



Science Arena Publications

International Journal of Philosophy and Social-Psychological Sciences

ISSN: 2414-5343

Available online at www.sciarena.com

2018, Vol, 4 (2): 6-16

Analysis of Social Studies Textbook of Elementary School Sixth Grade for National Citizen Applicability

Hossein Gholami^{1*}, Yousef Dehghani², Mohammad Behroozi³

¹MA, Graduated Student, Department of Educational Sciences, Faculty of postgraduate studies, Islamic Azad University, Bushehr University of Farhangian, Iran,

²Assistant Professor of Department of Psychology, Persian Gulf University, Bushehr, Iran,

³Assistant Professor of Educational Sciences, Bushehr Islamic Azad University, Iran.

***Corresponding Author**

Abstract: *The concept of citizenship, although having a long history, is still ambiguous and problematic and depends largely on the particular context of the countries. The aim of this analytical research was based on the applicability of the national citizen in the Social Studies textbook of elementary school sixth-grade. Content analysis was conducted using checklists and William Rummy's technique as the research method. The total volume of the elementary sixth-grade Social Studies book of Islamic Republic of Iran was taken as the sample. National citizen was considered as the description criterion and sentence and question were chosen as the recording units. The results showed that there is a significant difference among the components of the national citizenship in terms of being addressed in the book. The component of participatory citizen has the most frequency and the component of law-abiding citizen has the least frequency. The results of the Chi square test showed that there is a significant difference between the active and the inactive materials of the textbook on addressing the national citizen. Regarding the involvement factor (0.3), the students' engagement with national citizenship throughout the textbook is low for the text unit. Further, it is equal to 1.7 for the question unit, showing that the national citizenship categories are less satisfactory for this unit.*

Keywords: *Participatory Citizen, Law-Abiding Citizen, National Applicability.*

INTRODUCTION

In a broader definition, the global citizen refers to a person who is sufficiently aware of the contemporary world with the individual's role as a citizen and while respecting values and diversity, participates in all matters from the local level to the global level. Accordingly, the global citizen needs to know how the world operates in the technological economic-cultural sphere (Fathi and Ajarghah, 2002). Marshal (1950), in the book "Citizens and the Social Class", provided a classic analysis of the citizenship concept. He believes, firstly, that citizenship is a status arising due to an individual's full membership in the community, and secondly, those with this status have equal rights and duties. The importance of Marshal's work is because he has tried to cover citizens' duties. He argues that there should be a balance between citizenship rights and duties.

In most studies, citizenship has been defined in terms of the presumed widespread human characteristics that are desirable and acceptable to everyone. For example, a good citizen must be knowledgeable, honest and sympathetic, and ought to manifest desirable attitudes and social attributes.

The definition of citizenship by means of a set of human traits usually put difficulties that are usually expressed in an idealistic language, far from social reality, and today the concept of political development or political socialization has replaced the notion of citizenship (Alaghband, 2002). It seems to aim at shaping children and adolescents' behavior according to social and political themes. In other words, it is a process through which people acquire their political orientation in the environment and society.

The third paragraph of the first title of the French Constitution of 1791, as well as Sections 122, 123, and 124 of the Constitution of 1793, entitled "Frenchmen Rights Guarantees", subtitled some of the subjects of individual rights and freedoms. According to Section 122, the constitution guarantees to all Frenchmen equality, liberty, security, property, the public debt, free exercise of religion, general instruction, public assistance, absolute liberty of the press, the right of petition, the right to hold popular assemblies, and the enjoyment of all the rights of man. The development of declarations and guarantees of individual rights and public freedoms go beyond the boundaries of national rights and take transnational legal and universal aspect.

The International Labor Organization, whether in its charter or final protocols, speaks of minimum standards of work. After the Second World War and establishment of the United Nations, a suitable platform was provided for the growth and development of international human rights. The introduction of the charter is in a way that promised everyone the structure of the international system has changed. The introduction of the charter begins with this: We, the people of the United Nations, rely on fundamental human rights. The paragraph 3 of the Article 1 also refers to the promotion of human rights and fundamental freedoms. In Paragraphs A, B, and C of Article 55, the United Nations encourages solving international economic, social, health and related issues, and international, cultural and educational cooperation, universal and effective respect to human rights and fundamental freedoms for everyone without race, sex, language or religion discrimination in order to create conditions of stability and prosperity for establishment of international peaceful and friendly relations, improvement of the living standards, providing jobs for all and achieving the conditions for progress and development in the economic and social system. Other international measures include the adoption of the Moore's Universal Declaration of Human Rights of 1948 and Moore's International Covenants on civil, political and social, economic and cultural rights of 1966 (Aghazadeh, 2006). In the definition of a citizen one can say that a citizen is a person who knows and defends his own individual and collective rights and responsibilities, accepts the law and obey it, applies his rights through it, has certain rights, and knows that another person is also present and defends his rights (i.e., the defense of his own rights and of the person who participates in the affairs of the city) (Fathi and Diba, 2003).

As the education system in Iran is centralized and textbooks and teachers are the axis of teaching and learning, and because in many cases the textbook is the only means of education, the teacher lies at the core of education. The crucial role of the textbook as a syllabus and determinant of learning quality should be thought and studied. Thus, it will be allowed to review and modify the syllabus and the textbook content in the areas of planning; consequently, the growth of academic achievement will be attained (Rahim Nejad, 1998).

Many experts believe that countries' laws are directly influenced by concept of citizenship and the rights of citizens (Law Website, 2008). Some experts categorize citizens in social, political, and civic dimensions, but it seems that in general classification, citizenship can entail individual and social responsibility of citizens, as well as the responsibilities of the government towards citizens. With a comprehensive look at different societies, it is possible to mention and complete some of these common concepts.

Unlike in the past, education is referred to as the continuous process of learning by every human being in every society. One of the new goals of education is to change learning. Modern education aims at items such as acquiring knowledge, cultivating intelligence, talent, self-knowledge and being aware of talents and gifts, initializing creative and imaginative powers, overcoming undesirable and destructive motivations, playing a responsible role, etc. (King and Schneider, 1990). Investigation of how to apply the results obtained from research in a way so as to incite public attention leads to improvements in policy-making, practice, social guidance, changes in the political environment, interrelated economic patterns, social demands in developing countries, and changes in culture, environment and technology. In addition, it points to the solution ideas of some countries with regard to the above issues, which indicates the need for attention to modern education (Gareth, 1991).

The content analysis method used to review and evaluate textbooks content has been utilized in numerous studies. The historical root of content analysis dates back to the beginning of the man's conscious use of

symbols and language. Content analysis is one of the most salient research methods in the social sciences, especially in communication, but it is also used on other fields of human sciences, such as education (Krippendorff, 1980).

Marshal in his book, *Citizens and the Social Class*, classically analyzed the concept of citizenship. He believes, firstly, that citizenship is a situation arising due to the individual's full membership in the community, and secondly, those who has this situation have equal rights and duties. The importance of Marshal's work is because he has sought to address citizens' tasks and duties. He believes that there should be a balance between citizenship rights and duties. Marshal has identified three types of citizenship rights and has studied their historical analysis. He found the 18th century as the messenger of civil rights or civil citizenship, that is, the right to equality, freedom of speech and thoughts, as well as property. The term "right" in this sense has a specialized meaning and should be understood as the rights and duties of the people towards one another and the ruling state. In describing this situation, Kant considers the following characteristics as the essence and inseparable part of a citizen:

- 1) Legal authority: the citizen does not obey any law other than the law he has agreed upon, either directly or through his representatives.
- 2) Civil equality: the citizen is in the same status with others and there is no discrimination against him.
- 3) Civil autonomy: Being and ruin of a citizen in a society are not due to the choice of other people, but as a result of his specific rights and talents as a member of the commonwealth community.

Citizenship is exactly linked to human rights in social life, and it comes to the best possible when all citizens integrate with the national community and constitute the nation of that society. Citizenship rights not only include the fundamental rights of human beings but also the rights existing in various areas of social life. In sum, the essence of human rights and citizenship rights is nothing but the observance of citizens' freedom right. Freedom merely is denial of servants' slavery. Three types of rights related to the growth of citizenship can be counted: the civil rights that pertain to an individual's rights in law, political rights, in particular the right to vote, and social rights which refers to the natural right of every individual to benefit from the minimum standard of economic welfare and security.

Berleson defines content analysis as a research technique for objective, systematic, and quantitative description of the appearance of communicating media content (Brulson, 1959, quoted by Krippendorff, 1980). In the similar vein, content can be described as knowledge, skills, tendencies, and values to be learned (Nichols, Nichols, 1998). Curlinger (2004) defines content analysis as a method of studying and analyzing communications in a systematic, objective, and quantitative way for measuring variables. In another definition of the content analysis, it is stated as a systematic research method to objective and quantitative description of textbooks and instructional materials of the curriculum, and to compare messages and structure of the content with the objectives of the curriculum (Yar Mohammadian, 2007).

Social studies is one of the courses that directly relates to citizen education, the national citizen and civil education. It deals with people, the world around, and the conditions of their lives in addition to their respective occasions. The importance of the world around and living conditions in the thinking, self-knowledge, quality of life, and future life expectancy are the main aspects of social studies. The other aspect focuses on human activity and cultural development over the time and as a political, economic, and cultural entity, a resource user and as a human being among other human beings.

Maleki and Moafee argue that social studies course was initially set up in 1916 in the United States with the aim of preparing young people as influential citizens, and in 1921, it was legitimized and stabilized. After consolidating in the American curriculum, it gradually became available to other countries of the world in European and English-speaking countries such as Australia and Canada, and then to other countries in the middle of the 20th century.

Inside the country, though, from many years ago there have been courses in social studies with different titles in curricula, after the reform of Questions in 1989, discussions on social studies course began to expand in the Planning and Bookkeeping Office since 2014. At that time, the authors emphasized the need to integrate history, geography and civil education courses in the elementary period (Guazi, 2008).

As the written and consolidated axis of education and training, textbooks or the contents of instructional materials need to be scientifically analyzed in centralized systems, where the educational activities and experiences of the students are organized by the teacher around the axis. To this, content analysis can be employed, which is essential and useful to curriculum planners, authors and decision makers. This type of analysis helps to understand the concepts, principles, attitudes, beliefs, and all the elements proposed for the targeted textbooks and to compare with and evaluate by the goals of the curriculum (Yar Mohammadian, 2010).

The word citizen is usually associated with the term "government." Its emergence seems to be coincided with the appearance of the first national states. The structure of society consists of two poles: the rulers and commanders. Each of these elements requires certain legal titles and duties. If the government attributes its power to the nation and takes responsibility toward the nation, the citizens will enjoy the mutual rights and duties. These rights include freedom of opinion, freedom of speech, equality to the law, security for property, housing and occupation, holding assemblies, selecting the desired job, social security, free education, petition, nationality and residency.

With the formation of national governments, the issue of citizen and citizen rights was raised. In fact, most people living in the political boundaries of politics are counted as citizens. They also have common rights and duties and are part of a nation. Citizenship can be viewed from two different perspectives. The first focuses on the individualism insights in civil societies, and the other pertains to the societies that somehow have collectivism views. All those who have talked about civil society have been somehow observing the presence of citizens; however, individualists have given greater prestige than collectivists. Indeed, if we look at the philosophical background of the citizenship notion, we observe that it has appeared along with the concept of the individuality and rights of the individual as well as with the emergence of humanist schools such as humanism and liberalism in Europe. This social and political system was founded on the basis of individualism. John Locke's natural law theory was based upon three principles:

1. Political domination is not the effect of the will of the Lord but is based on the agreement of human beings.
2. The legal and governmental system ought to observe human well-being and in accordance with the principles of reason.
3. The human being has innate rights that must be respected by the government.

By proposing the theory of natural law, John Locke claimed that all rights are rooted in the nature, and since nature acts the same everywhere, the rights of all people are equal and all individuals ought to participate equally in determining their own destiny. According to this theory that assumes an individual's natural rights as the source of the state, the existential cause of the state is to protect the rights of its citizens. On the other hand, Jean-Jacques Rousseau believes in the idea of partnership, declaring that individual freedom does not mean his resistance to power, but his contribution to the shaping of power. In fact, every citizen contributes to the assignment of authority to the governing bodies. Against this public will, individual wills must come down and obey because the public will arises due to the all of citizens and then the resistance against it is no longer meaningful. On the other hand, the theory of formal and real freedom were raised by Marx who believed in material fulfillment freedoms and in individual rights rather than its legal aspects. Marxist ideology also argued that the proclamations of the rights and freedoms resulting from it were more formal because majority of the people did not have enough material resources to enjoy such freedoms as capitalists. Through citizenship education, it is possible to change the global citizen to a right for all in order to be educated in the areas of human rights, social justice, and democratic participation. Inclusion of citizenship education into the curriculum as a course in schools provides an opportunity to develop the values and skills needed for the community.

In the realization of the Citizenship Education program, education of a global citizen is referred to as the following: People need to think of the world as an integrated society and to think about environmental, social, political and belief issues, and having information about the role of the European Union, the Commonwealth of Nations and the United Nations. The reference to the role of the European Union and other international institutions reflects the importance of social literacy in the context of the international

community. By integrating the issues mentioned with identity, pluralism, rights and responsibilities, a better understanding of global citizenship can be found. In the implementation of the Citizens' Education Program, it is suggested that students be divided into groups to do different tasks and decide on the work plan, and at the end of the class, they can express and discuss their report. In this type of education, the development of participatory skills are further aimed at (Ebrahim, 2005). Hicks (2002) describe the characteristics of effective and useful citizen as: concerning problems in the global context, responsible and cooperative work, acceptance of cultural differences, thinking about organized essential and vital methods, settlement of conflicts and disputes without violence, change the lifestyle to protect the environment, description of human rights, and participation in politics.

According to Ernestein, the lack of participation lies at the lowest step of the ladder, and citizens do not have any power- sometimes, some organizations delude the people by creating a fictitious form of participation. Concealment of the views and behaviors through the survey is the goal of the treatment step. The degree to which citizens are informed about the facts and programs is the next step. In the case of proper operation of the awareness phase, the move will start off to attract citizen participation, advices will be given to reflect the views of citizens, and counseling will help decision makers to reflect citizens' views. This consultation results in is the less but temporarily and reliably participation, which is not a real partnership, that is, citizens do not have sufficient authority and the authorities do make decisions, and a degree of egalitarianism emerges. In the next step, there are real forms of partnership presented as cooperation, delegated authority and citizen monitoring, suggesting the distribution of civilian power through negotiation. Opponents argue that this level prevents adequate public services due to the costliness, deficiency and possibility for the abuse by opportunists. In fact, by this ladder, the difference between artificial and real partnership would be revealed (Afrugh, 1998).

The basic question of the research is whether the textbooks, especially the Social Studies textbook, provide the children with underlying concepts of citizenship. Social studies is one of the courses that directly affects the national citizen and teaching it. It deals with people, the world around, and individuals' living conditions in addition to their occasion. The importance of the focusing on the world and living conditions in thought, self-knowledge, quality of life, and belief in the future are the main aspects of social studies.

The work of the institutions within the social system has been diminishing and paled, so that the various dimensions of security have been put at a critical status due to the increased crimes, and the citizen's opportunities and creations have been eradicated. These issues have caused many concerns in the context of the collective life in the society. In this study, security needs to be aimed at from the social studies dimension. In a society where issues such as class distinctions, poverty, prostitution, addiction, insight and ideological conflicts, health, human's adultery relations, contradictions, misunderstandings, misconceptions, alienation, orientation loss, etc. are considered as some of the social deviations and impairments, how the functions and goals of this social phenomenon are concerned in the Social Studies textbooks?

Methodology

This is a quantitative content analysis research. Gal et al. have defined content analysis in quantitative study as a research instrument for the objective, systematic, and quantitative description of the manifest content of communication. Accordingly, they believe that content analysis in education mostly involves collecting data on the various aspects of the messages encoded in the product of communication (Gal et al., 2004). In this study, the Social Studies textbook of the elementary school sixth grade (2014-2015) of the Islamic Republic of Iran was reviewed as an analytical message. This textbook makes up the research population. To analyze the intended materials in terms of the degree of concerning the national citizen, the content analysis check list was used as the instrument which is composed of the main three components of law-abiding citizen, participatory citizen and moral citizen. Content validity and experts' opinion were utilized to determine the validity of the check list. The method used was content analysis using checklists, and William Rummy's technique.

William Rummy's technique

It can be said that William Rummy's technique aims at investigating whether the book or content intended actively engages students with learning and teaching. In other words, the goal is to determine whether the book is presented and complied in an active manner or not.

Evaluation of the text of the book

The smallest part in which the content of a book or chapter is analyzed is referred as the unit of analysis. In this study, sentence is taken as the unit of text analysis. Ten or more pages from different parts of the book is selected randomly and checked out. In each of the selected pages, 25 sentences are read and each one is put in one of the following categories. The sentences include titles, the descriptions under pictures, preface, or chapter introductions.

A: Expression of the truth is a simple statement of assumptions or observations made by someone other than the student. B: Expression of results or general principles (generalizations) is the opinions provided by the book authors on the relationship between the assumptions and the various topics. C: Definitions refer to the sentence (s) used to describe and explain a word or term. D: Questions that are mentioned in the text and their answers are given immediately by the author. E: Questions that require the student to analyze the assumptions given to them to answer the questions. F: The student is asked to express the results he has attained. G: The student is asked to do an experiment and analyze the results or to solve the issues. H: The questions that are presented to attract the student's attention, not answered immediately by the author. I: The student is asked to notice pictures or stages of an experiment; in general, sentences that do not fall into any of the above categories are included in this category: J Questions about the meanings. Of the ten above categories, a, b, c and d are classified as inactive categories and categories e, f, g, and h are considered as active categories. The last two categories, i and j, are neutral categories not playing an important role in the evaluation of the book and therefore can be ignored and neglected in the evaluation and analysis. In order to calculate the rate of student's engagement with the text or to measure the level of activity, the sum of active categories is divided by the sum of inactive categories:

$$\text{Involvement factor for text} = \frac{\text{active sentences}}{\text{passive sentences}}$$

Evaluation of questions

Ten questions are randomly selected from ten chapters. Each of the selected questions will be put 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 students should answer to by what s/he has learned in the new lesson to conclude the new issues. d) a question asking students to solve a particular problem. In the aforementioned classification, categories a and b fall into inactive categories and categories c and d fall into active categories:

$$\text{Involvement factor for questions} = \frac{\text{active sentences}}{\text{passive sentences}}$$

Results of William Rummy's content analysis

Finally, once the involvement factor (the index of students' engagement with content, the text, pictures, and questions) is determined, the results are to be interpreted. It is a figure that indicates the level of content activation. The range of this figure varies from zero to infinity. However, according to William Rummy, a textbook is active when the involvement factor is between 0.4 and 1.5: $0.4 < \text{involvement factor} > 1.5$.

The involvement factor of less than 0.4 means that the book only provides scientific information and urges learners to memorize the scientific content. Such a book is one of the non-research books in which the student does not play any active role in learning, and he and his mind is viewed as a banking system that always seeks to preserve and archive the content. On the other hand, the involvement factor of greater than 1.5 represents a book that, for each sentence or question, requires the student to do some sort of evaluation and activity. Such books do not provide sufficient assumptions and scientific information to learners, and only require them to do some kind of activity. William Rummy argues that these books are inactive because it requires a lot of work, while enough information and the student's conditions are not taken into

consideration. Therefore, according to William Rummy, a book is suitable and actively provided that creates a student-content involvement factor of greater than 0.4 and less than 1.5.

In the other words, each active book must provide at least 30% and a maximum of 70% of the scientific content, otherwise the content of the book is 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 action.

Findings

Research hypotheses were examined from two dimensions in terms of differences in the text, pictures, and questions regarding each of the components of the national citizen, based on the William Rummy's technique for activeness and inactiveness of each unit of analysis (sentence and question) relative to the national citizen. Initially, using the Chi-square test, the replication of each of the components of the participatory, law-abiding and national citizen was compared, and then the influence coefficient of each component in the national citizenship was examined.

This research seeks to respond to two hypotheses: Participatory and law-abiding citizen in the social studies textbook of elementary 6th grade is founded upon the national citizen. We analyze social studies book of elementary 6th grade based on the applicability of national citizenship. To this end, the content of the textbook was divided into two parts of the text and the questions and then evaluated according to the components of the participatory and law-abiding citizen.

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

Analysis unit Index	Text		Question		Total	
	Frequency	%	Frequency	%	Frequency	%
Order	10	2.17	0	0	10	6.15
Liability	9	5.15	0	0	9	1.14
Legality	14	1.24	3	75	19	7.29
Specialization	25	1.43	1	25	26	6.40
Total	58	100	4	100	64	100

The results showed that in terms of the law-abiding citizen components, the component of order (17.2%), liability (15.5%), legality (24.1%) and specialization (43.1%) make up the text titles. The highest frequency was related to specialization (43.1%). In the analysis of pictures, 100% of the pictures were related to legality. In the analysis of questions, 75% was related to legality and 25% to specialization. Totally, specialization has the most and liability has the least frequency.

Table 2: Frequency and percentage distribution of participatory citizen components

Analysis unit Index	Text		Question		Total	
	Frequency	%	Frequency	%	Frequency	%
Friendship	47	2.6	23	6.17	73	9.6
Customs	33	3.4	1	8.0	48	6.4
Courage and national pride	180	7.23	12	2.9	234	2.22
Consultation and cooperation	25	3.3	3	2.3	32	3.0
Life Skills	54	1.7	24	3.18	81	7.7
Understanding the environment	267	1.35	54	2.41	388	36/8
Work and activity	72	9.5	8	1.6	103	9.8
Science and Technology	82	8.10	6	4.6	95	9.0
Total	760	100	131	100	1054	100

According to the results of Table 2, based upon the analysis of the Social Studies textbook, the components of the participatory citizenship constitute the titles of the text as the following: friendship 6.2%, customs

4.3%, bravery and national pride 23.7%, consultation and cooperation 3.3%, life skills 7.1%, understanding of the living environment 35.1%, work and activity 9.5%, and science and technology 10.8%. Understanding of the living environment (35.1%) has the highest frequency and consultation and cooperation (3.3%) has the least frequency. In the analysis of pictures, the relevant components make up the course titles as follows: friendship 1.8%, customs 8.6%, bravery and national pride, 25.8%, consultation and cooperation 2.5%, life skills 1.8%, understanding of the living environment 41.1%, work and activity 14.1%, and science and technology 4.3%. The component of understanding of the living environment (41.1%) has the most frequency while the component of life skills has the least frequency (1.8%). In analyzing questions, the relevant components constitute the book titles as follows: friendship 17.6%, customs 0.8%, bravery and national pride 9.2%, consultation and cooperation 2.3%, life skills 18.3%, understanding of the living environment 41.2%, work and activity 6.1%, and science and technology 4.6%. The component of understanding of the living environment (41.2%) has the most frequency while the component of customs (0.8%) has the least frequency. In total, the component of friendship 6.9%, customs 4.6%, bravery and national pride, 22.2% consultation and cooperation 3%, life skills 7.7%, understanding of the living environment 36.8%, work and activity 9.8%, and science and technology 9% constitute titles of the textbook. Understanding of the living environment (36.8%) has the most frequency while the component of consultation and cooperation has the least frequency (3%).

Hypothesis 1: The participatory citizen in the Social Studies textbook of the elementary 6th grade is based on the national citizen.

In order to examine this hypothesis, firstly, the components of the participatory citizenship proposed in the Social Studies book were compared using the Chi-square test. Then, the results were analyzed. The results of the above table show that there is a significant difference among the components of the participatory citizen in terms of being addressed in the textbook. Understanding of the living environment has the most frequency. The review of the sentences and pictures in the book shows that more than 37% of the book's content relates to the understanding of space and location, both nationally and globally. Meanwhile, with the growth of mass media such as television, satellite, Internet, mobile and social media, students capture more comprehensive information from these media.

Yet, the school and the education system as educators should train people who are efficient, creative and critical in the issues of the community. For example, life skills, which are of the most salient factors in creating a good life, are covered only 7.7% in this book.

Table 3: Frequency and percentage distribution of participatory citizen

Analysis unit Index	Total	
	Frequency	%
Friendship	73	6.9
Customs	48	4.6
Courage and national pride	234	22.2
Consultation and cooperation	32	0.3
Life Skills	81	7.7
Understanding the environment	388	36.8
Work and activity	103	9.8
Science and Technology	95	9/0
Total	1054	100

$$001. <0P7 = Df74 . 768= X^2$$

The results of the table show that there is a significant difference among the components of the participatory in terms of being addressed in book. This is consistent with the findings of Garnijak (2012). According to the findings of this study, understanding of the living environment has the most frequency. The review of the sentences and pictures in the book shows that more than 37% of the book's content relates to the understanding of space and location, both nationally and globally. Meanwhile, with the growth of mass

media such as television, satellite, Internet, mobile and social media, students capture more comprehensive information from these media. Therefore, it seems that the book can't cover the components of the national citizen satisfactorily.

Hypothesis 2: The law-abiding citizen in the Social Studies textbook of the elementary 6th grade is based on the national citizen.

The results of the table below show that there is a significant difference among the components of the law-abiding citizen in terms of being addressed in the book. The results show that the highest frequency is related to specialization and the lowest frequency is related to liability and order.

Table 4: Frequency and percentage distribution of law-abiding citizen

Analysis unit Index	Total	
	Frequency	%
Order	10	15.6
Liability	9	1.14
Legality	19	7.29
Specialization	26	6.40
Total	64	100

The results suggest that there is a significant difference among the components of the law-abiding citizen in terms of being addressed in the book. This is consistent with the findings of Ramezanipoor (2013). Unfortunately, one of the problems of our today's society is the dearth of concerning legality. Corruption, bribery, non-observance of the others' rights, and non-respect of the rights of others in driving have dramatically increased. As an example, in 2014, about 20,000 were killed due to the non-respect of the rights of others in driving. So, it is expected that Social Studies book focus on this issue and prepares students from an early age to accept the law that unfortunately is concerned at the least degree.

Hypothesis 3: The Social Studies book of the elementary school 6th grade is based on the national citizen. The results of the table show that there is a significant difference between the components of the national citizenship in terms of being addressed in the curriculum of elementary school 6th grade ($X^2= 308.20$, $Df=1$, $P<0.001$).

In this section, a national citizen is analyzed based on William Rummy's technique at two levels of text and question. The results are as follows:

Table 5: Involvement factor of active text method for text

Statistic Method	Frequency	%	Involvement factor
Active	191	20.9	
Inactive	721	1.79	
Total	912	100	

$X^2= 308.20$, $Df=1$, $P<0.001$

Results of Chi square test showed that there is a significant difference between the active text and inactive text in terms of addressing the national citizen ($P < 0.001$). The rate of involvement indicates that in terms of concerning the national citizen, the students engage with the text to a low degree. According to the involvement factor (0.3) which should be between 0.5 and 1.5, the student engage with the text insufficiently.

Table 6: Involvement factor of active text method for question

Statistic Method	Frequency	%	Involvement factor
Active	92	63	
Inactive	54	37	
Total	146	100	

$X^2= 9.89$, $Df=1$, $P<0.002$

Results of Chi square test showed that there is a significant difference between the active text and inactive question in terms of addressing the national citizen ($P < 0.001$). The rate of involvement indicates the students' engagement with the question is not desirable. According to the involvement factor (1.7) which should be between 0.5 and 1.5, the student engage with the text insufficiently.

Based on the results obtained, there is a significant difference between the components of the national citizenship in terms of being addressed in the book. Moreover, the results of the Chi square test showed that there is a significant difference between the active and the inactive text of the elementary school 6th grade in terms of addressing the national citizenship. Also, the involvement factor indicated the students engage with the text to a low degree. The results of the Chi square test also indicated that there is a significant difference between the active text and the inactive question in terms of addressing the national citizenship. The involvement factor suggested that in terms of addressing the national citizenship, the students engage with the question insufficiently. Our findings are consistent with those of obtained by Manouchehri (2007), Alizadeh (1999), Turkman (2008) and Afsharpour (2004).

The key concepts that need to be seriously addressed in the field of citizenship education culture include the urban liability, legality of citizens and comention. In fact, these cultural concepts can be internalized from the early childhood. Lack of addressing these components of education would confront any society with a lot of costs and thus increased social control over the citizens would be required, bringing many cultural and social consequences.

Gay Hermet in the discussion about citizenship culture points out that the educating citizenship culture is characterized by familiarization of the citizens with the history and structure of the environment in which they live in, education of citizens about democratic rules and practices, and provision of the citizens with the characteristic of self-discipline by the culture, which requires more civic morality and greater morale in order to be adapted to the society. Citizenship education in the field of culture refers to the legal protection of the cultures and subcultures existing in a society; citizens must accept and respect these subcultures that contributes to social adjustment and the development of civil morality. Accordingly, the training given to citizens in the area of community rights and respect for the culture of minorities has a significant role in cultural development of citizenship.

The present study has some limitations. The scholar is confronted with the lack of a clear definition of the national citizen. Undoubtedly, the breadth of the citizenship concepts has limited the choice of a theoretical framework that has been agreed upon by experts. It is suggested that authors and curriculum planners do apply more and appropriate texts, pictures and questions in syllabus. In order to confirm the results of this study and to examine the rate of agreement on citizenship categories, further studies should be conducted.

References

1. Aghazadeh, A. (2006). Principles and rules governing the process of citizenship education, and the study of the evolution and characteristics of such training in Japan. *Educational Innovations, Quarterly Journal, Fifth Question, Vol. 11.* 10-17.
2. Alaghband, A. (2002). *Sociology of Education*. Tehran. Ravan Publications.
3. Citizen's Rights Code; Judiciary. Law Website. Reconstituted on May 14, 2008.
4. Fathi and Rentals, K. (2002). *Citizenship Education Curriculum, Hidden Priority for System, Iranian Education & Training. Journal of Esfahan University, Vol. 4, No. 9.*
5. Gal, M., B. burg and J. Gal, (2004). *Quantitative and qualitative methods in educational sciences and psychology*, translated by Ahmad Reza Nasr et al., Tehran: Shahid Beheshti University.
6. Garnijak, A. (2012). *Analysis of the content of the elementary school new Experimental Sciences book, 2011 edition, by using the William Rummy's technique*. Azad Shahr Islamic Azad University.
7. Garrett G. Martha: 1997 *Studies for the 21st Century, 1991*, Translation by Gholamhossein Nafisi, Monograph No. 9, Institute of Education.
8. Gouazi, Arash (2008), "Comparative-analytical study of the method of selecting and organizing content of curriculum for social studies and citizenship education at the elementary level of education in Iran with Sweden", *Educational Innovations, spring, No. 25, seventh year, pp. 11-48.*

9. Hicks, D. (2002). *Lessons for the Future. The Missing Dimension in Education*. London: RoutledgeFalmer.
10. Ibrahim, T. (2005). Global citizenship education: Mainstreaming the curriculum? *Cambridge Journal of Education*, 35(2), 177-194.
11. King, Alexander and Schneider, Bertrand: *The First World Revolution*, Rome Club, 1990, Translated by Shahnyandeh Kharazmi, 1995, Ahaya Publishing House.
12. Krippendorff, K., (1980). *Content Analysis. An introduction to its Methodology*, London, The Sage Commtext Series, Sage Publications. Ltd.
13. Nichols, A. Nicles, A.H. (1998). *Curriculum guidance*. (D. Peasant, translator). Tehran: Qadiani.
14. Ophir, Imad. 1998 *Space and social inequality*. Tehran: Tarbiat Modares University.
15. Rahimnejad, R. (1998). *Analyzing the content of the mathematical book, third grade, the first high school of the new system in terms of vertical content, the Master's thesis curriculum*, Allameh Tabatabai University, Faculty of Psychology and Educational Sciences, Tehran.
16. Yar Mohammadian, H. (2007). *Principles of curriculum planning*, Yadvare-e Ketab e publishing.