views of teachers and experts due to failure of dimensions of citizenship education (social, personal, cultural, economic and political) in the curriculum of guidance school, there is a statistically significant difference and the current curriculum about dimensions of citizenship education is deficient and therefore is vulnerable [2].

Lee (1999) conducted a study in Asia and considered these characteristics necessary to be a good citizen: awareness of the issues and problems of the community, active participation in community affairs, responsibility, critical reception, the ability to make an informed decision, knowledge of state and government, patriotism, family responsibilities, respect to the international diversity and plurality. [12]

Middleton (2003) in a study showed that people need to learn the skills needed for citizenship include: Negotiation skills, financial planning, correct choice, skills in the use of mass media, earning money, choosing spouse committed to the community, the use of technology as a group activity, Internet usage for a group activity, using Internet for a civil action, the responsibility to development, consult and work choices, advertising and marketing. [13]

Iftikhar Ahmad (2004) in a research entitled: Islam, Democracy and Citizenship Education, analyzed the social education curriculum in Pakistan. The results showed that the model of citizenship education in Pakistan is based mainly on religious education. In this model, the main target is how to develop citizens who through the teachings of Quran adhere to his government and country. [8]

A study was done by Boon et al (2005). Results showed that citizenship education in Singapore included preparing young people to become knowledgeable and responsible people through

social education. Focusing on development of thinking abilities among students is one of the most significant characteristics of social education.

A research was conducted by Fahlquist (2008). According to it, nowadays the ethical responsibilities has gone beyond national borders and find international reputation that responsibility for environmental issues is one of them.

A research was conducted by Skogen (2010) entitled Citizenship education. He believed that there must be a balance between values such as freedom and responsibility in the next generation. [9]

### **3- Research methodology:**

This research has an applied purpose and is descriptive. The objective of this research is to analyze the content of social education curriculum in primary and secondary school from the teacher's perspective of Isfahan with emphasis on citizenship education. for data analysis, statistical software 19 (SPSS) was used. For inferential statistics appropriate to the nature of the research (one variable t and Friedman test) were used.

#### **3-1 Research questions**

- 1- What is Isfahanian teachers' point of view about the level of attention to citizenship education component in terms of participation in curriculum of social education of primary and secondary school?
- 2- What is Isfahanian teachers' point of view about the level of attention to citizenship education component in terms of responsibility in curriculum of social education of primary and secondary school?
- 3- What is Isfahanian teachers' point of view about the level of attention to citizenship education component in terms of inquiry in curriculum of social education of primary and secondary school?
- 4- What is Isfahanian teachers' point of view about the level of attention to citizenship education component in terms of law in curriculum of social education of primary and secondary school?
- 5- What is Isfahanian teachers' point of view about the level of attention to citizenship education component in terms of patriotism in curriculum of social education of primary and secondary school?

#### **3-2 Data collection and sample selection:**

Most efficient method of data collection, especially research survey is questionnaire. [1] In this study, research tools, are two questionnaires in two forms (a) and (b) for primary and secondary school with reliability coefficient of 0/80 for primary and 0/78 for secondary school and are regulated in 52 questions with Lickert's 5-option spectrum (very high, high, moderate, low, very low). In the present study to determine the sample size using Cochran formula 316 out of 1376 teachers were chosen in 0/95 by cluster random sampling and the questionnaires were distributed among them.

$$n = \frac{Nt^2pq}{Nd^2 + t^2pq} \quad n = \frac{1800 \times 3.84 \times 0.5 \times 0.5}{1800 \times 0.0025 + 3.84 \times 0.5 \times 0.5} = 316$$

**4- Findings:**

In this part, findings are regulated using descriptive statistics based on samples, then are analyzed using inferential statistics and according to the original questions. This research includes analyzing the social education curriculum content of primary and secondary schools with emphasis on citizenship education components.

**4-1 Test results of the first question:**

Findings show that the absolute value of t calculated for the active participation component in the social education curriculum of primary school is higher than the t in the table.

**Figure 1 - Comparison of active participation components in the social education curriculum from teachers' perspective with a hypothetical average of 3**

Component	mean	standard deviation	deviation from t	degree of freedom	significant level
Active Participation	2/92	0/59	0/037	254-2/104	0/036

Findings show that the value of t calculated for the active participation component in the social education curriculum of guidance school is smaller than the t in the table.

**Figure 2 - Comparison of active participation components in the social education curriculum from teachers' perspective with a hypothetical average of 3**

Component	mean	standard deviation	deviation from t	degree of freedom	significant level
Active Participation	3/05	0/52	0/073	50-0/712	0/480

**4-2 Test results of the second question:**

Findings show that the absolute value of t calculated for the responsibility component in the social education curriculum of primary school is higher than the t in the table.

**Figure 3 - Comparison of responsibility components in the social education curriculum from teachers' perspective with a hypothetical average of 3**

Component	mean	standard deviation	deviation from t	degree of freedom	significant level
Responsibility Commitment	2/79	0/44	0/027	254-7/375	0/001

Findings show that the absolute value of t calculated for the responsibility component in the social education curriculum of guidance school is higher than the t in the table.

**Figure 4 - Comparison of responsibility components in the social education curriculum from teachers' perspective with a hypothetical average of 3**

Component	mean	standard deviation	deviation from t	degree of freedom	significant level
Responsibility Commitment	2/59	0/51	0/070	53-5/695	0/001

**4-3 Test results of the third question:**

Findings show that the absolute value of t calculated for the inquiry component in the social education curriculum of primary school is higher than the t in the table.

**Figure 5 - Comparison of responsibility components in the social education curriculum from teachers' perspective with a hypothetical average of 3**

Component	mean	standard deviation	deviation from t	degree of freedom	significant level
inquiry	2/54	0/57	0/035	255-12/781	0/001

Findings show that the absolute value of t calculated for the inquiry component in the social education curriculum of guidance school is higher than the t in the table.

**Figure 6 - Comparison of responsibility components in the social education curriculum from teachers' perspective with a hypothetical average of 3**

Component	mean	standard deviation	deviation from t	degree of freedom	significant level
Inquiry	2/90	0/47	0/063	54-1/564	0/124

**4-4 Test results of the fourth question:**

Findings show that the absolute value of t calculated for the law component in the social education curriculum of primary school is higher than the t in the table.

**Figure 7 - Comparison of responsibility components in the social education curriculum from teachers' perspective with a hypothetical average of 3**

Component	mean	standard deviation	deviation from t	degree of freedom	significant level
Law	2/89	0/46	0/029	253-3/703	0/001

Findings show that the absolute value of t calculated for the law component in the social education curriculum of guidance school is higher than the t in the table.

**Figure 8 - Comparison of responsibility components in the social education curriculum from teachers' perspective with a hypothetical average of 3**

Component	mean	standard deviation	deviation from t	degree of freedom	significant level
-----------	------	--------------------	------------------	-------------------	-------------------

law	3/19	0/46	0/064	50-3/022	0/004
-----	------	------	-------	----------	-------

**4-5 Test results of the fifth question:**

Findings show that the absolute value of t calculated for the patriotism component in the social education curriculum of primary school is higher than the t in the table.

Figure 9 - Comparison of responsibility components in the social education curriculum from teachers' perspective with a hypothetical average of 3

Component	mean	standard deviation	deviation from t	degree of freedom	significant level
patriotism	3/16	0/50	0/032	249-5/119	0/001

Findings show that the absolute value of t calculated for the patriotism component in the social education curriculum of guidance school is higher than the t in the table.

**Figure 10- Comparison of responsibility components in the social education curriculum from teachers' perspective with a hypothetical average of 3**

Component	mean	standard deviation	deviation from t	degree of freedom	significant level
law	2/70	0/41	0/058	51-5/075	0/001

Now the question is that whether they pay equal attention to these five components( active participation, responsibility, inquiry, law and patriotism) in social education curriculum of primary and secondary school from teachers' perspective or not?

**Figure 11- Average rating factor for primary school**

Factor	Average rating
Patriotism	3/93
Active participation	3/20
Law	2/98
Responsibility	2/73
Inquiry	2/16

Average rating factor shows that patriotism had the highest rank and inquiry had the lowest rank.

**Figure 12- The Friedman test of factors for primary school**

Number	242
Chi- square value	165/522
Freedom degree	4
Significant level	0/001

Findings show that the results of total attention factor to 5 components in social education curriculum in primary school was significant at  $p < 0/01$  (Chi- square value was 165/522). So the research question that there is a significant difference between the scores of the five components of the social education curriculum in primary school, is confirmed.

**Figure 13- Average rating factor for guidance school**

---

Factor	Average rating
Law	3/96
Active participation	3/39
Inquiry	3/20
Patriotism	2/42
Responsibility	2/03

---

Average rating factor shows that law had the highest rank and responsibility had the lowest rank.

**Figure 14- The Friedman test of factors for guidance school**

---

Number	46
Chi- square value	44/163
Freedom degree	4
Significant level	0/001

---

Findings show that the results of total attention factor to 5 components in social education curriculum in guidance school was significant at  $p < 0/01$  (Chi- square value was 44/163). So the research question that there is a significant difference between the scores of the five components of the social education curriculum in guidance school, is confirmed.

**4-6 discussion and conclusion:**

Results of the first question test suggest that considering rate to active participation in social education curriculum in primary school is lower than the average rate. The results of this research correspond to Fathi Vajargah and Diba(1381) and Govazi (1387) studies. Considering rate to active participation in social education curriculum in guidance school equals the average rate. These results correspond to Seif Naraghi et al (1388) studies.

Results of the second question test suggest that considering rate to responsibility in social education curriculum in primary school is lower than the average rate. Considering rate to responsibility in social education curriculum in guidance school is lower than the average rate. These results correspond to Fathi Vajargah and Diba(1381) and Seif Naraghi et al (1388) studies.

Results of the third question test suggest that considering rate to inquiry in social education curriculum in guidance school is lower than the average rate. Considering rate to inquiry in social education curriculum in primary school is lower than the average rate. These results correspond to Govazi (1387), Niknami et al (1387) and Seif Naraghi et al (1388) studies.

Results of the fourth question test suggest that considering rate to law in social education curriculum in primary school is lower than the average rate. These results correspond to Fathi Vajargah and Diba(1381) and Govazi (1387) and Seif Naraghi et al (1388) studies. considering rate to law in social education curriculum in guidance school is higher than the average rate.

Results of the fifth question test suggest that considering rate to patriotism in social education curriculum in primary school is higher than the average rate. These results do not correspond to

Vajargah and Diba(1381) studies and correspond to Ashtiani et al (1385) studies. Considering rate to patriotism in social education curriculum in guidance school is lower than the average rate. These results correspond to Fathi Vajargah and Diba(1381) and Seif Naraghi et al (1388) studies.

**References:**

1. Hasan zade, R. (1390), "Research methods in behavioral science", Tehran, Savalan
2. Seif Naraghi, M.; Naderi A.; Shariatmadari A.; Hosseini Mehr A, (1388), "A comparative study of experts and teachers' view of Qazvin in terms of failure of citizenship education in the curriculum of guidance school", Quarterly of educational management approach ,5, 29-56.
3. Azizi, N.(1385), "An introduction to the development of higher education in Iran with emphasis on humanities, Tehran, research center of cultural and social studies".
4. Fathi vajargah, K. (1381), "Citizenship education curriculum, the hidden priority to discipline the education system of Iran". Journal of Isfahan university, 14, No. 2.
5. Fathi vajargah, K. (1388). "Basic principles and concepts of curriculum planning", Tehran, Ball.
6. Govazi, A. (1387), "Comparative – analytical study of methods of selecting and organizing curriculum content for social studies and citizenship education at primary education in Iran, Sweden, educating future citizens", Quarterly of educational innovations of Ministry of Education, 25,7, 11-48.
7. Niknami, M.; Madanlou, Y,(1387), "Determining components of citizenship education in guidance school to provide a theoretical framework", Quarterly of leadership and educational management, Islamic Azad University, Garmsar Branch, 10, 137- 164.