

Global Citizen Education in Elementary Curricula in Iran, Book Analysis and Teacher's Viewpoint

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Abstract

The present research is an attempt to determine the elements of global citizen education in the contents of textbooks of fourth and fifth grade and also analysis of teachers' point of view of this grade about educating global citizen. Of course, the present research has sub-objectives too. The statistical population of this research includes books (Persian reading, Social education and experimental sciences) of fifth and sixth grade and all teachers of fifth and sixth grade in Marivan's educations that consists of a total of 132 people at two grades of 68 teachers for fifth grade and 64 teachers of sixth grade who were chosen in two considered associations i.e. textbooks and teachers of sixth and fifth grades of the whole society. In order to gather data from content analysis table and check list for textbooks and questionnaires were used including 100 questions about global citizens whose validity and reliability was determined. After conducting the questionnaire, the respondents' answers was counted manually and then was analyzed using SPSS. Using t-independent, Chi-square and Friedman, statistical results show that, in sixth grade more than fifth grade, and in social studies books more than other books and among three domains, the attitudinal domain were studied. And there is consistency in some elements between teachers' viewpoint and course content and there is difference and sometimes contrasts in others.

Keywords: global citizen, content analysis, components of a global citizen, Elementary curriculum.

Introduction

The concept of training global citizen has a long history in the literature of social sciences and education, as can be seen in viewpoint of Kuminos and then Spenser and Michael Peters and others. So, the experts of these sciences always paid attention to dimensions of training global citizens (Kalweit, 2007). Global citizen is referred to someone who is sufficiently aware of the contemporary world, is familiar with his role as a citizen and, besides, respect values and variety at all affairs from local to global contribution actively. Also, characteristics such as awareness of justice and social equality, the issue of globalization and interdependence of people towards each other, Sustainable development, the fight against injustice and inequality, cooperation, conflict solving, interest in protecting the environment (Oxfam 2006).

Preparing children and teenagers for life in global society and the way to communicate and treat issues in their society and society at global level turned into a critical concern for education authorities of most countries and a wide range of their educational measures is used to identify dimensions of curricula and citizenship and global citizen, also the way to effectively train them in the citizenship domain (Kennedy, 1997).

Statement of the problem

Today, in most of developed countries, millions of people suffer from hunger, homelessness and health issues. Ware, invasion and aggression threat many peoples around the world. The global

changes derive from global warming, disposal of millions of tons of hazardous waste generated by industrial countries and applying pesticides that cause death and damage to wildlife and aquatic organisms, are all serious alarms whose elimination requires global effort. In addition to above cases, issues and challenges such as prevalence of international crimes, terrorism, AIDS, illegal drugs trafficking, soil degradation, habitat destruction, loss of forests destroying some animal and plant species also added to them. All these indicates challenges and issues that is beyond national boards of "global citizen" and accordingly, is considered necessary (Farmahini Farahani, 2005) & (Ring, 1999).

Certainly, among various educational levels, elementary school is a sensitive and important level of education and forming the social and citizenship characteristic of periodical students is critical and notable. Elementary schools by preparing opportunities and educational curricula in increasing knowledge, and development of desirable skills citizenship role, especially in fifth and fourth grade, the issue of citizen education should be taken into account for developmental considerations (Gheltash, 2009). Most researches conducted about citizenship concepts and global citizen, their factors include concepts such as the environment, cooperation, human rights, political activism, acceptance and tolerance and awareness of UN issues. Students need knowledge, skills and attitudes that enable them, as a member of the international community, to be actively involved in various areas. For this purpose, the components of global citizenship education involve knowledge and understanding, skills and values related to citizenship (UNDP, 2004, quoted Farmahini Farahani, 2010, pp. 74-72) & (state schools of Victoria, 2009).

On the basis of a common global problems and the relationship between communities and countries, Iran is also part of the global village. Thus, on the one hand, educating global citizen is felt as a necessity in the educational system of the country and on the other hand its position in the curriculum and educational content of the country is not clear and less research documents is seen in this area. Thus, regarding current global problems and challenges and lack of necessary researches in this area, examining how much the features of the present research title "educating the global citizen in the curricula of elementary schools in Iran, analysis of books and teacher's viewpoint" are paid attention to, objectives and textbooks of elementary schools that as the source of experiences and the leaning opportunities of students is analyzed from the viewpoint of applying components and features of global citizens, the teachers of the same level is analyzed regarding how much the textbooks pay attention to the issue of educating global citizen, and this requirement is observable in our educational system as a system the is responsible for our people's education. That is done by proper planning of textbooks to implement and prevent misunderstanding about global issues, true training of global citizen is done. Of course, in the learning-teaching process, textbooks and teachers play a complementary role towards each other. Thus, the present research seeks to answer this question that first, in the textbooks of fourth and fifth grades; how much these components of global citizens are used? And second, how are the viewpoints of the teachers of these grades about global citizens in textbooks?

Research questions

1. Is there any difference between the factors of global citizen education in fifth and fourth grade textbooks?
2. Is there any difference between the viewpoints of sixth grade teachers (perceived curriculum) and contents of sixth grade textbooks (official curriculum) regarding textbooks' attention to factor of global citizen education?

The necessity of education and citizen education

Deepening ethnic diversity within government and efforts by various groups to recognize and respect cultural rights has forced governments to make the concepts of global citizenship and

challenging concepts of assimilation. Delicate balance of unity and diversity should be a key aim of citizenship education in the multicultural states and societies. Citizenship education should help develop students to develop thoughtful and clear identity towards the cultural communities, states, nations, and the international community. And also enable them to obtain knowledge, attitudes, and skills needed to achieve democracy and justice (Banex, 2005). Learning how to be a good and active, informed and responsible citizen, citizenship education is education for citizenship. This means that it involves all forms of education, including non-formal education at home or office to a variety of formal education in schools, colleges, universities or training organizations and workplaces. Citizenship education is a process of transfer of knowledge, values and attitudes needed to contribute and political stability of society from one generation to another generation. This transfer include cases such as knowledge of the history and structure of political institutions, a sense of loyalty to the nation, positive attitudes toward political authority, belief in basic values (such as the rule of law and tolerance), interest in political participation, and obtaining necessary skills for understanding public policy and monitoring them. So, the main objective of citizenship skills in any society is to transfer a collection of knowledge, values and behavioral tendencies necessary for durability and well-being of that society for the young generation, thus, citizenship education by seeking the support of youth of the civil culture of society that is realized through training process (Share' Pour, 2009). This becomes purposeful, serious and solemn. Usually the objectives and methods of education depend on the nature of community, especially in executive places. The objectives of these trainings are curricula and discipline that is usually related to situations and conditions of life. Thus, it should be consistent with social and physical needs. Since, globalization needs changes in the social-economic area. Thus, a high quality education system is together with flexible plans and also a process of leaning and development commonalities (Pandi, 2002).

In fact, the aim of education should be determined for this case. A general objective of citizenship education, either on national or transnational dimension, educating good citizens, this overall objective has the capability to turn into minor goals but, it require obtaining an understanding of the concept of citizenship as well as its components. In other words, in the first step, the educated professionals should know who is a good citizen? What are the components of citizenship education?

Global citizen education

A global citizen has the knowledge of global law socially and physically that is effective in people's perception, culture and cultural differences that can analyze global issues regarding the variety of insight, and obtaining a new idea about the world, first global citizen should possess a developed series for cognitive abilities. Second, the conditions of global citizen are a grown sense of self-world and without having a constructive component of self-world, the cognitive ability of global citizen is not possible.

Necessary features of global citizens include motivation and skills of knowledge and understanding activities that are complementary to each other. Active global citizens have features such as considering public interest, participating in human right activities, being sensitive to problems and incidents of the country and world, having a sense of commitment and to be knowledgeable and offering a constructive criticism against unjust rules (Pandi, 2002). From Brawnill's point of view, a global citizen is apparently more learning of global issues like sustainable development, conflict and global trade because they are so important. Also, about the global aspect to local topics which are highly present in lives, nativist and communities (Davaiz, 2010).

Halk, also, suggests that, in order to face global challenges, it is necessary for people to prepare for workshops works and responsibilities that continuously change. Where the management has shifted from top down by a network, where other information pass through multiple and

unofficial channels, innovative activities are considered as more important information, approaches are specifically complicated, market zones go beyond national areas, so, the educational system should help people (IIEP).

Regarding factors such as human right development and democracy now made possible a more abstract and newer form of social integrity beyond boundaries and national languages. A process of decision making that can cross national boundaries calls for more integrity factors (Habermas, translated by Poladi, 2001, P.41).

In Oxfam's point of view, a global citizen refers to a person who is sufficiently aware of the current world, is familiar with his role as a citizen, guarantees respect to values and variety in all affairs and actively participates in all affairs from superior levels to global ones, global citizen education is a method that students are encouraged to develop their thoughts beyond local issues and country needs (Griffiths, 1998, pp. 40 quoted from Davayz, 2010).

However, Oxfam definition in drawing attention to the active role of global citizens is important. The now familiar slogan "act locally, think globally" is an attempt to overcome some of these problems is in those things that may be a separated or discarded concept of global citizen. Because of overlapping of international communications, the idea is that local action (such as paying attention to pollution or options that play role in global warming) can have a more expanded effect.

Education and training global citizen

Nowadays, preparing children and teenagers as national citizens who live in the global community and in the area of globalization, consolidates education. Since globalization impacts not only the economy and politics and social relations, but also cultures and educational systems and people's identity, effective planning and innovation in education cannot occur without considering the depth of the impact of globalization on nations and countries' education (Ismail-Beigi, 2012). The globalization trend cause our perception of world, human, science, learning and its methods and other factors about education has been changed and described again. Since education has a deeply interrelated with different areas of knowledge and understanding of human life, is forced to impact and should be reconstructed according to society's transformations and respond to the needs and desires of members of society. And propel community towards excellence (Attaran, 2004). The important point is that students need to accept the citizenship rights, not about citizens, but train as citizens. This is the way to build collective identities that can be constructed rather than to be found. Such identification is made of heterogeneous unity. Citizens who are joined in the political life, are the other-each other and have the right to remain other-together. So, the school curriculum should provide opportunities for students so that they can obtain a brief understanding of the people of other countries (Ghaedi 2006, p. 200). While global education or global research in the schools and colleges of the world since the 1970s has been supported and implemented, global citizenship education is a relatively new concept. Entering citizenship in global education involves something more than or different from previous concepts. Relevant question is whether global citizenship education is not just more conscious of indigenous citizenship education? In fact, global citizenship education is usually related to social justice, associated with pain rather than interpretations. Minimalistic global training that focuses on "international awareness" or "becoming a person" are much clearer (Davayz, 2010). While education in the schools and colleges of the world or global research, since the 1970s has been supported and implemented, global citizenship education is a relatively new concept. To enter global citizenship education involves something more or different from previous concepts. Relevant question is whether global citizenship education is not only more conscious of indigenous citizenship education? In fact, global citizenship education is usually associated with social justice rather than minimalist interpretations of global education that focuses on "international awareness" or "becoming a person, is much clearer (Davayz, 2010).

The duty of education is to teach discussions about globalization and difference between some viewpoints that are raised for their interest and in order to dominate over other countries and societies and represent global discussions and defend it. Education should teach students that globalization is raised against localization that because of excessiveness, mostly damage common people in industrial developed countries and developing countries. That should be recognized and meanwhile find your place. Global citizen education is possible when these two globalization that is against universalism and love for Iran is properly introduced to students; so that they can understand the significance and necessity of local, national and global citizen and its correct meaning and as an Iranian and a human belonged to the human society play their membership role and social contribution properly. Also, it creates a balance between educating cultural, national and global citizen. And finally how to train a citizen should be specified in public education curricula and its scientific and research support in higher education also should be determined and open the ways to their entrance into classes and school programs.

According to what is mentioned, the citizenship concept first has common aspects at local and national levels. Second, it is related with life skills at local and national levels. Thus, it deserves to teach Iranian students the following eight skills that is planned based on Iranian lifestyle in order to learn citizenship life in global community.

1. Recognizing personal, family, social, cultural, national and religious life.
2. Maintaining physical health, individual and environmental health to increase satisfaction of life.
3. Discipline, preserving law and justice and accountability in matters which are their responsibility.
4. Healthy social relationships, empathy, sympathy and aid, the development of language and other communication skills, ability to communicate effectively with others, give equal and fair companionship, loving fellows, countrymen and other people.
5. Learning business skills that play important and special role in identity, personality and personal, family and social life of teenagers and adults.
6. Organizing lifestyle based on abilities, talents, short term, mid-term and long term objectives.
7. Equipping children and adults with realistic and rational thinking abilities, intelligence and critical thinking, creativity in thinking and attitudes and ability to solve problems.
8. Maintaining health and equilibrium of the psychic apparatus through confrontation with anxiety and false and extreme emotions, coping with depression and non-excitement, coping with mental pressure and seclusion, coping with selfishness, envy, hatred, solving harmful conflicts in the inner and outer life (enjoyment, Jamshidian, 2008). Teenagers and youth having the above features certainly need education and it is not achieved automatically. Apart from fundamental and undeniable effects of family on the way to achieve life and citizenship skills (national and global) and formation of identity and characteristic are the organs responsible for teaching these skills and identity and characteristic, school and teacher, methods and the atmosphere of formal education in the country.

Education and teacher's role

Education includes any type of activity or experience that has a constructive impact on mind, characteristic or individuals' physical ability. In this training the technical feeling of social process in form of knowledge, skill and accumulated from transference from one generation to the other. Teachers of educational institutes conduct the whole educational system when it concentrates on objectives inclined to literature, history, geography, environmental studies, population training and social production. In this field, there are comments for the possibility of education at the informal

level such as museums, libraries with internet and life experiences. Overall, according to a scientific viewpoint, global education training should be part of lifestyle and education of global citizens. And the width of all education should be bunch of real documents for growing global citizen at the international perception (Pandi, 2002). For example, educating global citizen was compulsory implemented in Ontario's school curricula. Teachers were determined to implement it. And they had a priority to incorporate the new instruction of Ontario curricula that they were thought in their instructions. Both activities were based on teaching classes and extracurricular. Training was conducted innovatively or concentrated. There seemed a great enthusiasm about the topic among students about global issues. Although public opinion felt lack of success of teachers, following the curriculum, the results show that very motivated and hardworking teachers were successful by learning global citizenship objectives which they paid particular attention to and did not contradict with the goals of education (Choice Force, 2006).

Literature review

Regarding the importance of citizenship and global citizenship issue in textbooks, related researches were conducted in this case in our country and other countries but it should be noted that in research and analysis, mostly a citizen is paid attention to not a global citizen. For example, some similar researches are as follow:

Afsharpour (2004) in a research titled as "analysis of the content of citizenship education in social sciences books of high schools" studied the concepts of citizenship education in books of social sciences were analyzed. These include rules, norms, rights, duties, political parties, civil society organizations, vote for the election, social control, social order, social harm, the government - the nation's independence and freedom, politics, social justice, inequality and equality between women and men.

Manochehri (2007) in a research entitled "Comparison of primary school textbook content with the characteristics of global citizenship in the school year 2007-2006", by using the method of qualitative content, analyzed the statistical population of the books of the third, fourth and fifth grades and concluded that the textbooks used for teaching global citizenship has been partial and temporary.

Avazi, (2008) in his master's thesis titled the basis for identifying the value of citizenship education, analyzed the values of citizenship education derived from training citizen in different countries based on a table whose factors in each country has its specific prioritization according to the culture and the school of thought.

Another study was conducted by Salehi , Izadi, Farzaneh (2009), whose main objective was to analyze the content of primary school textbooks in line with the global learning component. These components include peace, education, environment and health education, which requires global citizenship education in the third millennium and were also looked by organizations such as UNESCO and UNICEF for methods used were content analysis and qualitative analysis of the Shannon entropy and the unit of analysis included text, questions and exercises, and images of a total of 3349 pages of primary school textbooks. The statistical population consisted of all primary school textbooks regarding the size of books i.e. 3349 pages.

In another research by Yahya Qaedi in 2009 titled "educating the future citizen" citizen education and its method was discussed. Overall, he concluded that educating the future citizen is influenced by globalization, democratic trends and information technology. Thus, it can be said that the future citizen should at least have three global-democratic and technical characteristics.

In a research conducted by Gheltash, Salehi and Mirzaei, titled "content analysis of social sciences curricula of Iran's preliminary schools regarding the features of global citizen" in 2012. The

most important finding indicates that, generally, in the curricula of social sciences of primary schools, the features of global citizen was paid attention to from the cognitive aspect up to 10.2 %, from functional aspect up to 6.1% and from cognitive aspect up to 3.15%, which indicated lack of attention to these factors. In the section of pictures, also about 30 % , the factors and features of global citizen were paid attention to.

A research conducted by Oxfam in 2006; educational packages that included method of teaching to children of 7 and 11 and above to educate people and class activities and case studies were prepared and represented. In these packages, there were practices for global citizens. These educational programs were divided into three areas of knowledge, value and skill. And, different methods for discussion, skill and action works were conducted. And, the results of these discussions were interpreted as reports to the students. This method had positive impact on learning and performance of students of global citizen issues and communication with the society and others (Oxfam, 2006).

In another research that was conducted in the center of learning and education in Scotland in 2011, a survey was conducted among teachers and experts about teaching and learning global citizen and its factors among school students and groups for teaching and analysis of the improvement of learning and teaching global citizen in Scotland to teach objectives and programs to teachers. Finally, success of this program in education and curricula to students was determined. This teaching and learning program was suggested and analyzed. In the class discussions, its practical implementation had positive results and concluded that the most key factor in developing the global dimension of the program is education and providing effective training of citizen and global citizen in schools especially in the primary teaching center (elementary).

Methodology

Population and sample

In the present research, two kinds of statistical population are taken into account as follows: Social studies books, Persian (read) and basic sciences education of elementary school fifth and sixth grade

Fifth and six grade teachers in elementary schools in the school year 2012-13 in Marivan.

From the first population, the social sciences courses of fifth grade (geography, history) and the six grade studies, Persian readings of fifth and sixth grades and teaching basic sciences of fifth and sixth grades were considered. And, in the second population, all teachers of fifth and sixth grades were chosen. Among 132 teachers of fifth and sixth grades of Marivan city, 68 teachers of fifth grade and 64 teachers of sixth grade were chosen.

Data collection method

In this research, the textbook's content analysis method (using checklist and table) and also a researcher-made questionnaire was used. Also, the amount of using global citizen factors in the contents of textbooks of fifth and sixth grades of elementary schools was used in form of the components of table of global citizen education as follows:

In the data analysis method, after determining the theoretical framework, contents of books under study were analyzed on the whole and with regard to its message (components of global citizen) which transfers to the audience. Then, the number of each item message was counted and put in a table.

Since there is no standardized tool in this area, the data collection tool was made by the researcher in order to provide necessary information to achieve the viewpoint of fifth and sixth grade teachers of elementary school. The questionnaire included one hundred questions based on likert scale. After providing the questionnaire, in order to confirm its validity, it was sent to some

experts. In order to evaluate the reliability of the research, the Cronbach Alpha method was used. To do this, a sample of questionnaire was given to fifth and sixth grade students, and the reliability coefficient was calculated.

The research tool includes two instruments, a content analysis list and another one was a hundred researcher made questionnaires. Questions of this questionnaire consist of elements of global citizen education at the three levels of knowledge, understanding, skill and attitude (Farmahini Farahani, pp. 73 and 74).

The researcher-made questionnaire used in this research was adjusted based on five degree likert scale from very high (grade five) to very low (grade one). Also, in order to do content analysis of text books and tables to enumerate all sentences of the course used that after counting sentences of each lesson, sentences about each area was determined.

Measurement tool was calculated by Cronbach's alpha whose value was equal to 98.4 percent. The validity of assessment tool was achieved by the formal validity (i.e., approved by 10 specialists). The mean percentage for the validity of factors equals to 89/6.

Result and discussion

Is there any relationship between the factors of global citizen in textbooks of fifth and sixth grades?

Table 1. Comparison of total global citizenship education component of the fifth basic courses in three areas

| level Name of the Course | Farsi | Social studies | Experimental science |
|----------------------------------|---------|----------------|----------------------|
| Knowledge | 72 | 174 | 27 |
| Skill | 92 | 275 | 79 |
| Values and approach | 224 | 337 | 116 |
| Total sentences related | 388 | 786 | 222 |
| Total sentences textbook. | 963 | 1135 | 446 |
| Percentage of relevant sentences | 40/29 | 69/25 | 49/77 |
| X2 | 106/3++ | 51/7++ | 54/0++ |

As it can be seen in table 1, in the Farsi book of fifth grade, 72 sentences in the area of knowledge and understanding, 92 sentences in the area of skill and 224 sentences in the area of attitude is related to global citizen. From a total of 963 sentences, 388 sentences are up to 40.26 percent related to the factor of global citizen education.

In the social sciences book of the fifth grade, there are 174 sentences in the area of knowledge and understanding, 275 sentences in the skill domain and in the area of attitude 337 sentences related to global citizen that from a total of 1135 sentences, 786 sentences are related to factors of global citizen education up to 69.25 percent. In social sciences book of fifth grade there are 27 sentences in the area of knowledge and understanding, in the area of skill 79 sentences and in the area of attitude 116 sentences about global citizen.

It can be seen that, there is a significant difference between factors of global citizen education in the textbooks of fifth grade in the three domains of knowledge and understanding and skills and attitude. In a way that, the factors of attitude domain with a frequency of 224 are taken

into account more than other domains. Also, there is significant difference between the frequency of concepts of global citizen education in social sciences textbooks of fifth grade and factors of attitude domain with a frequency of 337 is taken into account more than others in this book. Finally, the fact that there is significant difference between factors of global citizen in textbooks of empirical sciences of fifth grade and the factors of attitude domain are more included in this book.

Table 2. Comparison of total global citizenship education component sixth basic courses in three areas

| level Name of the Course | Farsi | Social studies | Experimental science |
|----------------------------------|--------|----------------|----------------------|
| Knowledge | 93 | 262 | 73 |
| Skill | 179 | 294 | 181 |
| Values and approach | 256 | 338 | 144 |
| Total sentences related | 528 | 894 | 398 |
| Total sentences textbook. | 998 | 953 | 599 |
| Percentage of relevant sentences | 52/90 | 93/80 | 66/44 |
| X2 | 75/6++ | 9/8+ | 45/6++ |

As it can be seen in table 2, in the Farsi book of sixth grade, 93 sentences in the knowledge and understanding domain, 179 sentences in the skill domain and 256 sentences in the attitude domain is related to global citizen that from a total of 998 sentences, 528 sentences were related to factors of global citizen education up to 52.9 percent.

In the textbook of social sciences of sixth grade there are 262 sentences in the knowledge and understanding domain, 294 sentences in the skill domain and 338 sentences in the attitude domain related to global citizen that from a total of 953 sentences, 894 sentences is related to components of global citizen education up to 93.8 percent.

In basic sciences book of sixth grade elementary school, 73 sentences in the knowledge and understanding domain, 181 sentences in the skill domain and 144 sentences in the attitude domain is related to global domain that from a total of 599 sentences, 398 sentences are related to factors of global citizen education.

It can be seen that between components of global citizen education in text books of Farsi course of sixth grade at the 0.01 error level, there is a significant difference in the three domains of knowledge and understanding, skill and attitude. And, concepts of global citizen in the attitude domain is taken into account in this domain more than skill, knowledge, and understanding domains. This difference is significant at the 0.05 error level. There is a significant difference between frequencies of global citizen factors in the empirical sciences text books of sixth grade. And regarding the table, it can be said that in this textbook, the skill factors are more paid attention to and factors of knowledge and understanding are less paid attention to.

2. Is there any difference between the sixth grade teachers' viewpoint (perceived curriculum) and content of textbooks of sixth grade (formal curriculum) in terms of textbooks' attention to factors of global citizenship education?

Table 3. Friedman test for citizen components at knowledge level from sixth grade teachers' approach

| Global citizen components | Average on a scale of 1 to 3 | Average Rating |
|--|------------------------------|----------------|
| Justice and social equality | 1/91 | 5/93 |
| Awareness of factors damaging the environment | 2/45 | 8/30 |
| Awareness of international laws | 1/91 | 5/86 |
| Awareness of the role of governments in establishing democracy | 1/69 | 4/93 |
| Awareness of the political system differences among different countries | 1/67 | 4/95 |
| Awareness of globalization and mutual relations | 1/63 | 4/56 |
| Awareness of issues as immigration, trade, consumer rights | 1/89 | 5/89 |
| Awareness of different forms of governments in different countries and Parliament features | 2/08 | 6/55 |
| Awareness of religions and national identities among different countries | 2/23 | 7/45 |
| Effective factors in establishing peace and sustainable development | 2/86 | 5/69 |
| Awareness of emotional intelligence | 1/89 | 5/88 |
| N | 64 | |
| Chi-Square | 110.846 | |
| Df | 10 | |
| Asymp. Sig. | .000 | |

Table 4. Friedman test for citizen components at skill level from sixth grade teachers' approach

| Global citizen components | Average on a scale of 1 to 3 | Average Rating |
|---|------------------------------|----------------|
| Critical thinking skills | 1/50 | 5/84 |
| Acceptance of multiplicity and variety in communities and their respect | 1/53 | 6/02 |
| Respect to others' rights | 1/48 | 5/75 |
| Ability in combating injustice | 1/81 | 7/64 |
| Ability in expressing mutual understanding | 1/98 | 8/59 |
| Ability in cooperation with others | 1/48 | 5/82 |
| Respect to individuals and different tasks | 2/16 | 9/35 |
| Respect to customs and cultures of other countries | 1/71 | 7/10 |
| Ability in evaluating global different issues | 1/53 | 5/91 |
| Ability of talk | 1/61 | 6/33 |
| Ability in making logical decisions | 1/95 | 8/35 |
| Accepting responsibilities | 1/83 | 7/78 |
| Cooperation in making solutions | 1/63 | 6/51 |

| | |
|-------------|---------|
| N | 64 |
| Chi-Square | 137.655 |
| Df | 12 |
| Asymp. Sig. | .000 |

With regard to what is mentioned in table 3, it can be said that from the viewpoint of sixth grade elementary teachers, a number of citizenship factors like awareness of factors and damage to environment, awareness of different forms of government in different countries and the basic features of parliament and awareness of religions, national and attributed identities in different countries in textbooks of sixth grade compared to other factors are more taken into account and these factors are more paid attention to. This result at the 0.01 error level is significant.

As it is mentioned in table 4, from the viewpoint of sixth grade teachers, the factors of mutual understanding capability, respect to people and different affairs and ability to make rational and fair decision is more frequent compared to other factors and these factors are more taken into account in these books.

Table 5. Friedman test for citizen components at Values and approach from sixth grade teachers' approach

| Global citizen components | Average on a scale of 1 to 3 | Average Rating |
|---|------------------------------|----------------|
| Appreciation spirit toward cultural heritage of other countries | 2/17 | 7/34 |
| Interest in human rights | 2/08 | 6/91 |
| Interest in environmental protection | 2/33 | 8/08 |
| Self-identity and self-esteem | 2/31 | 7/79 |
| Commitment to social justice | 2/06 | 6/77 |
| Accepting opposite approaches | 1/52 | 4/24 |
| Respect and value to people | 1/59 | 4/52 |
| Respect and value to diversity | 1/80 | 5/43 |
| Concern about his own and others' welfare | 1/72 | 5/19 |
| Sense of patriotism and homeland patriotism | 2/40 | 7/98 |
| Spirit of accepting laws | 2/08 | 6/81 |
| The desire for justice and truth | 2/08 | 6/94 |
| N | 64 | |
| Chi-Square | 152.829 | |
| Df | 11 | |
| Asymp. Sig. | .000 | |

As Friedman significance test shows in table 5, a number of citizenship factors in the knowledge and understanding domain including interest in preserving the environment and self-esteem and having a sense of patriotism compared to other factors are more taken into account and

they are included more in sixth grade textbooks and teaching these concepts are prioritized. This result is significant at the one percent error level.

Table 6. Friedman test for citizenship textbooks based intangibles sixth

| Level | Average on a scale of 1 to 3 | Average Rating |
|---------------------|------------------------------|----------------|
| Knowledge | 1/93 | 1/16 |
| Skill | 1/71 | 1/36 |
| Values and approach | 2/01 | 2/48 |
| | N | 64 |
| | Chi-Square | 43.181 |
| | Df | 2 |
| | Asymp. Sig. | .000 |

As table 6 shows from teacher's point of view, factors of value and attitude are more paid attention to than other domains. The skill domain is also less paid attention to.

Table 7. Comparison of the content of textbooks by teachers view sixth area with component of global citizenship education.

| | sixth grade teachers' approach | | | | The content of the textbook. | | | | |
|--|--------------------------------|---------|-------|-------|------------------------------|----------------|----------------------|-------|-------|
| | Small | Average | Large | level | Farsi | Social studies | Experimental science | Total | Level |
| Global citizen components | | | | | | | | | |
| Justice and social equality | 20 | 32 | 13 | AV | 15 | 69 | 3 | 87 | L |
| Awareness of factors damaging the environment | 10 | 15 | 40 | L | - | 32 | 48 | 80 | L |
| Awareness of international laws | 23 | 24 | 18 | AV | - | 10 | - | 10 | S |
| Awareness of the role of governments in establishing democracy | 13 | 23 | 11 | AV | - | 6 | - | 6 | S |
| Awareness of the political system differences among different countries | 30 | 26 | 9 | S | - | 26 | - | 26 | S |
| Awareness of globalization and mutual relations | 33 | 24 | 8 | S | - | 11 | 15 | 26 | S |
| Awareness of issues as immigration, trade, consumer rights | 24 | 25 | 16 | AV | 4 | 75 | - | 79 | L |
| Awareness of different forms of governments in different countries and Parliament features | 19 | 21 | 25 | L | - | 7 | - | 7 | S |

| | | | | | | | | | |
|--|----|----|----|----|----|----|---|-----|---|
| Awareness of religions and national identities among different countries | 14 | 22 | 29 | L | 61 | 39 | 7 | 107 | L |
| Effective factors in establishing peace and sustainable development | 24 | 27 | 14 | AV | 7 | 9 | - | 16 | S |
| Awareness of emotional intelligence | 21 | 30 | 14 | AV | 6 | 8 | - | 14 | S |

The level of sixth grade teachers' viewpoint evaluation in form of (low, medium, high) in table regarding Chi-square amount, the significance level and the number of teachers' answers is determined that is represented in table 7 and is described here.

Regarding table in the knowledge and understanding domain, most attention is paid to factors of global citizen education in content of textbooks of sixth grade to the factors of awareness of religions, national and attributed identities of different countries with a total frequency of 107 and least attention to the factors of awareness of government's role in establishing democracy with a total frequency of 6.

So, regarding the fact that most attention is with a frequency of 107 and the least attention is with a frequency of 6. And the total of other frequencies of the factors of knowledge and understanding domain is between least and most frequencies. So, it can be written that: $107 - 6 = 101$.

Regarding the table, teachers' point of view is divided into the three levels of (low, medium, high), thus, leveling the total frequency of considering the factors of global citizen education in textbooks is divided into three levels: $101 \div 3 = 34$. So the interval between categories equals to 34.

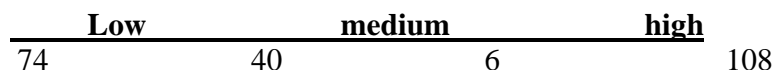


Figure 1. Frequency of the textbook content

According to figure 1, the total frequency of the textbook content which is between 6 to 40 in table 8 is rated with low level, the frequency between 40 to 74 is rated with medium level and the frequency between 74 to 108 is rated with high level.

The level of evaluating teachers' point of view in form of (low, medium, high) in table according to Chi-square, significance level and the number of teachers' answers are determined in table 8 and is described.

According to table in the knowledge and understanding domain most attention to the factor of global citizen education in the content of textbooks of sixth grade is related to the ability to talk with a total frequency of 135 and the lowest attention to the factor of ability to evaluate different issues with a total frequency of 2. So, as most attention with a total frequency of 135 and least attention with a total frequency of 2 and the total of other frequencies of factors of knowledge and understanding domain is between least and most frequencies, it can be written that: $135 - 2 = 133$.

According to the table, the views of teachers are rated on three levels (low - medium - high), is graded, thus, leveling the total frequency of attention to global citizenship education in textbooks are also divided into three levels: $133 \div 3 = 44$. So the categories' interval equals to 44.

Table 8. Comparison of the content of textbooks by teachers view sixth in global citizenship skills training component

| Global citizen components | sixth grade teachers' approach | | | | The content of the textbook | | | | |
|---|--------------------------------|---------|-------|-------|-----------------------------|----------------|----------------------|-------|-------|
| | Small | Average | Large | Level | Farsi | Social studies | Experimental science | Total | Level |
| Critical thinking skills | 40 | 18 | 7 | S | 5 | 9 | 14 | 28 | S |
| Acceptance of multiplicity and variety in communities and their respect | 41 | 14 | 10 | S | 3 | 19 | 6 | 28 | S |
| Respect to others' rights | 42 | 15 | 8 | S | 34 | 54 | 17 | 105 | L |
| Ability in combating injustice | 24 | 29 | 12 | S | 5 | 16 | - | 21 | S |
| Ability in expressing mutual understanding | 20 | 27 | 18 | AV | 12 | 13 | 9 | 34 | S |
| Ability in cooperation with others | 39 | 20 | 6 | S | 11 | 19 | 8 | 38 | S |
| Respect to individuals and different tasks | 16 | 24 | 25 | L | 32 | 8 | 8 | 48 | AV |
| Respect to customs and cultures of other countries | 30 | 23 | 12 | S | 4 | 7 | - | 11 | S |
| Ability in evaluating global different issues | 39 | 17 | 9 | S | - | 2 | - | 2 | S |
| Ability of talk | 36 | 18 | 11 | S | 37 | 47 | 51 | 135 | L |
| Ability in making logical decisions | 24 | 20 | 11 | S | 19 | 40 | 19 | 78 | AV |
| Accepting responsibilities | 25 | 26 | 14 | AV | 17 | 45 | 39 | 102 | L |
| Cooperation in making solutions | 32 | 25 | 8 | S | - | 15 | 11 | 26 | S |

low medium high
 90 46 2 135

Figure 2. Frequency of textbooks' content

Regarding figure 2, the total frequency of textbooks' content in the table 9 is between 2 to 46 is graded with low level and the frequency between 46 to 90 is graded with medium level and frequency between 90 to 135 is graded with high level.

Table 9. Comparison of the content of textbooks by teachers view sixth evaluate the attitude component of global citizenship education

| Global citizen components | sixth grade teachers' approach | | | | The content of the textbook | | | | |
|---|--------------------------------|---------|-------|-------|-----------------------------|----------------|----------------------|-------|-------|
| | Small | Average | Large | level | Farsi | Social studies | Experimental science | Total | level |
| Appreciation spirit toward cultural heritage of other countries | 14 | 17 | 24 | L | 48 | 58 | 11 | 117 | L |
| Interest in human rights | 17 | 25 | 23 | AV | 10 | 18 | 8 | 36 | S |
| Interest in environmental protection | 8 | 27 | 30 | L | 7 | 25 | 40 | 72 | AV |
| Self-identity and self-esteem | 11 | 23 | 31 | L | 28 | 45 | 13 | 86 | AV |
| Commitment to social justice | 17 | 27 | 21 | AV | 16 | 23 | 7 | 46 | S |
| Accepting opposite approaches | 41 | 14 | 10 | S | 18 | 33 | 32 | 83 | AV |
| Respect and value to people | 35 | 21 | 9 | S | 11 | 17 | - | 28 | S |
| Respect and value to diversity | 28 | 22 | 15 | S | 10 | 21 | - | 31 | S |
| Concern about his own and others' welfare | 29 | 24 | 12 | S | 15 | 19 | 21 | 55 | S |
| Sense of patriotism and homeland patriotism | 10 | 21 | 34 | L | 46 | 81 | 12 | 139 | L |
| Spirit of accepting laws | 20 | 20 | 25 | L | 18 | 25 | 11 | 54 | S |
| The desire for justice and truth | 15 | 29 | 21 | AV | 29 | 23 | 19 | 71 | AV |

The level of evaluating sixth grade teachers' perspective in form of (low, medium, high) in table with regard to the Chi-square value, the significance level and the number of teachers' answers is determined that is represented in table 9 and is described below.

Regarding table in the attitude domain most attention is paid to the factor of global citizen education in the content of sixth grade textbooks related with the factor of having sense of patriotism with a total frequency of 139 and least attention to the factor of respect and value to the human dignity is with a total frequency of 28. So, the most attention is with a total frequency of 139 and the lowest is with a total frequency of 28. And the total of other frequencies of attitude domain are between lowest and highest. So it can be said that: $139 - 28 = 111$

Regarding the table, teachers' viewpoint is graded into three levels of (low - medium - high), thus, leveling the total frequency of attention to global citizen education in textbooks are also divided into three levels: $111 \div 3 = 37$. So the categories' interval equals to 37.

| <u>low</u> | <u>Medium</u> | <u>high</u> | |
|------------|---------------|-------------|-----|
| 102 | 65 | 28 | 135 |

Figure 3. frequency of textbooks content

According to figure 3, the total frequency of textbooks content that is between 28 and 65 in table (16) with low level, the frequency between 65 and 102 is graded with medium frequency and the frequency between 102 and 139 is graded with high level.

According to results of tables, in general, in Farsi book of fifth grade, 40.29 percent, in the social sciences book of fifth grade 69.25 percent, in the empirical sciences of the same grade 49.77 percent are paid attention to global citizen education.

Also, overall, in Farsi book of sixth grade elementary school 52.9 percent, in social sciences book of fifth grade 93.8 percent and in the empirical sciences book of elementary school, the factors of global citizen education are paid attention to up to 66.44 percent. As, it can be seen from percentage results, from the comparison of attention to global citizen education between two fifth and sixth grades it can be understood that these issue is more taken into account in the sixth grade. And it is promising. Because, by paying attention to the new sixth grade and considering these concepts in the curricula, a step was taken towards global citizen education in new textbooks. Also, among three books of Farsi, social sciences and empirical sciences, most attention is paid to the components of global citizen education in social sciences book. That, of course, because of the subject of book and its relation to the issue, incorporating lessons and factors of global citizen education is more possible. It worth to mention that mostly in the domain of attitude, more than domains of understanding and skill, factors of global citizen education is taken into account. In a research by Gheltash, 2012, that was conducted in this domain in the social sciences book of elementary school, the same result was obtained that in the attitude domain more than two other domains of knowledge and understanding the lessons of global citizen was paid attention to. In a research by Gheltash, Salehi and Mirzaei, in 2012, that in the content analysis section, the most important finding indicates that in general, in the curricula of social sciences of the elementary school regarding the analysis of interval between the current curriculum and the plan of the recommended curriculum of global citizen, it can be referred that, in most of factors under study, the cognitive dimension of global citizen features is in the priority of their attention and of course the amount of this attention is negligible that has the same result with the present research.

Also, the research by Salehi, Izadi and Farzaneh (2009) and the results of this data analysis show that all the three factors of global education i.e. peace education, environment education and health education to the same proportion, but by considering the size of the books i.e. 3349 pages is less considered. While, each of sub-factors of these trainings is not taken into account symmetrically and textbooks did not cover the components of global education to the same proportion.

Regarding the viewpoints of sixth grade teachers about factors of global citizen education and content of textbooks can be compared in these three domains as follows:

In the sixth grade, in the knowledge and understanding domain, attention to the factors of awareness of factors of damage to the environment and awareness of religions, attributive and national identities of different countries, both from teachers' viewpoint and regarding attention to content analysis of textbooks was high and attention to factors of knowledge of difference in the

political system of different countries, awareness of globalization phenomenon and mutual relations was low in teachers point of view and textbooks content.

But in the factors of justice and social equality and from teachers' viewpoint there was much attention in the content of textbooks, this attention is low. And attention to the factor of awareness of international law and awareness of government's role in establishing democracy from teachers' viewpoint is low. And attention to the factor of effective factors on the sustainable peace and development and recognizing emotional intelligence from teachers' point of view was medium and regarding textbook's content, it is very low.

In the skill domain, attention to factors of skill and critical thinking, the ability to criticize, accepting variety and massiveness in societies and respect to them, ability to cooperate and solution contradiction both in teachers' point of view and regarding the content analysis of textbooks is low.

However, in the factors of respect to others' right and ability to dialogue from teachers' perspective there was little attention but in the content of textbooks, there was much attention. Attention to the factors of ability for mutual understanding and ability to fight injustice and inequality from teachers' viewpoint was medium and from textbooks' content was low. Attention to the accountability factor from teachers' point of view was medium and from textbooks' content was high. And attention to the factor of respect to people and different affairs from teachers' point of view was high and from the content of textbooks was medium. In teachers' point of view, attention to the factor of making rational and fair decision ability was low and in the content of textbooks was high.

In the attitude domain, attention to the factors of appreciative spirit to the cultural heritage of other countries and having a sense of patriotism was high both from teachers' perspective and regarding the content analysis of textbooks, and attention to the factor of interest in the human rights and justice and tendency to seek truth in both was medium, and attention to respect to values and human dignity, value and respect to variety and concern for self and others' relief in both i.e. teachers' perspective and the content of textbooks was low.

But in the factors of interest in preserving the environment and sense of identity and self-esteem from teachers' point of view, there was much attention but in the content of textbooks, this attention was medium. And attention to the factor of commitment to the social justice from teachers' point of view was medium and regarding the textbook contents, the attention was low. Conversely, there was little attention to the factor of bearing opposite views and patience from teachers' point of view but, in the content of textbooks this attention was medium. About the factor of having the spirit of law-abiding from teachers' viewpoint attention was high and attention to the content of textbooks was low. That results show that, in most of factors, the teachers' point of view and textbooks exist to the same extent and in some factors there is difference and sometimes there are differences regarding the amount of the factors of global citizen education. That, this difference between teachers' viewpoint and the textbook has many reasons that are due to the limitations that are discussed or educational problems and in-service classes or teachers' guidebooks or people's different perspectives (teachers) from the content of questionnaire (factors of global citizen education) or textbooks. In this regard, no similar research was found that if there was any, it was concurrent with this study and not available.

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