



Content Analysis of Citizenship Education Books Based on Citizenship Education Approach from the Perspective of Cultural and Art Experts

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Abstract

The aim of this study is analyzing the content of citizenship teaching books based on a citizenship education approach from the perspective of cultural and artistic experts. In this study, the survey method has been used. The population of this study consists of all experts in the city of Tehran municipality in which the organization is serving in different cultural sectors and the number is 150. The numbers of about 110 people were examined by calculating the formula of the cornbach correlation. The validity of the research tool was confirmed by pundits and the reliability of the tool was reported by Cronbach's alpha. The research findings indicate that according test of T (6.656) the status of the cooperative citizen is positive and meaningful at the 0.01 level. In other words, the participation of the cooperative citizen in the books of the cultural arts training center of Tehran municipality is in good condition and is significantly higher than the mean. According to the test of T statistic (1.02), the state of law of orbit law is positive and meaningful.

Keywords: Citizenship Education, Content analysis, Cultural and artistic expert's perspective.

Introduction

A citizenship is a modern social phenomenon as central component of democratic political systems and an index to demonstrate the fulfillment of democracy in a modern society. the meaning and conception for citizenship rights is the observance and protection of human rights s in the bulk of society; therefore, the term citizen rights is considered to be a new phenomenon, since it is stipulated in the constitution of the Islamic republic of Iran

and other ordinary laws, even in the order of eight Articles of public rights and public law.

In fact, civil law is a mixture of duties and responsibilities of citizens in exchange for each other, the city, the state, as well as the rights and privileges which the government is responsible for or in general. The set of these rights and responsibilities is defined as "citizenship rights" (Porto & Youlita, 2016).

A last few decades, citizenship rights have become one of the most complicated political and social issues and have attracted the attention of many thinkers and politicians. The position of right to successfully solve important issues in governance is that the need for equitable distribution of resources and maintaining order is vital and has played an important role in solving social encounters. Since observance of civil rights is subject to recognition of such rights in society, how to act on them and their executive guarantee, which is an important factor in the development of individual and social personality (Keshavarz, 2011)

When people decided to live together to meet their needs together, they had begun to understand that social life needs to abide by principles and tasks (Niazi and Faizi, 2010), which are now known as the fundamentals of citizenship. The principle that reflects ties between individuals and society in the form of rights, liabilities and responsibilities, provides a framework for the interaction between individuals, groups and institutions, and within the form of civic culture (Fatemeinia, 2007)

The basic condition of development and growth are a society lies in the development of human capital (Fathi and Diba, 2006), therefore, training of citizen culture is an essential factor in promoting development processes, and the main concerns of the authorities and planners in many countries in the world are the preparation of active citizens for participation in civil life (Zakaei, 2004). Citizenship, like any other social concept, is a manifestation of the relations

and relations between people in society. Social order needs to observe the rights and obligations of individuals in society. Citizenship has basics and principles formulated by the theorists of this domain (Hazaeri and Khalili, 2014)

Citizenship training is one of the domains that have been given special attention in recent years and which had implemented in practice in most countries. Global education systems have made a lot of corrective action on this issue.

These measures are a broad range of educational programs that include providing new textbooks and inter - disciplinary educational curricula, to radical reforms within themselves. Programmers under the title of civil education, civil education, democratic education, national education, democratic education and political education and ... are presented in different forms. Citizenship and citizenship education are considered from the different philosophical, political, social, economic, educational, educational and educational perspectives: the social vision, participation in social flows, social unity, justice and strengthening of human rights and self - governance. From the economic point of view, it is important to create professional qualifications in people, in increasing productivity, training skilled labor.

In addition to the education, many organizations are interested in the issue of citizenship education. Historically, civil educations have been introduced in conjunction with the existence of the nation's government. Initially, the aim of civil education was the process of forming



the state and establishing national identity, patriotism and loyalty to the state. Today, the aim of citizen education is to reach a wide range of personal, social and cultural goals. (Taghi Mahmoodi, 2012).

Theoretical frame

Citizenship

Citizenship is the relationship between an individual and a government, based on which a person announces his allegiance to the state, and in turn enjoys the protection and protection of the state (Porto & Youlita, 2016).

Citizenship education

The Civil education is provides opportunities for feedback and active participation as a member of the larger community (kar and kilivar, 2004)

Concept of Textbook

The set of concepts, skills and skills that are selected and organized by planners and aims to accomplish goals, while content also covers the works of teacher and pupil learning (Maleki, 2010) The content of a material is knowledge acquired and stored, information, facts and facts, rules, principles and methods, concepts, generalizations, phenomena.(Fatahi and Ojragah2010)

In fact, the law which is recognized in society as civil rights the framework of rules and custom in the society. However, citizens can claim rights and try to obtain it by applying pressure and political bargaining to

make the legal claims and transform them into civil rights.

The marshal's classification of civil rights also added the rights of participation. In his opinion, the rights of participation include " creating the right of the state in private areas, whether in the market or in public organizations.

Citizenship Rights

These rights are common and all inclusion has been passed, approved. T. H. In 1964, British philosopher Marshall first proposed citizenship as an explanatory framework for explaining legal, political and social rights. He presented a theory that citizenship rights during a period of 250 years were gradually given by a liberal Democratic government to the majority of the population. He seems to have had the rights of an evolutionary course and time sequence. Thus, the implementation of civil rights in the 18th century required the formation of the concept of political rights in the 19th and then the creation and establishment of social rights in the 20th century. Marshall' s work on citizenship rights has been criticized by many scholars (Ahmadi, 2004).

T. H. Marshall was the first to address the classification of civil rights and provide a framework for explaining and explaining these rights. He divided civic rights into three categories: legal or civil rights, political rights and social rights. Marshall believes that these rights have been granted to citizens during a period of 250 years from the liberal and well - wishers. In this way, first civil rights, then political rights and

finally social rights were developed and developed.

But it seems that Marshall "s plan is to be an ideal type of type or example, and the purpose of expressing it is to acquire a criterion for measuring and comparing governments in respect of human rights. Over history, it cannot be found either a government or a society where all rights are fully established and can be compared. On the other hand, as mentioned, any society has a special impression that may vary with society on the basis of its own terms. in fact, the law which is recognized in society as civil rights is defined within the framework of rules and custom in which society is recognized. However, citizens can claim rights and try to obtain it by applying pressure and political bargaining to make the legal claims and transform them into civil rights.

In a development that he obtained from Marshall "s work, Janowski added that the marshal" s division of civil rights also added the rights of participation. In his opinion, the rights of participation include " creating the right of the state in private areas, whether in the market or in public organizations (Echilio, 2013).

Research background

Radmanesh (2016) in a study called "the analysis of the content of citizenship in the literature of the first and sixth basic social sciences". Education of responsible citizens is one of the most fundamental and fundamental principles of education in different countries. Every country in the form of formal and informal education has

the duty to prepare citizens to enter into social, economic, political and cultural life, which is direct teaching of citizenship in the form of through inclusion of the title in the same name or in the form of teaching different subjects. Citizenship education is followed at all levels of education, but this purpose in the early stage where is expected to the student for play a role in the development of individual and social tasks and gain relative abilities to perform social, political and economic tasks is particularly the focus of education systems. For this reason, in this study, we have try to examine the role of social sciences books of the fifth and sixth of the basic social sciences in the amount of attention given to citizenship concepts.

Gheaei Arani (2016) in this study we describe the role of citizen education in the promotion of the quality of life of citizens in Aran, Bidgol and kashan in 2015. Attention to citizenship education and quality of life is a new approach that has been developed in recent decades. The effective results included for two variables, in sustainable development, welfare and cultural and social progress, which have led the developing countries to understand the necessity and provide the field of education and research. The aim of this study is to investigate the relationship of citizen education with the quality of life of citizens in the statistical community. In this research, citizen training has been measured using citizen knowledge, citizenship skills and citizenship attitude, and quality of life using mental health.

Ganji and et al. (2014) argue in a research entitled "analysis on the role of citizen



culture with emphasis on civic education": the results indicated that there is a relation between municipal educations with degree of adherence to citizenship culture in the relationship community. In other words, municipality training plays a major role in increasing public adherence to civic culture. Also among its three dimensions, municipality training has been more important in increasing the amount of citizen responsibility.

Shovich and Kazaemzaded (2015) in a study entitled "education of citizenship and education and analysis of the content of first and second grade social studies on the elements of civil education in the academic year 2015-2016"; this study aims to study the amount of attention given to the components of civil education, knowledge, skill and attitude of citizenship in the textbooks of first and second grade. In this study, content analysis method is used. The statistical population of the study consists of all the textbooks of the first period of social studies, from which the social studies curriculum has been chosen for third, fourth, fifth and sixth grade in purposeful method. The Content analysis was used to collect data from the content analysis and its validity was confirmed by experts in the field. The results of the study show that a total of 920 counting from recording units are allocated from text and picture of social studies books of basic 56.4 to citizenship literacy of 32.8% to citizenship skills and 10.8 percent respectively. However, each of the indices related to the research component is unbalanced and the textbooks

have not been addressed to one of the elements of citizenship.

Keshavarz (2012) in a research entitled "Globalization and the Need of Citizenship", it states that the fate of all individuals, organizations and governments has been increasingly clamped together and the effects of this process on all spheres of human activity are undeniable. Following the initiative of the "global citizenship" concept, new expectations of education have been formed as a contributing factor to the lives of individuals and the means of raising human personality and meeting social needs. In this framework, poverty and the crisis of Iranian youth and on the other hand are attracted to world culture of globalization, two points that reveal the necessity of attention to global citizen training in order to take a wide view of the global issue. Thus, according to valuable Islamic texts and high places, for man and human values as well as to participate actively in the world joint management, learning such training in formal and informal education as well as central establishment under the same title is offered in cooperation with other education institutional.

Bankes and et al. (2017) in this research investigated the "diversity and education of citizenship in multi - cultural nations". The aim of this study was to study the kind of cultural education in countries with cultural diversity. The findings indicate that migration and cultural diversity in multi - cultural countries are challenging and citizenship training through textbooks is one of the most challenging strategies.

Misinal and et al. (2016) in this research studied "studies of democratic citizenship in books in Spain and England". The purpose of this study is to analyze the content of books in the countries of Spain and England based on the elements of citizenship. In this study, the characteristics of citizenship training have been presented as an example of textbooks in Spain and English. The findings have indicated that the books of the countries of Spain and English are in good condition in terms of the state of education of citizen. Christian and Mikael (2011) argue in their research article: In this article, 55 research articles were analyzed. It had concluded that from the combination of two moral and public aspects of civil education, four educational positions open market, union are mined.

Research Method

The present research approach is quantitative. In general, the types of research are divided based on the basis of the data (b) on the basis of the data (b) on the basis of the target. This research is based on quantitative research based on data type. Since the results of the present study can be used to assess the status of citizen education in books, it can be applied in terms of outcome, practical research because the purpose on the applied research is to develop. The present study is based on the

purpose in descriptive - survey research which is used in questionnaire.

The statistical were population of this study consists of cultural and artistic experts who have been collected from the center of about 150 persons who have jurisdiction to analyze the books of the center. As a result, the population is 2 categories. In order to analyze the books, 10 books were selected as samples and among experts, 110 were selected as samples according to the Cronbach formula and random sampling. In this study, a simple classification method has been used in selection of other subjects. According to the volume of statistical population of 150 people, the Cronbach formula was used to determine the number of samples. Therefore, they had be selected 110 experts from the city of Tehran municipality.

In the present study, a questionnaire is used to collect data from a questionnaire that is prepared and adjusted according to the existing questionnaires. The present research questionnaire includes 20 questions. The present research questionnaire includes Partnerships citizen (7q), citizen of Circuit law (6 q), and critical citizen (7q).

In this study, a high alpha of 0.7 was considered appropriate for the reliability of the tool. Therefore, measurement of reliability was done using Cronbach's alpha method and SPSS23 software.



Table 1. Index of research questionnaire

No	Variable	Alpha Coronbach
1	Education of collaborative citizens	0.82
2	Education of the Citizen Law Citizen	0.89
3	Teaching Critical Citizen	0.90

For formal validity of the questionnaire was used to evaluate validity of measurement tool. thus, in order to ensure that appropriate sentences for measuring the content analysis of citizen learning are based on a citizenship education approach from the perspective of cultural and artistic experts (case study: books of library training center of tehran municipality), the questionnaire was approved for the opinion of a number of professors and after necessary modifications, that was approved scientific validity of the questionnaire.

The descriptive findings of the research

The descriptive findings of the study indicate that the maximum average age is 36 to 45 years (50 %) and 46 to 55 years, respectively. the findings showed that 80.9 % of respondents were men's and about 19.10% Womans of respondents. the highest number of studies on the level of education is the statistical sample of the study of the bachelor's degree (55.45 %) and the

minimum frequency related to the bachelor's degree (13.63 %).

Normalization of research data

Since parametric methods are used in societies with normal functions and non-parametric methods in communities with non-normal functions, the data are first normalized or abnormal and that had determined the research hypotheses. This will be considered. For this purpose, the Kolmogorov-Smirnov (KS) test was used to verify the normality of the research data, and if the research data were normal, Pearson correlation coefficient and otherwise Spearman correlation coefficient, which are nonparametric, we were used to test the research hypotheses. According to Table 2, all Kolmogorov-Smirnov tests were non-significant for all variables. So the research variables are normal. Therefore, Pearson's correlation is used to investigate the research questions.

Table 2. Kolmogorov-Smirnov test for normality of research variables (n = 110)

Variables	Condition	Kolmogorov-Smirnov Z	Sig
Participatory Citizen	Independent	10.29	0.419
Legislative Citizen	Independent	5.80	0.348
Critical Citizen	Independent	6.22	0.627

Correlation Matrix of Research Variables

Pearson correlation was used to answer the research hypotheses. Pearson correlation coefficient was used to identify the relationship between the variables present in the model with relative scales. The results of

the correlation coefficient between the research variables are presented As can be seen in Table 4, the relationship between the variables of participatory citizen, legal citizen and critical citizen is significant (99%)

Table 3. The correlation matrix between the components of citizenship education

Variables	1	2	3
Participatory Citizen	1		
Legislative citizen	0.277**	1	
Critical Citizen	0.550**	0.425**	1

P<0/05 * P<0/01 *

Research findings

Test of research hypotheses

Question 1: Is the content of the Citizenship Education books of the Cultural and Artistic Training Center of the Municipality of Tehran in the view of cultural and artistic experts in the field of participatory citizenship education? The findings of the first question and the content of citizenship education textbooks of the Cultural and Artistic Training Center of Tehran Municipality from the viewpoint of cultural and art experts in the field of participatory citizenship education indicate that according to the T statistic (6.65) Participatory citizenship at the 0.01 level is positive and

significant. In other words, participant citizenship is in desirable status in the books of the training center of Tehran Municipality Cultural and Art Organization and is significantly above average.

Question 2: Is the content of the Citizenship Education books of the Cultural and Artistic Training Center of Tehran Municipality from the viewpoint of cultural and art experts in the field of law-abiding citizenship education?

The findings of the second question survey and the content of citizenship education textbooks of the Center for Cultural and Artistic Education of Tehran Municipality from the viewpoint of cultural and art



experts in the field of citizenship-based education indicate that according to the T statistic (10.47) The status of law-abiding citizen is positive and significant at the 0.01 level. In other words, the law-abiding citizen is in a desirable situation in the books of the training center of Tehran Municipality Cultural and Art Organization and is significantly above average.

Question 3: Is the content of the Citizenship Education books of the Cultural and Artistic Center of Tehran Municipality from the viewpoint of cultural and art experts in the field of critical citizenship education in good condition?

The findings of the second question and the content of citizenship education textbooks of the Center for Cultural and Artistic Education of Tehran Municipality from the viewpoint of cultural and artistic experts in the field of citizenship-based education indicate that according to the T statistic (1.02) Critical citizen status is not meaningful. In other words, the Critical Citizen dimension is not in desirable condition in the books of the Training Center for Cultural and Artistic Organization of Tehran Municipality and is significantly lower than the average.

Conclusion

Citizenship education is one of the areas that in recent years has received more attention and been implemented in educational programs in most countries than ever before. According to the evidence in Iran, people perform their citizenship duties and duties incompletely and pay little attention to their

rights. In other words, in Iran, both the rights and the duties of citizenship are deficient. People dump their garbage at city level and passageways, where, for example, a municipality in a city like Tehran collects garbage three times a day.

On the other hand, the necessity of analyzing the content of authoritative books in different organizations is obvious in order to extract and eliminate the strengths and weaknesses of these books. There are different approaches to analyzing books on citizenship education. Accordingly the present study analyzes the content of citizenship education textbooks based on the approach of citizenship education based on the views of cultural and art experts at the Art and Culture Organization of Tehran Municipality.

1. Consider citizenship social awareness and educate the community on community affairs;
2. Strengthen empathy among citizens and teach citizens the principles of community participation.
3. In the books to refer to order with examples of its examples;
4. Strengthen accountability for assigned tasks and towards society;
5. Promote response to social problems and educate critics of community structures;
6. Promote community engagement and encourage citizens to critically address community issues.

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