



Conformity of the Sixth-Grade Elementary Curriculum with the Components of National Citizenship

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Abstract: *This research aims to analyze the content of social science curriculum of the sixth-grade elementary school based on the components of national citizenship. Research components included environment conservation, rectitude, interaction with others, attention to health, discipline, accountability, law observance, and specialization. Hence, in this study, social science textbooks of the sixth-grade of elementary school were analyzed as the most important source of education to settle how much they were moving toward the education of a national citizen. The description criterion was the national citizen and the registration unit sentence and question. The results showed that there is a significant difference between the components of the national citizenship of the Social Studies Book of elementary sixth-grade in the regard of the national citizen ($P < 0.001$). Also, Chi-squared test result revealed that there is a significant difference between the dynamic text and the passive text of the sixth-grade books concerning addressing the national citizen ($P < 0.001$). According to the involvement coefficient level (0.3), the students' involvement coefficient is not at the appropriate level regarding the text. The involvement coefficient (0.58) is in an appropriate level for the national citizen concerning image. Students' involvement coefficient ratio was (1.7) in respect of the question, which showed that the national citizenship categories are not in a suitable level according to the question.*

Keywords: *Moralist Citizen, Law Abiding Citizen, Education, Iran.*

INTRODUCTION

The concept of citizenship, although having a long history, is still ambiguous and problematic and depends mostly on the particular context of the countries. Citizenship is a category that is tied to the concept of the culture of every society, and as the culture of each native land is obtained from the three primary realms of social activities, the political scope and the economic status of that society, the culture of any unique society and every culture requires its specific citizen (Fathi and Diba, 2003).

The textbook or the content of educational materials in centralized systems is regarded a written and compiled focus of education, and the teacher organizes the educational activities and experiences of the students and around it, requires a scientific analysis. A kind of analyses that is useful and essential to curriculum planners, authors, and decision makers of curriculum, is content analysis. These type of analyses, help examine the concepts, principles, attitudes, beliefs, and all components presented in the form of the book's lessons, and also evaluate and compare with curriculum objectives (Yar Mohammadian, 2010). Textbooks are the focus of education providers for their great importance in defining the content and educational policy. The importance of textbooks in centralized educational systems such as Iran, which almost all educational features are determined and implemented by its content, is more than other types of

educational systems. Thus, due to the high importance, time spent by specialized forces in the evaluation of textbooks' analysis can pave the way to solve current problems of education. On the other hand, the social sciences book can be one of the books whose analysis is critical regarding socialization and social education. The content analysis method that is used to study and evaluate the content of textbooks has been applied in numerous studies. The historical root of content analysis backs to the beginning of the conscious use of human beings from symbols and language. The content analysis is one of the most important research methods in the social sciences, especially in communication, but it is also practiced in other fields of human sciences, such as educational sciences (Karipendroof, 2010). Tucker (1991) believes that fundamental changes are taking place in the world, and we will see different global problems and issues in the coming years. That is why our students must be aware of these issues and problems, and the need to reach this awareness will be global education. The goal of global education is to develop an individual's perception of the world. People who have universal awareness understand the multi-cultural and transnational nature of human conditions. Social studies courses must include information and knowledge about other parts of the world so that students can understand themselves and their relationships with other people, other cultures, and global issues better.

Lane (2007), the transformation of education for peace, has resulted in that one of the challenges of the twenty-first century is the provision of educations in the friendship, and so the goal should be to educate citizens who can rule peace in the world, because education is an essential factor in establishing global peace. It is essential that the goals of education change its direction in line with the goals of peaceful awareness based on the love.

Although philosophers and educational philosophers and educators have long been figured some characteristics, regarding the involvement of various factors in determining the characteristics of citizenship and the crises and advances of the past and new century, researchers have individually, and through the field research sought to define the characteristics and features of citizenship. It is possible to retrieve the image of a desirable citizen by relying on collective wisdom. Nussbaum (2005) points that many survey participants have argued that citizenship education is crucial, and almost all of them have presented opportunities for students to acquire some of the knowledge and skills that the active citizens need. However, the basic foundations of citizenship have not changed during the years (Chiodo and Leisa, 2005). However, due to the approaches, events, and trends that have occurred in the contemporary world, it has become the subject of the day for most countries, the new century approaches and the immediate considerations is that of how young people can be prepared to face the challenges and uncertainties of life with faster changes (Ichilov, 1998).

One of the lessons that directly relates to the education of the citizen and the national citizen and also civic education is a social studies lesson, social studies deals with the people, the adjoining world, and the conditions of their lives in addition to their occasion. Among them, the importance of the neighboring world and living conditions on thought, self-knowledge, quality of life, and belief in the future are the main aspects of social studies. Another aspect of that is human activity and cultural development, in the passage of time, as a political, economic, and cultural entity, as well as a resource user and a human being among other human beings.

Berleson defines content analysis as a research technique for objective, systematic, and somewhat the apparent describing of communication media content (Berelson, 1959, quoted from Karipendroof, 2010). Similarly, content can be described as knowledge, skills, tendencies, and values to be learned (Nichols, 2000). Kerlinger (2004) defines content analysis as a method of studying and analyzing communications in a systematic, objective, and quantitative way of measuring variables. In another definition, content analysis has been expressed as a systematic research method for the objective and quantitative description of the content of textbooks and texts of curriculum, and for comparison of messages and structure of content with the goals of the curriculum (Yar Mohammadian, 2007).

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With the formation of national governments, the issue of citizen and citizen rights was raised. In fact, most people living in the political boundaries are citizens and also have shared rights and duties and are part of a nation. Citizenship can be investigated from two different perspectives, the one which is specific for the insights of individual originality in civil societies, and the other is more in societies that somehow have the collective views. All those who have discussed civil society, have been somehow observing the presence of citizens, but individualists have more personified citizens than collectivists. Indeed, if we look at the philosophical background of the notion of citizenship, it is observed that the notion of citizenship, along with the concept of the individuality and individual rights and the emergence of humanist schools such as humanism and liberalism in Europe has emerged. This system has been founded on the basis of individualism.

In the achievement of the Citizenship Education program, it is referred to as education, instruction, and a global citizen. People need to think of the world as an integrated society also think about environmental and social, political, belief issues and also have information about the role of the European Union, the Commonwealth countries and the United Nations. The reference to the role of the European Union and other international institutions indicates the importance of social literacy in the context of the international community, that by combining the issues mentioned with identity, pluralism, rights, and responsibilities a better understanding of global citizenship can be reached. In the implementation of the Citizens' Education Program, it has been recommended that students be divided to do different tasks and make a decision on the work plan, and finally, at the end of the class present their report to the class and discuss it. In this type of training, attention is more on the development of participatory skills (Ibrahim, 2005). Hicks (2002) describes the characteristics of practical and useful citizens as: looking at problems in the global context, responsible and cooperative action, acceptance of cultural differences, thinking about systematic and vital methods, conflict and contrast resolution non-violently, lifestyle change to protect the environment, description of human rights, participation in politics.

Accordingly, the social system in every society requires social security to exercise its functions, because the new conditions of societies resulting from the growth of urbanization and the reduction of social relations have the effect of reducing social solidarity, civic participation, the social capital of social relations, etc. Therefore, collective life moves towards individualization and weakening of the functions of social institutions, matters which lead to the growth of social damages and the spread of large social deviations and crimes occurrence. On the other hand, the unique work of institutions within the social system has been diminishing and decreasing, so that different dimensions of security with increasing the crimes are in a severe critical situation and the opportunities and creations of the citizens have been eradicating. As a result of these issues, many concerns about the collective life of the community can be raised.

Also, the security of sociological studies should be taken into consideration. In a society, where issues such as class distance, poverty, prostitution, addiction, ideological and view conflicts, health, dip log relations of human relationships, contradictions, misunderstandings, misinterpretations, alienation, and wandering occur as the social deviations and imbalances, it should be seen that how the critical functions and objectives of this social phenomenon at the level of the Social Science textbook have been planned?

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objectives of this social phenomenon at the level of the Social Science textbook have been planned? It seems necessary to obtain a global perspective is achieving the components of national citizenship in books and its education at different levels of education, so that national citizenship education can prepare students to live in a continually changing modern society.

Research Methodology

The method of this research is quantitative content analysis. In this research, the Social Studies Book of elementary sixth-grade have been analyzed as an analytical message. The statistical community is the book of Social Studies of the elementary sixth-grade. The research analyzes the content of the text of the social studies textbook in the sixth-grade elementary school in Iran during 2015-2016. In this research, for analyzing the books regarding the attention level to the national citizen, the checklist of content analysis has been used, which has two main components including the law-abiding and the moralist citizen. To determine the validity of the checklist of content analysis, the content validity method besides the comments of experts have been used. The method used in the study was content analysis by William Roman technique.

William Roman Method

As the purpose of the William Roman's Content Analysis Method, it can be stated that its goal is to investigate whether either the book or questioned content involves students actively students with learning and training? In this research, the unit of the analysis is a text, sentence Ten pages or more from different parts of a book randomly are chosen and marked. In each of the selected pages, 25 sentences are studied and placed in the following categories. These sentences do not include titles, the description of pictures, prefixes, or chapter introductions. A: Expressing the truth: Expression of the truth is the simple expression of assumptions or observations have been made by someone other than the student. B: results or general principles expression (generalizations): expressing the results or general principles means the opinions provided by the authors of the book on the relation between the assumptions and the various topics. C: Definitions: the sentences or a sentence used to describe either a given word or a term. D: Questions that are mentioned in the text and their answers are given promptly by the author. E: Questions that require the student to analyze the given assumptions to answer them. F: The student is asked to express the results he has earned. G: The student is asked to do an experiment and analyze the results or to solve the given issues. H: The questions presented to get the student' attention, which are not answered immediately by the author of the book. I: The student is asked to consider images or stages of an experiment, and in general, sentences that do not fall into any of the above categories are included in this category: J: Questions on the meanings of the expression. Of the top ten categories, a, b, c and d are classified as passive categories and categories of e, f, g, and h, are regarded as active categories. In order to calculate the student involvement rate with the text or to measure the level of in-depth activity, it is possible to divide the sum active categories into a total number of passive categories:

$$\text{involvement coefficient with text} = \frac{\text{Active sentences}}{\text{passive sentences}}$$

Ten questions are randomly picked from ten chapters. Each of the selected questions are placed in one of the following categories: a) a question that can be answered directly in the book b) a question whose answer is related to quoting the definitions c) the question that the student must answer according to his learning in a new lesson to conclude about new issues. d, A question in which a student is asked to solve a specific problem. In the classification above, categories a and b fall into passive categories and categories c a,nd d fall into acting categories.

$$\text{Coefficient of questions' involvement} = \frac{\text{Active sentences}}{\text{Inactive sentences}}$$

Student engagement coefficient with the content in a number that indicates the level of content activity. The obtained range of this figure may be from zero to infinite. According to William Roman, a textbook is

active when the involvement coefficient (involvement index) is between 0.4 and 1.5: $0.4 < \text{involvement index} > 1.5$. The engagement index of less than 0.4 means that the book only serves to provide scientific information and requires learners to memorize the presented scientific data. Such a book is regarded one of the non-research books in which the student has no active role in learning, and his mind is considered as a banking system that always seeks to maintain, keep the archive the information. On the other hand, the involvement coefficient greater than 1.5 represents a book that, in the case of any sentence or question, requires the student to do some sort of analytical work and be engaged in activities. Such books do not provide learners a sufficient scientific assumption and information, and they only ask students to do an activity, in a way. William Roman believes that these books have also been presented passively as they require much work while disregarding enough information and inclusive conditions. Therefore, according to William Roman, a book is suitable and actively provided that the student engagement index with the content of that book is greater than 0.4 and less than 1.5. In another word, each active book must provide at least 30% and a maximum of 70% of the scientific topics and information, otherwise, the content of the book will be inactive. Consequently, the curriculum content should be designed and presented in such a way as to encourage students to learn and to provide them with an opportunity for exploration, research and their active actions.

Research Findings

In order to answer the research hypotheses, the hypotheses were examined from two dimensions; in terms of differences in the text, images, and questions regarding each of the components of the national citizen and, on the other hand, according to William-Roman-technique on the activity and inactivity of each unit of analysis to the national citizen (text and Question). Initially, using the Chi-squared test, between the repetition of each component of the Moralistic and Law Abiding Citizen and finally the national citizen, a comparison has been made and then the influence coefficient of each of these components in the national citizenship has been examined. The research seeks to answer three questions that are: has the attention amount to the moralistic citizen of the social sciences program been planned to national citizen education? Is the attention to law-abiding citizen stabilized based on the national citizen? Finally, has the book of social sciences been planned in the direction. To analyze, the books' content divided into three parts of the text, the questions and the image and then was evaluated in terms of the elements of the moralistic and law-abiding citizen:

Hypothesis 1: The amount of attention paid to the law-abiding citizen is stabilized based on the National Citizen.

The results of table 1 indicate that there is a significant difference between the components of the law-abiding citizen of the elementary sixth-grade book of Social Studies in addressing the law-abiding citizen. The results mark that the highest frequency is related to specialization with 46% and lowest frequency to responsibility and discipline, which are (14.1%) and (15.6%) respectively.

Table 1: Frequency and percentage distribution of law-abiding citizen's components

Analysis unit indicator	Total	
	frequency	Percentage
discipline	10	15/6
responsibility	9	14/1
Rules' observance	19	29/7
specialization	26	40/6
total	64	100

$X^2 = 12/13$ Df=3 P <0/007

The results indicated that there is a significant difference between the components of the law-abiding citizen of the elementary sixth-grade book of Social Studies on addressing the law-abiding citizen. This finding is in line with the findings of Ramezan Pour Marzani (2013). In the explanation of this hypothesis, it is stated that the practice of law and legal positivism requires the development of its specific culture, and the legal commitment at the level of the masses is an internal and cultural matter. Therefore, it is necessary to

produce and reproduce the rules of the law-abiding culture and to do so, in the first step, the traditional culture should be examined in the underlying layers of a society’s culture and so link the law-obedience to the ancient tree of the Iranian culture. It is obvious that this cultural link requires the institutionalization of the distribution of power in the form of a power pyramid of bottom-up. Force, punishment, and threat may ensure a temporary and superficial discipline under conventional limited laws in the customary communities, but in modern societies and specially designed combined cultures, those elements of pressure and threats and punishment are not accountable, and vice versa, the variables of satisfaction, social and political participation in power and, of course, in the legal, judicial, administrative, and regulatory inspire law obedience culture (Naderi Farsani, 2012). Therefore, in such a situation, the Social Studies Book is expected to pay more attention to this matter and prepare students from an early age to accept the law, which unfortunately has given the least attention to the categories of national citizens.

Table 2: Frequency and percentage Distribution of Components of Law *Abiding Citizen*

Analysis unit indicator	text		Question		image		total	
	frequency	Percentage	frequency	Percentage	frequency	Percentage	frequency	Percentage
discipline	10	17/2	0	0	0	0	10	15/6
responsibility	9	15/5	0	0	0	0	9	14/1
Law’s observance	14	24/1	3	75	2	100	19	29/7
specialization	25	43/1	1	25	0	0	26	40/6
total	58	100	4	100	2	100	64	100

The results marked that based on the analysis of the text of the social studies book regarding the components of the law-abiding citizen, the element of discipline 17.2%, accountability 15.5%, observance of the rules 24.1% and specialization 43.1% of the titles of the text have attributed to themselves. The highest frequency has been related to specialization with 43.1%. In the analysis of images, 100% of the pictures have been related to observance of the rules, and in the analysis of questions, 75% related to compliance with laws and 25% to specialization. Moreover, in general, the highest frequency has been associated with specialization and the least frequency to accountability.

Second hypothesis: The attention rate to moralist citizen is in the direction of educating a national citizen. To answer this hypothesis, firstly, the components of the moralist citizen suggested in the Social Studies Book have been compared (two comparisons) using the Chi-squared test. Then, the results have been analyzed. The results of table 3 show that among the moralist citizen components of social studies book in respect of addressing the moralist citizen there is a significant difference. The results show that the highest frequency is associated with environmental protection and the lowest frequency is to health with 15.2%.

Table 3: Frequency and Percentage Distribution of Moralist Citizen

Analysis unit indicator	Total	
	frequency	Percentage
Environment protection	37	33
honesty	35	31/3
Interaction with others	23	20/5
Attention to health	17	15/2
total	112	100

X=9/86 Df=3 P..0/02

This finding is consistent with the research findings of Manouchehri (2007). The results indicate that not only many aspects of moralist citizenship have not been addressed in the Social Studies Book to prepare students for real life in society, but the issues mentioned in the book have also been investigated very little. In the discussion of citizenship ethics, the two branches of health culture and interaction culture are the most important alternatives. The health culture observes culture making for the participation of citizens in the maintenance of environmental cleanliness and health. Urban waste (inappropriate packaging and undesirable waste disposal and its non-separation, hazardous waste such as hospital waste), air pollution (purposeless traffic in urban areas, single-passenger vehicles and defective and smoky vehicles), noise

pollution (use of beeps on roads and the disturbance by sound of a speaker and ...) and water pollution (pollution by chemical wastewater, such as fertilizer, medicine and a variety of air detergents) are issues that must be fought with by culturalization. In the context of the culture of interaction, culturalization to the participation of citizens in maintaining peace and preventing violence in interactions, are those of the essential tasks of cultural institutions of the country.

Table 4: Frequency and Percentage Distribution of moralist Citizen' Components

Analysis unit indicator	text		Question		image		Total	
	frequency	percentage	frequency	percentage	frequency	percentage	frequency	percentage
Environment protection	30	31/9	6	54/5	1	14/3	37	33/0
honesty	29	30/9	1	9/1	5	71/4	35	31/3
interaction	20	21/3	2	18/2	1	14/3	23	20/5
Attention to the health	15	16/0	2	18/2	0	0/0	17	15/2
total	94	100	11	100	7	100	112	100

The results of Table 4 showed that, based on the analysis of the social studies book' text in regard to the components of the moralist citizen, the environmental protection component has been 31.9%, honesty 30.9%, interaction with others 21.3%, and attention to health 16% of the titles of the text. The highest frequency has been associated with environmental protection at 31.9%. In the analysis of the image, the component of environmental protection, 3.14%, honesty 71.4%, and interaction with others, 14.3% of the titles of the image have been. The highest frequency has been related to honesty with of 71.4%. In the analysis of questions, the environmental component was 54.5%, honesty 9.1%, interaction with others 18.2% and attention to health 18.2 % percent of the topics of the question. The highest frequency has been associated with environmental protection with 54.5. In general, the environmental protection component has been assigned 33%, honesty 31.3 %, interaction with others 20.5%, and attention to health 15.2% of the titles, with the most frequent occurrence of environment preservation with 33%.

Hypothesis 3: The social science book is intended to educate a national citizen.

To confirm the hypothesis, at first, two main components of national citizenship in this research, including law-abiding and moralist citizen, were examined. The results of table 5 show that there is a significant difference between the national citizenship components of the social studies book of the elementary sixth-grade regarding addressing to the national citizen.

Table 5: Frequency and Percentage Distribution of National Citizen Components

indicator	frequency	percentage
Law-abiding citizen	64	36/35
Moralist citizen	112	63/64
total	176	100

$$X^2 = 31/14 \quad Df = 3 \quad P < 0/001$$

In this section, national citizenship has been investigated based on *William Roman's Technique* in the two levels of text and question, the results of which are summarized in table 6.

Table 6: Determining the utilization rate of the active method of the sixth-grade book in respect to national citizen according to the examined parameters

According to	method	frequency	percentage	Involvement coefficient
text	active	191	15/52	0/3
	inactive	721	58/61	
image	active	63	5/23	1/7
	inactive	109	8/82	
question	active	92	7/47	0/58
	inactive	54	4/35	
total		1230	100	

Chi-squared test showed that there is a significant difference between the active and passive text of the sixth-grade books regarding addressing the national citizen ($P < 0.001$). The involvement coefficient indicates that the student's involvement rate regarding addressing to the national citizen is at the low level based on the text. According to the engagement coefficient level (0.3), which should be between 0.5 and 1.5, the student's involvement coefficient is not at the appropriate level in term of the text ($X^2 = 308/20$ Df= 1 $P < 0/001$).

The chi-squared test showed that there is a significant difference between the dynamic text and passive question of the sixth-grade books regarding addressing the national citizen ($P < 0.001$). The involvement coefficient indicates that the student's involvement coefficient regarding addressing to the national citizen is not at the level based on the question. According to the engagement coefficient level (1.7), the students are not at the appropriate level in term of the question ($X^2 = 9/89$ Df= 1 $P < 0/002$).

The chi-squared test indicated that there is a significant difference between the active and passive text of the sixth-grade books regarding addressing the national citizen ($P < 0.001$). The involvement coefficient shows that the student's involvement coefficient concerning addressing of the national citizen is at the proper level based on the image. According to the involvement coefficient level (0/58), the students are at the appropriate level in term of the image ($X^2 = 1/89$ Df= 1 $P < 0/002$).

The results of the Chi-squared test showed that there is a significant difference between the active and passive text of the sixth-grade books regarding addressing the national citizen. The involvement coefficient indicated that the student's involvement rate regarding addressing the national citizen is at the low level according to text. The results of Chi-squared test revealed that there is a significant difference between the dynamic text and passive question of the sixth-grade books regarding addressing the national citizen. The involvement coefficient indicated that the student's involvement rate in terms of addressing the national citizen is not at a proper level according to question. This research is in line with the research of Manouchehri (2007), Alizadeh (1999), Torkaman (2008) and Afsharpour (2004).

Discussion and Conclusion

The process of teaching citizenship as a pedagogical reality includes the requirements that, at each period of society, should be presented to the people of that society who are members and pursue certain demands. In fact, the educational process of citizenship training and its principles stems from the essence of social life. Therefore, the principles and characteristics of citizenship education as a pedagogical reality are referred to a set of information and targeted learning activities that are investigated and educated in the community as thought-out the matter. These goal-oriented activities have resulted to provide individuals with skills in the field of personal, social, economic and technical life, and to prepare people in each area to accept their roles. In fact, the goals, efforts and principles of citizenship education and citizenship training in each society are closely related to the politics, economy, the religion of ideology and culture. Therefore, it seems that the severe neglect of the education system to the curriculum is in the form of citizenship education is consistent with the severe neglect of the education system in the form of the training of the cooperative spirit. It seems necessary to change, review and modify social science textbooks by the needs and objectives of citizenship education.

The fundamental concepts that need to be addressed in the field of citizenship education culture include citizenship accountability, lawfully of citizens, and urbanization patterns acceptance. In fact, these cultural concepts can be internalized from the outset (early age). Disregarding these components of education, encounter any society with many costs so that they have to continually increase social control over the citizens, which will bring in turn many cultural and social consequences.

It seems that if the work of the study groups is in the direction of providing effective methods in the discussion of citizenship ethics, rather than macro viewing, oriented to standard superficial views of congresses, book production and hold celebrations and meetings; it will be much more useful. The lack of attention to the role of civil institutions consisting of different classes of citizens, the limited coverage of amusing programs, the lack of training and recreational camps, especially in places with low-income groups, are among these shortcomings. Also, the methods of conducting festivals and ceremonies should be designed methodically and based on the existing realities of the urban community by using non-deterministic and useful patterns for today's audience. The book distribution is presentable only with low volume and in the form of educational bulletins in today's urban society due to its limited scope of distribution and its insufficient impact. In the context of national media constraints, teasers should have realistic examples with implicit references to citizenship ethics, which unfortunately the cases pointed in this book have not been even mentioned.

The study also has had some limitations. The lack of a precise definition of the national citizen was on the scholar encountered. Admittedly, the broad scope of the citizen's notions limited the researcher in the choice of a theoretical framework that has been agreed upon by the scholars. It is suggested that the authors of textbooks and curriculum planners use texts, images, and questions more and more appropriately for students' proper attention and learning. Further, it is recommended to do further studies to confirm the findings of this study and also to examine the agreement coefficient rate on citizenship categories.

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