

# The evaluation of global citizenship education lessons in primary school Curriculum and teachers' perspective regarding the attention of the textbooks' content to the global citizenship

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## Abstract

This study was conducted to investigate the sixth grade teachers' perspective toward the global citizenship education. The statistical sample of study consists of the sixth grade books and teachers in Education of Marivan city and totally, there are 64 sixth grade teachers. Data collection was done by using content analysis (tables and checklist) for textbooks and a researcher-made questionnaire with 100 questions about the global citizenship which its validity and reliability were determined. After the implementation of questionnaire, the respondents' answers were counted manually and then were analyzed by SPSS. The obtained statistical results by using the statistical methods of independent-T and Chi-square indicated that, in some components, teachers' perspectives and curricula were consistent and in some others, they were against each other.

**Keywords:** global citizenship, content analysis, components of a global citizen, Elementary Curriculum

## Introduction

Human finds meaning through education and his progresses and achievements are the outcome of education. According to Kant, education mainly influence on human and human is not different from education" (Kant, B., Trans: Shekuhi, 1990). In this regard, social education and consequently citizenship education have fundamental importance for each system and particularly for educational system of each country. Cases such as health issues, war, violation, environment and matters such as these, are serious risks that require the global effort and reflection to resolve

them. Citizenship is a subject that was proposed for the first time in the social sciences but the necessities to pay attention to it, led to its emergence from other categories such as education field as a basic field (Fathi Vajargah, 2010; Kalweit, 2007). Therefore, paying attention to the citizens' education was and is always the major concern of countries' education. According to the report of International Association for Evaluation of Educational Progress in 1995, education of active and effective citizens is one of the key goals of the curriculum of many countries (Kennedy, 1997).

Although the basic foundations of citizenship have not changed over the years, this issue has converted to the new matter for most countries due to the different events that have happened in the contemporary world, because one of the requirements of the new century refers to the immediate consideration of how to prepare people for the challenges and uncertainty of living with rapid changes (UNESCO, 1994). In this regard, Tai (1994) says that due to the humans' dependence on each other in the current world, global citizenship education has become a perfect concern in the educational system of countries. He believes that citizens in various countries are in constant communication with various economic, political, technological and ecological issues of citizens of other nations. Therefore, school curricula should provide opportunities to enable students to gain brief knowledge about people from other countries (as cited in Fathi, 2003). Dewey also says: the more educated society reaches to this idea that not only it is responsible to protect its own biological limits but also plays a role towards having a better society in future and school is an important place for doing this action (Dewey, 1916). Is global citizenship significant for young people today? According to the mentioned contents, the

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present study tries to investigate the global citizenship education lessons in primary school curriculum and also teachers' perspective regarding these lessons.

## Statement of Problem

By seriousness of the globalization process in the past two decades, the issue of citizenship has become a contemporary social issue. Due to the sensitivity of the primary period and preparation for social life courses content of this section has the main importance. In this case, there were concerns and researches were conducted and knowledge has been obtained. For example, a study was conducted on the characteristics of a good citizen in twelve countries including China, Australia, Indonesia, Japan, Malaysia, Mexico, Russia, Singapore, Republic of Korea, Taiwan, Thailand and Sweden by Gitasteiner - Khamsi, John Hawkins and William Comings in 1999 in Soka University of Japan (Fathi Vajargah, 2010).

Some experts have defined various goals for global citizenship education. Darison (2000) has listed the following objectives for global citizenship education: 1.Awareness of global issues and the role of the UN in solving them, 2.Identifying other countries and knowledge of their cultures, 3.Identifying the issues relevant to human rights and 4.Understanding the relations between human and the environment

Most of the conducted researches about the concepts of citizen and global citizenship (according to the above issues and background of the present study),their components are included concepts such as environment, cooperation, human rights, political activity, acceptance and tolerance of others and awareness of the United Nations issues and topics such as these. Students require knowledge, skill and attitudes to enable them to be active in various areas as a member of the universal society. Therefore, the components of global citizenship education include knowledge and understanding, skills and values relevant to citizenship. The components of global citizenship are available that are arranged in three levels (UNDP, 2004, as cited in Farmihani Farahani, 2011, 72-74; Victorian Government Schools, 2009-2013).

Discussion of citizenship and citizenship education should not only be considered on the local and national level but also should be considered at the international and global level and today, issues such as globalization and the rapid development of communication technology have eliminated the borders between countries. This is why the challenge of coexistence of different cultures together is obvious more

than any other time. Hence, the common problems of people on this planet, including problems endanger international peace, environmental destruction, war, inequality and other problems, require a sense of global citizenship (Farmihani Farahani, 2011). Based on the shared global problems and connections between communities and countries, Iran is also part of this global village. This need can be seen as a system that is responsible for educating individuals in educational system of our country. So, the proper education of global citizen takes place through proper curriculum for foundation making and avoidance of misunderstanding about global issues. Of course, textbooks and teachers play a complementary role in teaching-learning process. Therefore, the present study seeks to answer these questions: First, how is the using rate of the components of global citizenship education in the fifth and sixth grades' textbooks, and secondly, what is the relevant teachers' perspective in relation to the global citizen in textbook?

## Research Questions

Is the sixth grade textbooks' content adjusted and prepared in relation to the global citizenship from the relevant teachers' perspective?

### *Citizenship Education*

Racial, ethnic, cultural and language diversity among ethnicities and increase of migration across the world need for deepening international issues. Deepening ethnic diversity within the government and nations and efforts by various groups to recognize and respect the cultural rights, enforce governments to make the concepts of global citizenship and challenging the assimilatory concepts. Delicate balance of unity and diversity should be an essential objective of citizenship education in multi-cultural communities and states. Citizenship education should help students to develop reflection and clear identity toward the cultural communities, states, nations, and the global community and also enable them to obtain the knowledge, attitude and skills which are necessary to democracy and justice (James Banks, 2004). Citizenship education or education for citizenship is to learn how to be active and good, informed and responsible citizen. This means that it includes all forms of education, including informal education in the home or office to a variety of formal education in schools, colleges, universities or training organizations and workplaces. Citizenship education is a process of transferring knowledge, values and attitudes needed to contribution and the political stability of society from one generation

to another generation. This transferring includes different cases such as knowledge of the history and structure of political institutions, a sense of loyalty to the nation, positive attitude toward the political authority, belief in basic values (like the rule of law and negligence and tolerance), interest in political participation and acquiring necessary skills to understand the public policies and monitor them. Thus, the main goal of citizenship education in each society is to transfer a set of knowledge, values and necessary behavioral orientations for durability and welfare of that society to the young generation. Therefore, citizenship education seeks to attract young people's support of the civil culture of society and this matter takes place through teaching process (Sharepour, 2010). This matter takes a formal and serious form to itself through education and become targeted. The purpose and methods of education usually depend on the nature of the society, especially the executive places. The curriculum and discipline are the objectives of these trainings that usually associated with situations of life. Therefore, they should be consistent with the physical and social needs of the community because globalization requires changes in economic-social area. Hence, quality educational system is along with the flexible programs as well as a process of shared learning and development (Pandy, 2002).

### *Global Citizenship Education*

Definitions of effective citizenship, effective citizenship concepts are the intellectual power of the mind along with the effective activities in the contemporary world. The concept of global citizenship is a critical concept that includes extensive knowledge of global issues and the philosophical powers to understand these issues. Global citizen contains knowledge of international law socially and physically that is effective in understanding of persons, culture and their cultural differences that can deal with the analysis of global issues from the variety of vision, perspectives and getting new beliefs about the world. In summary, first, global citizen should contain a developed set for cognitive abilities. Second, conditions of global citizen are a developed sense of the world itself and recognition of global citizen is not possible without having a constructor component of the global itself. Features of requirements of the global citizen include motivation and a skill of knowledge and understanding of the activities that are complementary to each other. Active global citizen contains features such as considering the public interest, participating in the activities of human rights, being sensitive to the debates relevant to the problems and events of country and the world, having a sense of commitment and awareness

and making constructive criticism against to the unjust laws (Pandey, 2002). Although in some cases, the tensions and conflicts arise between people or ideas and tact. The most important tension in global citizenship refers to how to deal with culture. There is often a language of one's own culture and others culture in discussions about the cultural integrity. Despite this, the concept of "we" and "they" becomes more complex in a world of immigration or dual identity or hybrid, under a humanistic framework, respect to others becomes problematic. The point that at least should debate on is when cultural practices violate the rights of some members of the community. Asler (2000) noted that while cultural pluralism proposes the acceptance of all cultures, it does not mean accepting any kind of suggested subject but having tendency to listen to the reasons for any kind of taken position. The respect that the cultural pluralism requires is an essential respect. Criticism should be done actually. Culture is not just about the roots but associated with the present communications, international and economic trade. Some argue that whether we like or not we are becoming global citizens. Expansion of the international contracts gives us the common rights and entitlements. On the other hand, globalization of trade and focus on the economic power may erode some of these rights. Globalization can be see neither as a threat or as an opportunity in terms of the various influences of trade, technology, media, social organizations and cultures. According to Brawnail, global citizenship more learns seemingly complex global issues such as sustainable development, global conflict and trade, since these are important. Global aspects also include local issues that are present in larger quantities in life, nativists and communities (Davies, 2010).

### *The role of education in global citizenship training*

The task of education refers to training issues related to globalization and differences of some viewpoints that have proposed the global debate because of their own interest and to dominate over other countries and societies and defend it. Education should teach students that the debate of making globalization has brought in front of globalization that because of being extreme causes the most damages to ordinary people in advanced industrial countries and non-advanced countries and we should recognize them and discover our own place. Global citizenship education will be possible when these two globalization which are in counterpart of the universalism and Iran loving to be introduced to students properly until they can understand the importance and necessity of local, national, global citizen and its true meaning and as an Iranian and as

a member of the human community properly play his own role in social participation and contribution. Also, a balance should be created between cultural, national and global citizenship education. Finally, how to educate citizenship in the public education curriculum and its scientific and research supports in higher education should be specified and opened its ways to classes and school programs. Although, in doing so, we may confront to various problems and difficulties, the only solution is unique. In developed countries, this issue is included as one of the priorities in the undergraduate curriculum. However, it requires a long, slow and continuous way and also the aware executives. Training global citizen was conducted in the school curriculum of Ontario in Canada as a compulsory. Teachers were willing to implement it and incorporate the new curriculum guidelines of Ontario in their teaching that were given to them and spend much more time on it. Activities were based on the classroom and extracurricular. Training was conducted in a focused and creative way. Considerable effervescence was seen among learners about global issues. Although, the public thought had a sense of teachers' failure, at the end of curriculum, results of this study showed that teachers who continue the objectives of global citizen education with motivation and persistence became successful with no conflict with the objectives of education (Schweisfurth, 2006).

Global citizenship education means citizenship education with equal rights and fair, to all citizens of a nation (of any color, race, language and culture, belief and thought and lifestyle) is also an issue that should be considered by the country's education including Iran.

This training that can also incorporate in the curriculum including respect for the quality and diversity, law and equal rights, human responsibilities, discipline and freedom, authority and accountability, understanding the differences and collaboration, individuality and sociability, a true democracy, mastery of the fair law, and equality and justice (Arthur James *et al*, 2003).

## Background of Study

Afshar Pour (2005) in a study entitled "content analysis of citizenship education in social sciences books of high school" has used the quantitative content analysis method. This study explores and analyzes the concepts of citizenship education in the social sciences books of this course. These subjects include: rules, norms, rights, duties, parties, Civil Association Organizations, vote for the election, social control, social order, social harm, government-nation, in-

dependence and freedom, politic, social justice, inequality and equality between women and men.

Manochehri (2008) in a research entitled "A comparative study of primary school textbook content with the characteristics of global citizenship in the school year 2007-2008" by qualitative content analysis method has investigated the social teachings books of the third, fourth and fifth primary grades and finally, concluded that the intended textbooks has been taught the characteristics of the global citizenship partially and temporarily.

Eyvazi (2009) in master's thesis entitled "The axiology principles of citizenship education", has examined the values of citizenship education resulting from the aims of citizenship education in different countries based on a table that its components in each country has its own priority based on that society's culture and school of thought.

Ghaedi (2010) in a study entitled "future citizenship education" has considered the citizenship education issues and its way. According to investigator, future citizenship education has turned to a serious matter for studying, particularly from the last decade of the twenty century. Besides the numerous issues that should be examined in future research, future education, future citizens and characteristics of future citizens are taken into consideration much more and generally has concluded that future citizen education has influenced from three phenomena of globalization, democratic processes and information technology. Therefore, it can be said that the future citizen should has at least three characteristics of the global, democratic and technology.

## Population, statistical sample and sampling method

In this study, all teachers of sixth grade who include 64 subjects were selected as sample.

### Data collection method

In this study, the textbook content analysis method (using checklists and table) and also researcher made questionnaire that the using rate of global citizenship education components in the sixth grade textbooks content in the form of global citizenship education components Table were used. That is as follows separately:

A) In content analysis method, after determining the theoretical framework, the studied books' contents were analyzed in general and in terms of the message (components of global citizen) that transfer to audience. Then, the messages' number of each category in the book were counted and adjusted in the tables.

B) Due to the lack of a standard instrument in this regard, the researcher made questionnaire with 100 questions was prepared based on a Likert scale as a data collection method to provide necessary information to achieve the sixth grade teachers' perspective. After preparing the questionnaire, it was given to some professors to confirm its validity. Cronbach's alpha method was used to assess the reliability of the questionnaire. For this purpose, questionnaire was given to the teachers of the sixth grade and after collecting the reliability coefficient was obtained.

### *Instruments*

The research tool consists of two instruments: one is content analysis list and another researcher made questionnaire with 100 questions. (See Appendix) The questions of this questionnaire include the component of global citizenship education in three areas of knowledge and understanding, skills and attitudes (Farmahini Farahani, 73-74).

The researcher made questionnaire used in this study is adjusted based on five-degree Likert scale from very high (score 5) to very low (score 1). Also, to analyze the content of textbooks, checklist and tables were used to count all sentences of lesson text which after counting sentences of each lesson, sentences related to each area were determined.

### *Reliability and validity of measurement tool*

In the present study, the reliability of the instruments has been calculated by Cronbach's alpha that its amount was equal to 98.4% and the validity of measurement tool was approved by 10 specialists such as Aziz Malayeri, Khakpour, Etemadzadeh, Mirzaie, and Veysi, etc. The mean percentage of components' validity is obtained to be 89.6 %.

## **Results and discussion**

Research question: Is the sixth grade textbooks' content adjusted and prepared in relation to the global citizenship from the related teachers' perspective?

**Table 1. Chi-square test for citizen components at knowledge level from sixth grade teachers' approach**

Global citizen components	Small	Average	Large	X2	Sig.
Justice and social equality	20	32	13	52/8	014/0
Awareness of factors damaging the environment	10	15	40	85/23	000/0
Awareness of international laws	23	24	18	95/0	621/0
Awareness of the role of governments in establishing democracy	31	23	11	35/9	009/0
Awareness of the political system differences among different countries	30	26	9	48/11	003/0
Awareness of globalization and mutual relations	33	24	8	80/14	001/0
Awareness of issues as immigration, trade, consumer rights	24	25	16	25/2	325/0
Awareness of different forms of governments in different countries and Parliament features	19	21	25	86/0	65/0
Awareness of religions and national identities among different countries	14	22	29	20/5	074/0
Effective factors in establishing peace and sustainable development	24	27	14	28/4	11/0
Awareness of emotional intelligence	21	30	14	94/5	051/0

The significant Chi-square test was used to test this hypothesis. According to Table 1, the sixth grade teachers believed that the social justice and equality concept is not proposed in these textbooks. But, they believed that these books are developed in line with paying attention to the knowledge of the environmental damage factors. They also stated that the aware of the international law concept is considered to in average amount in these books. They believed that the sixth

grade textbooks have not been codified and prepared in line with the knowledge of the governments' role in establishing democracy, awareness of the differences in political systems of different countries and awareness of the globalization phenomenon and mutual communication. The result is significant at 0.01 significance level. In other words, we can say that these concepts are ignored in these books and are not taught. These teachers stated that in the sixth grade textbooks the

awareness of the issues such as migration, trade, consumer rights, awareness of the various forms of government in different countries and basic features of parliament are averagely considered. Teachers believed that in the sixth grade textbooks acquiring awareness of religious, national and labeled identity of different

countries are averagely considered and finally they stated that these books are not codified in line with the effective factors on peace and sustainable development and identifying emotional intelligence; because most of them have said that these concepts are considered too low and in average amount in these books.

**Table 2. Distribution of amount of awareness of knowledge level in global citizen features at sixth grade level**

Situations under study	Farsi	Social studies	Experimental science	Total
Knowledge level components	F	F	F	F
Justice and social equality	15	69	3	87
Awareness of factors damaging the environment	-	32	48	80
Awareness of international laws	-	10	-	10
Awareness of the role of governments in establishing democracy	-	6	-	6
Awareness of the political system differences among different countries	-	26	-	26
Awareness of globalization and mutual relations	-	11	15	26
Awareness of issues as immigration, trade, consumer rights	4	75	-	79
Awareness of different forms of governments in different countries and Parliament features	-	7	-	7
Awareness of religions and national identities among different countries	61	39	7	107
Effective factors in establishing peace and sustainable development	7	9	-	16
Awareness of emotional intelligence	6	8	-	14
Sum of sentences in the suggested cases	93	292	73	458
Sum of sentences in book materials	998	953	599	2550
The percentage of related sentences	9.41	30.64	12.19	17.96

By looking at the Table 2, in the sixth grade, textbooks in the area of knowledge and understanding the most attention was paid to the component of acquiring awareness of religious, national and labeled identity of different countries with frequency of 107, and the lowest attention to the component of awareness of the governments' role in establishing democracy with frequency of 6.

Based on the above table, the sixth grade teachers believed that the sixth grade textbooks are not codified in line with considering the critical thinking skills, critical ability, acceptance of diversity and plurality in communities and respect to them, respecting the rights of others and the ability to fight with injustice and inequality and these concepts are not taken into account in these books. This result is generalizable with error probability of 0.05. But, they believed that the ability to mutual understanding is considered in these books in average amount. They also have said that the ability to

cooperate and participate with others is not considered in these books and this result is generalizable at 0.01 significance level. Teachers said that in these books the component of respect to different individuals and affairs is taken in to account averagely.

Teachers stated that the sixth grade textbooks are not codified in line with paying attention to the concepts of respect to the traditions and cultures of other countries, the ability to assess various global issues and the ability to dialogue and these concepts are ignored in these books. This result is generalizable at 0.05 significance level. But, they believed that the concept of the ability to make rational and fair decision is moderately noticed. Teachers also have said that in these textbooks the notions of responsibility and cooperation and conflict resolution have not been addressed and these concepts are not taught in these books. This result is generalizable with error probability of 0.01.

**Table 3. Chi-square test for citizen components at skill level from sixth grade teachers' approach**

Global citizen components	Small	Average	Large	X2	Sig.
Critical thinking skills	40	18	7	06/26	000/0
Acceptance of multiplicity and variety in communities and their respect	41	14	10	25/26	000/0
Respect to others' rights	42	15	8	75/29	000/0
Ability in combating injustice	24	29	12	05/7	03/0
Ability in expressing mutual understanding	20	27	18	06/2	36/0
Ability in cooperation with others	39	20	6	32/25	000/0
Respect to individuals and different tasks	16	24	25	25/2	325/0
Respect to customs and cultures of other countries	30	23	12	6/7	022/0
Ability in evaluating global different issues	39	17	9	28/22	000/0
Ability of talk	36	18	11	35/15	000/0
Ability in making logical decisions	24	20	11	40/0	82/0
Accepting responsibilities	25	26	14	09/4	129/0
Cooperation in making solutions	32	25	8	06/14	001/0

**Table 4. Distribution of amount of awareness of skill level in global citizen features at sixth grade level**

Global citizen components	Farsi	Social studies	Experimental science	Total
Critical thinking skills	5	9	14	28
Acceptance of multiplicity and variety in communities and their respect	3	19	6	28
Respect to others' rights	34	54	17	105
Ability in combating injustice	5	16	-	21
Ability in expressing mutual understanding	12	13	9	34
Ability in cooperation with others	11	19	8	38
Respect to individuals and different tasks	32	8	8	48
Respect to customs and cultures of other countries	4	7	-	11
Ability in evaluating global different issues	-	2	-	2
Ability of talk	37	47	51	135
Ability in making logical decisions	19	40	19	78
Accepting responsibilities	17	45	39	102
Cooperation in making solutions	-	15	11	26
Sum of sentences in the suggested cases	179	294	181	654
Sum of sentences in book materials	998	953	599	2550
The percentage of related sentences	17.93	30.85	30.21	25.64

Table 4 indicates that in sixth grade textbooks the most attention in the skill area has been paid to the component of the ability to talk and dialogue with frequency of 135 and the lowest attention has been paid to the component of the ability to assess various global issues with frequency of 2.

As shown in Table 5 the sixth grade teachers stated that in sixth grade textbooks the spirit of appreciation

to the cultural heritage of other countries is relatively noticed to the large extent. The interest to human rights also exists somewhat in these books. Teachers have said that these books are developed in line with considering the interest in protecting the environment and a sense of identity and self-esteem. This result is meaningful in 0.01 significance level. The commitment to social justice phenomenon is partly

considered. But, these teachers believed that these books are not compiled towards paying attention to the tolerance of dissenting views and endurance, respect for human dignity, value and respect for diversity and concerns about the welfare of oneself and others. In other words, teachers have said that these concepts are not taught in sixth grade textbooks.

The sixth grade teachers have said that in these books a great attention has been paid to having a sense of patriotism and having a spirit of rule of law

and these concepts are taught in these books. They also believed that in the sixth grade textbooks the phenomenon of justice and desire to truth is partly noticed and trained.

By looking at the above Table, it can be found that in the sixth grade textbooks the most attention in the attitude area has been paid to the component of having a patriotism sense with frequency of 139 and the lowest attention has been paid to the component of respect and value to human dignity with frequency of 28.

**Table 5. Distribution of amount of awareness of value and approach level in global citizen features at sixth grade level**

Global citizen components	Small	Average	Large	X2	Sig.
Appreciation spirit toward cultural heritage of other countries	14	17	24	28/4	118/0
Interest in human rights	17	25	23	60/1	449/0
Interest in environmental protection	8	27	30	14/13	001/0
Self-identity and self-esteem	11	23	31	35/9	001/0
Commitment to social justice	17	27	21	34/2	311/0
Accepting opposite approaches	41	14	10	25/26	000/0
Respect and value to people	35	21	9	63/15	000/0
Respect and value to diversity	28	22	15	91/3	141/0
Concern about his own and others' welfare	29	24	12	05/7	03/0
Sense of patriotism and homeland patriotism	10	21	34	32/13	001/0
Spirit of accepting laws	20	20	25	77/0	681/0
The desire for justice and truth	15	29	21	55/4	103/0

**Table 6. Distribution of amount of awareness of value and approach level in global citizen features at sixth grade level**

Global citizen components	Farsi	Social studies	Experimental science	Total
Appreciation spirit toward cultural heritage of other countries	48	58	11	117
Interest in human rights	10	18	8	36
Interest in environmental protection	7	25	40	72
Self-identity and self-esteem	28	45	13	86
Commitment to social justice	16	23	7	46
Accepting opposite approaches	18	33	32	83
Respect and value to people	11	17	-	28
Respect and value to diversity	10	21	-	31
Concern about his own and others' welfare	15	19	21	55
Sense of patriotism and homeland patriotism	46	81	12	139
Spirit of accepting laws	18	25	11	54
The desire for justice and truth	29	23	19	71
Sum of sentences in the suggested cases	256	388	174	818
Sum of sentences in book materials	998	953	599	2550
The percentage of related sentences	25.65	40.71	29.04	32.07



As illustrated in Table 6 only 5.9% (4 of 68 subjects) of fifth grade teachers believed that in the fifth grade textbooks the component of global citizenship has been neglected in the knowledge and understanding level. 44.1 percent of these teachers have said that in the fifth grade textbooks has been paid to this matter to somewhat. But 50 percent namely half of teachers believed that the global citizenship concept is highly considered in the knowledge and understanding level. Also 13.2% of the fifth grade teachers stated that the global citizenship concept is neglected in the skill level in the fifth grade books. 55.9 percent namely more than half of fifth grade teachers have evaluated it averagely. 30.9 percent of them believed that in the fifth grade textbooks the

global citizen components are highly considered in the skill level and these concepts are used so much in these books. Only 8.8 percent of them have said that the global citizenship concept in values and attitudes level has been neglected in the fifth grade textbooks. 39.7 percent of teachers believed that the citizenship components in values and attitudes level are averagely considered in these books. But 51.5 percent namely more than half of teachers have stated that the global citizenship concept in values and attitudes level is highly noticed and considered in the fifth grade textbooks. In other words, it can be said that these concepts are highly taught in the fifth grade textbooks and these books can train a good global citizen.

**Table 7. Frequency distribution of global citizen components in sixth grade level from teachers' approach**

Level	Percentage	Small	Average	Large	Total
Knowledge	N	10	27	27	64
	%	6/15	2/42	2/42	0/100
Skill	N	18	25	21	64
	%	1/28	1/39	8/32	0/100
Values and approach	N	5	27	32	64
	%	8/7	2/42	0/50	0/100

15.6 % of the sixth grade teachers have said that the global citizenship education in the knowledge and understanding level are neglected in these textbooks. 42.2 percent of teachers believed that the global citizenship concept in the knowledge and understanding level has been averagely taught and 42.2 % of them stated that the global citizenship in the knowledge and understanding level is highly noticed in these books and these concepts have been taught to students. 28.1 % said that citizenship components in skill level have not been taught in the sixth grade books. 39.1 % of them have averagely evaluated it and 32.8 % believed that the citizenship concepts in skill level have been highly taught in these books and a perfect global citizenship can be trained by this book. Only 7.8 percent of the sixth grade teachers believed that the concepts of values and attitudes of citizenship concepts have not been taught in the sixth grade books. 42.2 percent have said that these concepts have been averagely taught. But 50% namely more than half of them believed that the values and attitudes of global citizenship are highly addressed and taught in this book. In other words, this group of teachers believed that the concepts presented in this book are able to train a good global citizen.

## Conclusion

The findings in response to the question "Is the sixth grade textbooks' content adjusted and prepared in relation to the global citizenship from the relevant teachers' perspective?" indicates that the sixth grade teachers believed that the concept of social justice and equality is ignored in these textbooks. But, they believed that these books are compiled in line with paying attention to the knowledge of the factors harm to environment. They also stated that the concept of knowledge of international law is averagely considered in these books. The sixth grade teachers believed that these textbooks have not been compiled and prepared toward the knowledge of the governments' role in establishing democracy, awareness of the differences in political systems of various countries and knowledge of the globalization and mutual communication phenomenon. The result is meaningful in 0.01 significance level. In other words, these concepts are neglected in these books and have not been taught. These teachers said that the awareness of the issues such as migration, trade, consumer rights, awareness of the various forms of government in different countries and basic features of parliament are av-

eragey addressed in the sixth grade textbooks. Finally, they stated that these books are not developed in line with the effective factors on peace and sustainable development and identifying emotional intelligence; because most of them have said that these concepts are noticed too low and averagely in these books.

The sixth grade teachers believed that the ability to mutual understanding is averagely addressed in these books. Also, the ability to cooperate and participate with others is not considered in these books and this result is generalizable in 0.01 significance level. They believed that the sixth grade textbooks are not codified towards considering the critical thinking skills, critical ability, acceptance of diversity and plurality in communities and respect to them, respecting the rights of others and the ability to fight with injustice and inequality and these concepts are not noticed in these books. This result is generalizable with error probability of 0.05. Teachers have said that in these textbooks the notions of responsibility and cooperation and conflict resolution have not been considered and taught in these books. This result is generalizable with error probability of 0.01. Teachers also stated that the sixth grade textbooks are not codified in line with considering the concepts of respect to the traditions and cultures of other countries, the ability to assess various global issues and the ability to dialogue and these concepts are neglected in these books. This result is generalizable in 0.05 significance level. But they believed that the concept of the ability to make rational and fair decision is averagely considered. Teachers also have stated that the notions of responsibility and cooperation and conflict resolution have not been addressed in the sixth grade textbooks and these concepts are not taught in these books. This result is generalizable with error probability of 0.01.

The sixth grade teachers believed that the spirit of gratitude to the cultural heritage of other countries is relatively noticed to the large extent in sixth grade textbooks. Also, the interest to human rights is presented to some extent in these books. But these teachers believed that these books are not compiled towards paying attention to the tolerance of dissenting views and endurance, respect for human dignity, value and respect for diversity and concerns about the welfare of oneself and others. In other words, teachers have said that these concepts are not taught in sixth grade textbooks. Teachers have said that these books are codified toward considering the interest in environment protection and a sense of identity and self-esteem. This result is meaningful in 0.01 significance level. The commitment to social justice phenomenon is partly considered.

The sixth grade teachers have stated that a great attention has been paid to having a sense of patriotism and having a spirit of rule of law in these books and these concepts have been taught in these books. They also believed that in the sixth grade textbooks the phenomenon of justice and desire to truth is partly noticed and trained.

Generally, it can be said that from the perspective of the fifth grade teachers some components have been paid more attention, to some of them a little or they are neglected at all.

Since the sixth grade in (2012-2013) spent the first years of its implementation and there was no textbook of this grade before the present books. Therefore, there was no research based on the sixth grade teachers' perspective on components of global citizenship education to be compared with the present study.

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