

Analyzing the Content of the Sixth-Grade Elementary School Textbooks of Humanities based on the Attention to Citizenship Rights

Seyede Janat. Mousavi¹, Abbas Gholtash², Hossein Fayazbakhsh³

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Abstract

This study has been conducted with aim of analyzing the content of the sixth grade elementary school books of humanities based on the attention to citizenship rights. In this study, descriptive method and content analysis was used. The statistical population was based on the content analysis of sixth-grade primary school textbooks, out of which three books of Persian writing and Persian reading, Quran and civics were chosen as examples of the targeted method. Data gathering tools were the inventory of analyzing the content of textbooks and inventory of image analysis and after studying the theoretical and legal contexts, the proposal based on the study by Alipoor (1389) was prepared and its validity was determined by pedagogy specialists and relevant experts. The units were analysis of words contained in the text-books and also the images contained in textbooks. The results indicated that component of the right of preserving the respect have the greatest coefficient of importance with 0.158 and after that the two components of the right of life and property security and then the rights of fulfillment of basic needs have the greatest coefficient of importance. In general, the main result of this study showed less attention to the issue of law and citizenship rules in the books of the sixth-grade primary school in Iran.

Key Words: Citizenship Rights, Textbooks, Sixth-Grade Primary School.

Introduction

Globalization and changes in politics and government and rapid changes in technologies and cultural challenges such as social and ethical issues, the concept of citizenship for life in the international community has undergone major changes and presented the question to the

countries about what dimensions and components of life should be considered in training citizens and what the reasons for emphasizing this dimensions are (Kadivar, 2005).

Citizenship is one of the important topics in the field of social, political and educative studies. This concept is rooted in

¹ - Ph.D. Student in Curriculum Studies, Department of Education, Firozabad City, Fars, Iran.

² - Associate Professor, Department of Educational Sciences, Mrvdasht Branch, Islamic Azad University, Marvdasht, Iran.

*- Corresponding Author: gholtash578@yahoo.com

³ - Assistant Professor, Department of Educational Sciences, Yasooj Branch, Islamic Azad University, Yasooj, Iran.

Seyede Janat. Mousavi
Ph.D. Student in
Curriculum Studies,
Department of Education,
Firozabad City, Fars, Iran.
Abbas Gholtash
Associate Professor,
Department of Educational
Sciences, Mrvdasht
Branch, Islamic Azad
University, Marvdasht,
Iran.
Hossein Fayazbakhsh
Assistant Professor,
Department of Educational
Sciences, Yasooj Branch,
Islamic Azad University,
Yasooj, Iran.
Corresponding Author
gholtash578@yahoo.com

the history and has always been of interest to scholars. Due to the importance of citizenship in the contemporary era, several scholars have been discussing this concept. The importance of this issue is that Darendorof describes the 1990s as the decade of citizenship (Almaamari, 2009). Cohen sees citizenship as a kind of social mutual contract and a series of reciprocal rights of government in relation to people and vice versa, and also a common generic sense of national identity in a community within a specified range (Taherpour and Sharafi, 2008). Ichelo (1998) explains that citizenship is a complex and multidimensional concept. This concept includes legal, cultural, social and political dimensions and provides rights and requirements, sense of identity and determined social obligations for citizens (Cecchini, 2004).

The curriculum based on citizenship education can be considered one of these proceedings. The order of curriculum is a course or set of courses or a program to study that is known as a collection of goals and objectives and learning experiences (Fathi vajargah, 2002). The curriculum is the content of a lesson and a collection of performance goals, the designed experience to learn that the teacher plans to teach the lesson overarching at the end of it (Olivia, 1997 as cited in Gourchinan et al, 2008). But unfortunately, there has not been enough attention to citizenship education in the educational system of our country especially the

curriculum. Moreover, not only there is no special curriculum entitled "citizenship education", but also little trace of it can be found in form of other curriculums (Fathi vajargah, 2002). The school as part of a formal educational system uses both official and hidden curriculum to prepare people for playing a citizenship role. Official curriculum contains objectives, content and obvious methods that is published and supported by the educational system. Because the education is a process that tries to interpret and modify the behavior of learners and works to achieve the specified goal, various factors affect in this field but the essential role is played by the curriculum. The textbook is considered as one of the most important authorities and references of students learning in educational systems. Social studies books seek to strengthen social, economic, political, cultural and training competence of students and in sum, to train good awareness of the rights and duties of citizens (Alipour, 2010). Organizational citizenship behavior is a behavior based on personal discretion that is not a component of employee's job requirements, but nevertheless, it will cause to increase organizational effectiveness in order to satisfy beneficiaries interests (Salehi et al, 2014). Civil rights are human rights because of living in particular community and it can be different according to requirements, time and place conditions. The essential part of civil rights is created by internal law of the countries. Turner said:

“Citizenship is a collection of rights and duties that determines the achievement of each person of social and economic resources.” (Parvin, 2013).

Many studies have been conducted in this context inside and outside the country. The results of the study by Gholtash et al (2011) with the aim of the amount of attention to approach to progressive citizenship education in social science textbooks of secondary school of Iran showed that it has paid attention to progressive citizenship education in general in secondary school in civics textbooks at the rate of 20.04 percent in the first grade, 22 percent in the second grade, 20.14 percent in the third grade which shows the lack of sufficient and qualified attention to components of progressive citizenship education in mentioned textbooks. Also, the results of another study by Mirzae et al (2012) with the aim of content analysis of social studies curriculum of Iranian elementary schools from the viewpoint of attention to the features of global citizen showed that it has paid attention to features of global citizen at the rate of 10/20 percent in the cognitive dimension, at the rate of 6/10 percent in the performance dimension and at the rate of 3/15 percent in the attitudinal dimension in general in the content analysis section of social studies curriculum of elementary schools; therefore, indicates less attention to these components. It has also paid attention to components and features of the global citizen in the

images section at the rate of 30 percent. Salehi et al (2014) concluded that there is a direct and significant relationship between the orientation of life and the organizational citizenship behavior and job performance in their study with the title of “the relationship between the orientation of life and the organizational citizenship behavior and job performance of female teachers”. There is a direct and significant relationship between the two components of management ability and the job performance among the components of the life orientation, and there is a direct and significant relationship between the all dimensions of orientation and organizational citizenship behavior.

The research by Rivelli (2010) can be pointed out among the foreign studies which have been done with the aim of citizenship education in secondary schools. The results of this study showed that the level of interests and political and civil knowledge of the interviewed students has a strong correlation with what is in the offered curriculum. Beauregard (2012) did a research titled perfectionism, self-efficacy and organizational citizenship behavior. The statistical sample of the study was 223 employees of the British state sector. Multiple regression was used to analyze the data and the results showed that job self-efficacy can be a predictor of organizational citizenship behavior. Singh (2013) did a research titled organizational support and organizational citizenship behavior according to

the mediating role of personality traits. The results showed that there is a significant relationship between the personality traits and organizational support and the organizational citizenship behavior and, personality traits can play significant mediating role in the relationship between organizational support and organizational citizenship behavior.

The aim of teaching these lessons is socializing the students, teaching values and social norms and teaching life skills to establish good relationships with others (good citizenship). It provided the appropriate context for raising good citizens, establishment discipline and security in society, increasing the amount of civic participation of people, respecting the rights of citizens and promotion of virtue on urban society by letting the students to get familiar with the rights and duties of citizenship and in addition, students have gained outstanding character for themselves while raising the level of culture and respecting the citizenship rights and, it can help them to fulfill the responsibilities of citizenship. It is better to present the teaching of citizenship culture-making in the books of elementary grade since the elementary grade is influential during the studies of people. According to the importance and necessity of multiple studies in the field of effectiveness of the values of citizenship in the primary school curriculum, this question arises that how much attention is paid to the rules and regulations of citizenship, especially respecting the rights of

others, personal discipline, responsibility and patriotism in the primary school curriculum. In this article, we seek to investigate the amount of attention to the citizenship rights in the humanities textbooks in sixth grade of elementary school of Iran.

Methodology

According to the purpose of the study, the research method has been descriptive - content analytical. In this study, in order to do content analysis, the Shannon entropy method -which is derived from systems theory-, is used to process and analyze the results. The analysis unit of this research is sentences in the text and images contained in the text. According to what was said, in this study it is tried to investigate the citizenship components in 4 textbooks of the sixth-grade of elementary schools of Iran and, to identify and classify the components of the study. According to the topic, Population of the study has been humanities textbooks of sixth grade of elementary school in the 2014-2015 academic year, which contains two books of writing and reading of Persian, civics and Qur'an book, which are 4 books and the sample of study also includes these 4 books.

In this study, the inventory of content analysis of textbooks of social studies and Persian (to write and to read) and heavenly gifts was used to gather information. This inventory was set in order to investigate the amount of attention of the sixth grade of elementary school textbooks to citizenship

rights based on Alipour inventory of content analysis (2010). The obtained components from Alipour content analysis study included the right of expression freedom, the right of self-determination, the right of conversations and correspondences immunity, the right of education, the right of preserving the respect and the right of essential needs fulfillment and the right of equality and justice, the right of life and property security, the right of housing, the right of social securement and the right of property.

The validity of this content analysis study has been the type of content. After selecting the components of the citizenship rights from available resources, these components were submitted to several experts and scholars and their views were applied. In order to ensure the reliability of content analysis, the inventory was given to a master of curriculum planning for investigating the mentioned curriculum simultaneously and in parallel with the researcher and to do the content analysis. The value of homology coefficient obtained was 0/78 between independent

measurements of two researchers which indicated the reliability of used instruments.

Findings

- How much attention has been paid to citizenship rights in the humanities textbooks of the sixth-grade of elementary schools of Iran?

The main question of this study is investigating the attention of citizenship rights component in the humanities textbooks of the sixth-grade of elementary schools of Iran. For this purpose, it is the components of the intellectual rights and physical rights in these books have been investigated. The results of content analysis and evaluating the frequencies will be presented in the following table. The analysis unit of the mentioned textbooks was the sentences and images contained in the text that these sentences and images are taken into consideration in various situations of lesson texts, questions, classroom activities, discussion in class, exercises and field for study.

Table 1- The frequency of citizenship rights components in the humanities textbooks of the sixth grade of elementary schools of Iran

The right of equality and justice	
The right of expression freedom	
The right of self-determination	
The right of life and property security	
The right of housing	
The right of conversations and correspondences	
The right of social securement	
The right of education	
the right of preserving the respect	
the right of essential needs fulfillment	
the right of property	
Total	

To write Persian	1	1	1	2	0	1	1	1	3	2	0	13
To read Persian	3	9	9	11	2	1	6	7	14	7	0	69
Civics	2	2	6	5	0	0	11	5	6	16	4	57
Quran	3	0	0	4	1	2	2	0	7	2	0	21
Total	7	12	16	22	3	4	20	13	30	27	4	

The frequency of citizenship rights components in the humanities textbooks is provided in table 1. As can be seen, in total in 160 cases, it has been noted that citizenship rights components was at the rate of 8/125 for 'To write Persian' book, at the rate of 43/125 for 'To read Persian' book, at the rate of 35/625 for 'Civics' book and at the rate of 13/125 for 'Teaching Quran' book (table 1).

- How much attention is paid to citizenship rights in the humanities textbooks of the sixth-grade of elementary schools of Iran?

All components in the three books are compared together in the table and chart below.

Table 2- table of frequency of data

sequence	book	frequency	percentage
1	To write Persian	13	8/125
2	To read Persian	69	43/125
3	Civics	57	35/625
4	Teaching Quran	21	13/125
5	total	160	100

As it is clear from Table 2, the citizenship rights components in 'To read Persian' book had the highest point with the frequency of 69 cases and then the 'Civics' book attention to citizenship rights components was 57 referred cases.

'Quran' book has also pointed to 21 cases. 'to write Persian' book which is the book for practicing and activities has pointed to 13 cases of citizenship rights components.

Table 3- data information load

The right of equality and justice	Ej 0/316
The right of expression freedom	0/252
The right of self-determination	0/303
The right of life and property security	0/482
The right of housing	0/107
The right of conversations and correspondence	0/209
The right of social securement	0/413
The right of education	0/279
the right of preserving the respect	0/549
the right of essential needs fulfillment	0/478
the right of property	0/080

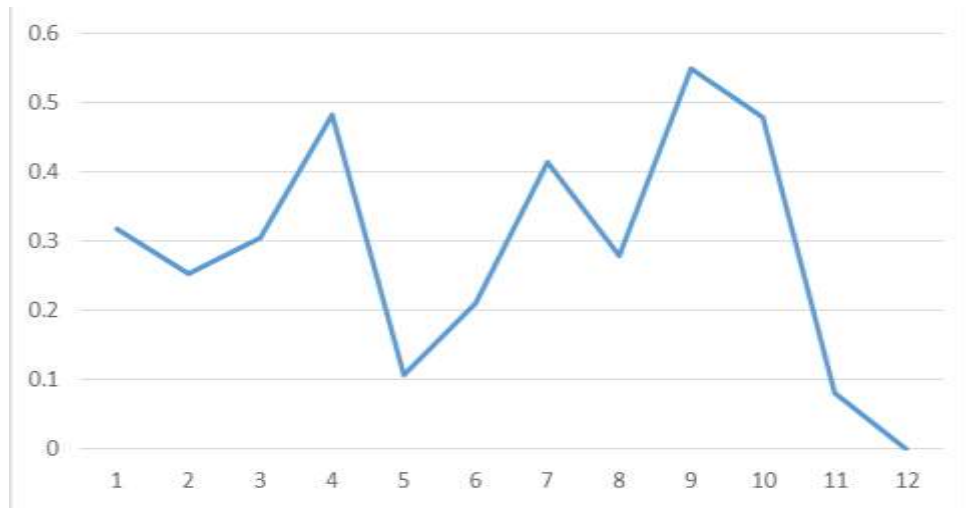


Fig 1- data information load

Table 4- importance coefficient of information

The right of equality and justice	0/091
The right of expression freedom	0/072
The right of self-determination	0/087
The right of life and property security	0/138
The right of housing	0/030
The right of conversations and correspondence	0/060
The right of social securement	0/118
The right of education	0/080
the right of preserving the respect	0/158
the right of essential needs fulfillment	0/137
the right of property	0/023

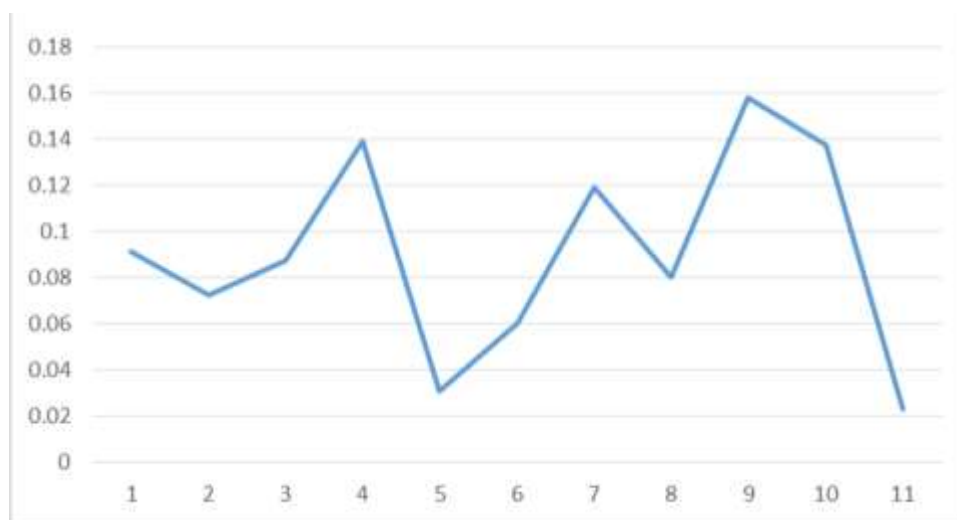


Fig 2- the chart of importance coefficient of components

The tables 3 and 4 and figure 1 and 2 show the obtained load information and coefficient of importance of information from content analysis. According to these results, the component of the right of preserving the respect has the most importance coefficient with 0/158 and then two components of the right of life and property security and after that the right of essential needs fulfillment had the most importance coefficients. These results are presented in Table 4.

Conclusion

Investigations in this study showed that it has paid to citizenship rights components in 13 cases in 'Persian writing' book. Naturally, this amount of addressing the citizenship rights issue is very low in a progressive country such as Iran. In the 'Persian writing' book these components have been pointed to in 69 cases. This amount has been the maximum amount of pointing to these components in the investigated books in this study. Textbook is the direct source of education and

accessible to students, so the source should be almost comprehensive and leading. Fortunately, the amount of pointing of citizenship rights components is a considerable amount in this textbook. One of the reasons of a lot attention to this issue in Persian book is that the citizenship rights respect has always been present in our literature and culture. The issue of citizenship rights and respecting has been pointed to abundantly for achieving progressive and global community in the stories of the past and contemporary poems of poets, Iranians lasting legends and in the images and auditory and visual works in Iran.

Sharafi and Taherpour (2008) found that the education institution has affected citizenship education through curriculum with stimulating student participation in school management and extracurricular activities and to create the conditions for cooperation and participation of parents. Shahtalebi et al (2010) concluded in their study that in all five dimensions (environmental protection and sustainable development, law taking, behavior and human relations, national identity, public health) the teaching of citizenship culture has been effective. This result is aligned with the finding of this study based on enough attention to citizenship rights components in the Persian textbook. Also, Gholtash (2009) concluded that the citizenship education aims have not fulfilled as expected in the curriculum of primary schools in Iran, but from

the perspective of the researcher, enough attention has been paid to this component in the Persian book of the sixth grade of primary school of Iran. The comparison criterion that these researches are different with each other is the viewpoint of researchers and this issue has caused the difference in the results. It can be said the comprehensive and balanced growth of learner character was always considered as an educational purpose and it is. However in this regard, attention to spiritual dimensions is more than physical dimensions, but this amount of attention can be better again.

Also according to the content analysis of the sixth-grade textbooks of primary school of Iran, it was found based on studied content analysis inventory that the most amount of attention to citizenship rights components has been in the Persian-Reading textbook, then the Civics book had the most result on this issue, Quran book, because of its Arabic context and attention to citizenship rights and provisions components in 21 cases, had pointed to the issue of citizenship rights and provisions with 13 cases more than Persian-writing book. The component of the right of preserving the respect had the highest rate of being pointed out in this study with the rate of 18/75 percent from the allocation of the citizenship rights components to itself in the sixth-grade of primary school textbooks of Iran, then the right of essential needs fulfillment was the second component which had been mentioned in the

investigated books, and the component of the right of life and property security was the third frequent component in the investigated textbooks. According to conducted research which often imply less attention to citizenship rights components in textbooks, such as the results from Gholtash research (2009), Seyf naraghi et al (2009), Gholtash et al (2010), Mirzaei et al (2012) and Gholtash et al (2011), more attention should be paid to these issues in compiling new textbooks. Eventually, as in researcher's opinion it has been considered to some citizenship rights components in the investigated books, but it does not mean that the same amount of attention is enough. The deficiency of attention to many components is frequently visible in books. It has paid very low attention to many provided components in the content analysis inventory and even sometimes it is completely disregarded, and this issue needs a fundamental revision. In general, it has not paid the proper attention to the issue of rules and rights of citizenship in the sixth-grade of primary school textbooks.

In the end, as it has been concluded that less attention is paid to the issue of citizenship rights from the obtained data from content analysis of the sixth grade of primary school textbooks of Iran, it is suggested that the education authorities pay more to this issue in the preparation of textbooks. For example, it is suggested that a chapter of Persian book and Civics will be allocated to introduction one of the laws, rules

and rights of citizenship in Iran country in each school grade. Also, since Iran is a progressive country, it is suggested that the authorities consider the attention to the ways of becoming to global citizen in the preparation of textbooks and for example, they take action to translate international books in this field except the general and public books of school levels for students to become familiar with the global components of citizenship. And according to the content deficiency in textbooks toward the issue of citizenship laws, it is suggested that these issues should be introduced by assigning the class hours to the citizenship social rights.

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