The Content Analysis of Social Sciences Studies' Textbook of the Eighth Grade (the First Grade of High School) Based on the Components of Citizenship Education

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Abstract

The present research aimed to carry out a content analysis of social sciences studies of the eighth grade (the first grade of high school) based on the components of citizenship education (knowledge, attitude, and citizenship ability). Content analysis of the lesson book using the checklist was employed for evaluating the components of citizenship education and the implication degree of these variables in the formation of the contents of the book. The sample was equal to the statistical population because all the contents of the book were evaluated. Data was analyzed using descriptive statistics (frequency and percentage) and the Shannon entropy. The content analysis indicated that from among a total frequency of 2160 citizenship education in the social sciences' textbook in the eighth grade, the components of citizenship ability (frequency of 840), citizenship attitude (frequency of 729), and citizenship knowledge (frequency of 591) had the first, second and third rating, respectively. Therefore, it can be concluded that the textbook has not devoted equal attention to the components of citizenship education and the dominant citizenship approach has been a passive approach in social sciences textbook and in practice, no comprehensive attention has been given to all the components of citizenship education among the students of the first grade of high school.

Keywords: Citizenship Education, Knowledge, Attitude, Citizenship Ability, Textbook of Social Sciences

Introduction

Given the need of society to certain citizens with special characteristics considering its cultural and value backgrounds which guarantees the survival and continuity of the social life and the development of the country, meticulous and thoughtful planning should be considered for all the strata of the society. And such planning enables us to initiate from the most formal system of education. Nowadays, most of the students are confronted with different problems for doing the social activities in the school, house and society environments and are not in a good situation in terms of the levels of socialization and citizenship education. However, we can't expect the children to turn into responsible and committed citizens without any preparations provided (Tabatabayi, 2010).

Citizenship education means the process of transferring necessary knowledge, values and attitudes for the cooperation and political stability of a society from one generation to another and this transference includes different cases such as the awareness of the history and structure of political institutions, the feeling of loyalty to the nation, a positive attitude towards political authority, belief in fundamental values, interest in political participation and the acquisition of the skills needed to understand public policy and its supervision. The main goal of citizenship education in each society is the transference of necessary knowledge, values and behavioral orientations to the young generation for the durability and well-being of the community. Therefore, the citizenship

education seeks to derive the support of the new generation of the civil culture of the society which is achieved through educational processes (teaching, book, etc.) (Lotf Abadi, 2006).

The experts consider different components for citizenship according to their viewpoint. Finely (2003) has investigated and analyzed the textbooks of the general history of the United States and has concluded that on average, 89.1 percent of the textbooks are dedicated to the subject of war. While, on average, only 94.9% of the pages of the book have addressed the subject of peace, while peacekeeping education is one of the most important components of educating a global citizen (Jing Line, 2007). Moreover, Hudson knows the main philosophy of citizenship education as achieving goals such as loyalty to the nation, increasing the knowledge and awareness of individuals about the history and structure of political institutions, creating a positive attitude towards political power and authority, surrendering to the law and social norms, the belief in fundamental values, equality, interest in political participation, and skill in the analysis of political communication. Overall, it can be stated that preparing people to live in the society and learning the ways to participate in social events are among the most important issues of educational systems that have devoted many educational and research efforts to identifying citizenship dimensions and fostering values in students (Fathi and Diba, 2002). In this regard, educational systems are working to design and develop specific programs that address the various dimensions of citizen education in schools and prepare students to take on their roles and responsibilities in life (Fathi and Unit, 2006).

Textbooks are one of the most important references and resources for student learning in any educational system. Most educational activities take place within the framework of textbooks, and most of the activities and educational experiences of students and teachers are organized around it (Ariati, 2003). In the meantime, the social studies curriculum as one of the means of education tries to identify the educational and cultural backgrounds of children and adolescents as social capitals for the benefit of the believers and Muslim citizens who are knowledgeable, responsible and capable in their individual and social life and have the feelings of belonging to the land of Iran and are proud of their Islamic-Iranian identity and can play an effective role in the development of the country. Therefore, in order to determine the amount of attention to citizenship content, we need a special analysis and one of the types of analyses is content analysis. Content analysis is a systematic research method for describing objective and quantitative content of curriculum books and texts or comparing the messages and content structure with curriculum objectives (Yousefi, 2011).

The experience of the researcher after teaching social studies shows that students are not placed at the desired level in the field of citizenship education, so it is worth examining the content of the new book of the Social Studies in the eighth grade in terms of the components of citizenship education. To investigate the amount of the content attention to the components of citizenship education, including citizenship knowledge, citizenship ability, and citizenship attitude that are based on the theories and research backgrounds related to the topic, the researcher seeks to answer the question that how much does the content of this book devote attention to the components of citizenship education?

Research questions

1. How much attention has been paid to citizenship knowledge in the content (text, activity, work sheet, let's use it, words and image) of the eighth grade's social studies text book?

2. How much attention has been given to citizenship ability in the content (text, activity, work sheet, let's use it, words and image) of the eighth grade's social studies text book?

3. How much attention has been devoted to citizenship attitude in the content (text, activity, work sheet, let's use it, words and image) of the eighth grade's social studies text book?

Research background

Goltash, Taheri and Marahel (2014) in their research entitled "Educational democracy in schools and its impact on the development of critical and social thinking skills of first-year students" concluded that despite the fact that citizenship education in advanced educational systems is one of the most important dimensions and areas of education, and developed countries provide figures for achieving these goals in the best possible way, citizenship education in the governmental schools of our country is faced with a challenge. Also, there was a significant difference between the score of critical thinking and social skills among the students of nonprofit and government schools.

Farmahini Farahani (2014) in the role of teaching global citizenship in global peace and security has recognized that many of today's crises such as war, environmental pollution, terrorism and the proliferation of nuclear weapons are result of misunderstanding of cultures and the lack of familiarity with different cultures. Often, such crises can be solved with the help of citizenship education, especially at high levels.

Yavari, Keshti Aray and Ahmadi (2013) in the research of setting the goals of education curriculum in high school with focus of citizenship education showed that, unfortunately, the dominant citizenship education approach in the current secondary education system is passive, and in practice, all the components of the education of citizenship of secondary school students haven't received comprehensive and necessary attention and there is no rational balance between citizenship rights and citizenship assignments in the opinion of the authorities of the country's educational system and curriculum planners, and as a result, the contents of the textbooks.

Taleb-Zadeh Nobariyan, Abolghasemi and Jamali Tazeh kandeh (2012), have conducted a study on the role of social sciences curricula in the development of citizenship skills and found that out of a total of 3194 calculated units in the book content of secondary school social sciences, only 99 units were allocated to special citizenship skills.

Jamali Tazeh Kandeh and Zamani Manesh (2011), in the pathology of citizenship education in high school social science books found that the status of citizenship education in social science textbooks is low and the components of citizenship education have been considered unevenly. Therefore, the content of the textbooks on the status of citizenship education should be reviewed.

Mahmoudi (2011), in his research entitled "Content Analysis of Social Sciences Textbooks in the Secondary School from the perspective of the type of citizenship education approach" found that most of the content of the books has been devoted to teaching law-governed citizen with 45.5%. Participatory citizen education is in the next level with 36.06% and the education of the critical citizen is at the lowest with 18.44%. One of the issues that are critical to the citizen's education approach is justice and equality.

Thompson et al. (2015), in their study titled "Teachers' Perspectives on Student Experiences in Participation in Community Education and Citizenship Education," found that teachers believe that their students have a sense of belonging to different societies. Students use each of their specific abilities to participate effectively in these communities. It seems that there is a very wide variation in the characteristics of this kind of partnership, depending on the individual needs of students and the prevailing conditions. Convincing evidence has been presented on the successful performance of schools in providing guidance for facilitating the understanding of the roles for students as citizens; so in order to support the students in effective participation, schools need to support those students who show less willingness to participate in social activities.

Gosh (2014), in his research titled "Learning from the Community: An Action Plan for Citizenship Education, based on the observations from the Ecological (Ecological) and Natural Resource Education (ENRE) program, implemented by local Non-governmental organizations in three parts located in West Bengal, India" argued that learning from the community could play a

role in the education of quality and citizenship (democratic). Since the efforts of nongovernmental organizations and local communities are inadequate in this regard, government involvement in providing a work plan is essential for citizenship education.

Rivelli (2010) has conducted a study on citizenship education in high schools, and a comparative study of Bolzano and Padova in Italy between 2004 and 2007. In this study, he studied the level of knowledge and civil-political interests of high school students in two provinces of Padua and Bolzano. 49.5% of students said that they are not satisfied with the help of their schools for the growth of their political and civil awareness. Moreover, only 20% of them said they had spent dispersal lessons on citizenship education during the school year.

Method

The present study is applied to the general purpose of the research (content analysis of the textbook), and non-experimental, descriptive and content analysis in terms of the research plan. The statistical population of the research includes Social Studies textbook in the eighth grade (first grade of high school) in the school year ran from 2015 to 2016. Each of the lessons (including: text, activity, work, let's use it, words and images) are considered as the sample of the research. Moreover, sampling has not been employed owing to the limited units of the statistical society. The data gathering method in this research was in the form of library. The research tool for measuring was the content checklist of the book of social studies in the first grade of secondary school. In order to compile this checklist, a large number of relevant theoretical and research resources were studied in the areas of curriculum planning and educational management, and the initial components of citizenship education were extracted. The extraction was provided to university professors in the areas of curriculum designing and educational management and sociology. Finally, the agreed components were selected and used for preparing the content analysis checklists. Content analysis of the lesson book using the checklist was employed for evaluating the components of citizenship education and the implication degree of these variables in the formation of the contents of the book.

Findings

1. How much attention has been paid to citizenship knowledge in the content (text, activity, work sheet, let's use it, words and image) of the eighth grade's social studies text book?

Table 1- Frequency and frequency percentage of the subscales of citizenship knowledge in 24 lessons

		First component					Total
		Rules and regulations	The importance of media	The responsibilities of the government and parliament	Social and civic rights	The role and importance of family	
Total	N	105	183	147	128	28	591
	Row percentage	.17%	.30%	.24%	.21%	.4%	.100%
	Column percentage	.100%	.100%	.100%	.100%	.100%	.100%
	Total percentage	.17%	.30%	.24%	.21%	.4%	.100%

As observed in the table above, in the first lesson, the highest frequency belongs to the subscale of social and civic rights which has 27 cases (4 percent of the frequency of citizenship knowledge). In the second lesson, the highest frequency also belongs to the subscale of social and civic rights with 21 items (3 percent of the total frequencies of citizenship knowledge). In the third lesson with the highest frequency of 51 items (8 percent of the total frequencies of citizenship knowledge) and the fourth lesson with 67 items (11 percent of the total frequencies of citizenship knowledge) belong to the subscale of the responsibilities of the government and parliament. In the fifth lesson with the highest frequency of 19 items (3 percent of the frequencies of citizenship knowledge) and the sixth lesson with 24 items (4.1 percent of the total frequencies of citizenship knowledge) address rules and regulations. In the seventh and eighth lesson, the highest frequencies belong to the subscale of the importance of media with 70 and 67 items (11 percent of the total frequencies). In the ninth lesson, the subscales of citizenship knowledge have only been addressed in 3 of the items. In the tenth and eleventh lesson, the highest frequency belongs to the importance of media with 6 and 4 items (1 percent of the total frequencies of citizenship knowledge). In the twelfth and thirteenth lessons, only one subscale of citizenship knowledge and in the fourteenth lesson, the highest frequency belongs to the responsibilities of the government and parliament with 4 cases. In the fifteenth and sixteenth and eighteenth lesson, only one subscale of citizenship knowledge has been addressed. In the twentieth lesson, the highest frequency belongs to social and civic rights with 7 items. In the twenty second and twenty third lesson, only one subscale of citizenship knowledge has been brought into light. And in the seventieth, nineteenth and twenty fourth lessons, no attention has been devoted to the subscale of citizenship knowledge.

2. How much attention has been given to citizenship ability in the content (text, activity, work sheet, let's use it, words and image) of the eighth grade's social studies text book?

Table 2- Frequency and frequency percentage of the subscales of citizenship ability in 24 lessons

		Second component					
		Decision making ability	Problem solving	Critical thinking	Empathy	Responsibility	total
Total	N	158	344	129	111	128	840
	Row Percentage	.15%	.40%	.15%	.13%	.15%	.100
	Column Percentage	.100%	.100%	.100%	.100%	.100%	.100%
	Total Percentage	.15%	.40%	.15%	.13%	.15%	.100%

As observed in the table above, in the first and second lesson, the highest frequency belongs to the subscale of empathy with 28 cases (3 percent of the frequency of citizenship ability) and 13 items (1 percent of the frequency of citizenship ability). In the third lesson with the highest frequency of 13 items (1 percent of the total frequencies of citizenship ability) and the fourth lesson with 17 items (2 percent of the total frequencies of citizenship ability) belong to the subscale of the responsibility. In the fifth, sixth and seventh lessons, with the highest frequency of 40 (4 percent of the frequency of citizenship ability), 11 items (1 percent of the frequency of citizenship ability) and

7 items address the problem solving. In the eighth lesson, the highest frequency belongs to the subscale of critical thinking with 25 items (2 percent of the total frequencies). In the ninth lesson, the subscale of responsibility has the highest frequency. In the tenth and eleventh lesson, the highest frequencies belongs to problem solving with 13 and 5 items and in the twelfth and thirteenth lessons, the highest frequencies belong to the subscale of responsibility. In the fourteenth and the fifteenth lessons, problem solving has the highest frequency with 8 items. Moreover, in the sixteenth, seventeenth and eighteenth lessons, the subscale of problem solving has the highest frequency with 15, 19 and 17 items, respectively. In the nineteenth, twentieth and twenty first, twenty second, twenty third, and twenty fourth lessons, the highest frequencies belong to the problem solving. Overall, the highest frequencies belong to the subscales of decision making ability (128 items), problem solving (344 items), critical thinking (129 items), empathy ability (111 items), and responsibility (128 items).

3. How much attention has been devoted to citizenship attitude in the content (text, activity, work sheet, let's use it, words and image) of the eighth grade's social studies text book?

Table 3- Frequency and frequency percentage of the subscales of citizenship attitude in 24 lessons

		First component					Total
		Appreciation of cultural heritage	Justice	Cooperation and collaborating	Interest in global peace and development	Respecting the rights of others	
Total	N	342	57	168	90	72	729
	Row Percentage	.46%	.7%	.23%	.12%	.9%	100%
	Column percentage	.100%	.100%	.100%	.100%	.100%	.100%
	Total percentage	.46%	.7%	.23%	.12%	.9%	.100%

As observed in the table above, the highest frequency belongs to the subscale of cooperation and collaboration in the first and second lessons with 52 items (7 percent of the total variance of citizenship attitude) and 49 items. The highest frequency of the third lesson is respecting the rights of others. Interests in global peace and respecting the rights of others have the highest frequencies in the fourth lesson. The highest frequencies belong to the cooperation and collaboration and justice in the fifth lesson. Appreciation of cultural heritage has the highest frequency in the seventh lesson with 12 items. In the eighth lesson, only 2 items have addressed citizenship attitude and the highest frequency belongs to the interest in global peace in the ninth lesson. In the tenth, eleventh, twelfth, thirteenth, fourteenth fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, twenty first, twenty second, twenty third and twenty fourth, the highest frequencies belong to the appreciation of cultural heritage. Overall, in 24 lessons of social studies textbook, the highest frequencies belong to the subscales of appreciation of cultural heritage (342 items), justice (57 items), cooperation and collaboration (168 items), interest in global peace and development (90 items) and, respecting others' rights (72 items). An overall of 729 items have addressed the component of citizenship attitude.

By calculating the entropy weights for 6 forms of written content related to citizenship knowledge, citizenship ability and citizenship attitude, we can determine the classification of

priorities for the importance of each of the written content. Therefore, the entropy weights for the text content, activity, image, etc. will be as follows.

Table 4- The percentage average weights of text content for 24 lessons

Component	F	Frequency percent	Rate
Citizenship knowledge	591	.2370	(3)
Citizenship ability	840	.388	(1)
Citizenship attitude	729	.3375	(2)
Total	2160	100	

As shown in the table above, the frequencies of citizenship knowledge are citizenship knowledge with 591 items (3rd rank), citizenship ability with 840 items (1st rank), and citizenship attitude with 729 items (3rd rank).

Table 5- The entropy weights of text content for 24 lessons

Variable	text	activity	Image	Work sheet	Let's use it	Word
Citizenship knowledge	.254	.054	.249	.257	.10	.087
citizenship ability	.184	.117	.312	.122	.209	.057
Citizenship attitude	.228	.198	.123	.217	.155	.078
Citizenship education	.169	.071	.08	.221	.257	.202

As shown in the table above, the entropy weight was done for frequency homogeneity in 24 lessons in citizenship knowledge, citizenship ability, citizenship attitude, and citizenship education. The highest weight in the citizenship knowledge is related to the worksheet. Moreover, the image and text are in the second and third priorities, respectively. Also, the highest weight in citizenship ability belongs to the worksheet. The let's use part and text have the second and third place. For citizenship attitude, the highest weight belongs to the text and worksheet and activity have the second and third priorities. Moreover, the highest weights belong to the let's use part, word and text in citizenship education.

Discussion and conclusion

Results of the research showed that the highest frequency has been observed in the importance of media (subscale of citizenship knowledge) and in the written content form of the text, activity, etc. Moreover, the second priority belongs to the responsibilities of the government and parliament. The third priority belongs to the social and civic rights. The lowest frequency belongs to the family-related citizenship knowledge. In the aspect of citizenship ability, the highest frequency belongs to problem solving, while critical thinking has the second priority. Decision making and responsibility have the third priorities. In 24 lessons of the textbook of social sciences and in the aspect of citizenship ability, the lowest frequency belongs to the ability of empathy. In the citizenship attitude, the highest frequency belongs to the appreciation of cultural heritage. Collaboration and interest in global peace are in the second and third priorities. Overall, the highest frequency in three aspects of citizenship education is related to citizenship ability which has the first

rank. The second and third ranks belong to the citizenship attitude and citizenship knowledge, respectively.

Therefore, it can be concluded that the importance of the media, the responsibilities of the government and parliament have been in the limelight while civic rights has received less attention. The results of the present research are in line with the findings of studies done by Jamali Tazeh Kandeh et al (2013), Taleb Zadeh Nobariyan et al (2012), Hosseini Mehr (2011), Rivelli (2010), and Finley (2003). Empathy plays a key role in social communications which has not received adequate attention. Appreciation of cultural heritage has received relative attention while the cooperation and collaboration and interest in global peace have received inadequate amount of attention. These findings are in line with the results of the research by Yazdan Doust (2009), Taleb Zadeh, Nobariyan et al (2012), Diba Vajari (2003), Rivelli (2010), and Finely (2002). An overall look on the frequencies of the tables above shows that the textbook of social studies in the eighth grade has addressed the components of citizenship ability, citizenship attitude and citizenship knowledge, respectively. This finding is in line with the result of the research by Taleb Zadeh, Nobariyan et al (2012) who found out that from among an overall counted 3194 units, 248 items have addressed citizenship knowledge, 99 items have addressed citizenship ability and 103 items have addressed citizenship attitude. This result provides support for unequal attention to citizenship components. This finding is in not in harmony with the findings of Mohammad Jani (2010) that indicates the lack of proper attention to citizenship ability and skills in textbooks. This indicates that more attention has been devoted to this crucially important topic in new text books. Accordingly, the experts and authorities of education are recommended to prepare and set up a book on social studies of the eighth grade that:

1.   A varied from of written content related to decision making and enhancing the ability to choose can be effective; therefore, the use of activity, image and recognition of words are effective in improving the decision making.

2.   In critical evaluation of issues that can be effective in the growth and excellence of the community, it is necessary to describe the lessons' activity and the worksheet of the lesson assignments in accordance with the students.

3.   The empathy ability and responsibility have received the least attention in social science textbooks. Therefore, two of the above-mentioned factors have been introduced with the reinforcement of text and the use of appropriate images.

4.   Despite the fact that the components of citizenship education have been addressed in the study of social studies, but in view of the goal of this lesson in educating a desirable citizen and preparing students for entry into the community, authors are bound to pay close attention to the components of citizenship education in all the lessons of this book.

5.   More fun images and cartoons are used for faster and more efficient message transmission.

6.   Tangible issues are used in providing the contents of the book to address specific issues of citizenship according to the needs of the learners in everyday life.

7.   Book exercises are designed for educating desirable citizens with the organization of group activities, games, competitions and visits to institutions.

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