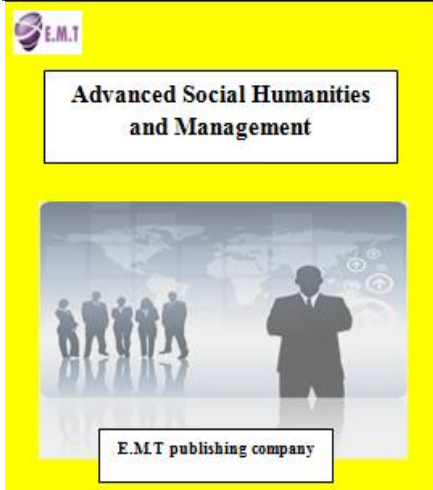


Rating and analyzing the position of civil training factors in the content of high school text books in the view of high school teachers of Shahrekord

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Abstract:

The aim of the present investigation is to study the extent of attention toward civil training factors, know ledge, skill and civil attitude, in the high school text books. Shannon Entropy content Analysis (SECA) method was used in this study. Statistical society included all high school teachers of shahrekord, out of them, 700 subjects were randomly chosen as the statistical society. For gathering the data, content Analysis checklist was used and its feasibility was affirmed by the experts of this area. For determining the stability of the research tools, retesting method was used, and coherence coefficient 0.86 was obtained. With regarding to the findings of the present study, it seems necessary to give more attention to less considered factors and indices.

Keywords:

Civil training, civil factors, civil attitude Introduction

Introduction

Social, economic, cultural and political necessities of the present age have become the civil training as one of the most important areas of decision and practice in education system. Training the responsible and well informed citizens is one of the most basic and critical tasks of the educational system in different countries. Each country as formal or informal has the task of preparing the citizens for entering the cultural, political and social life which is done in the form of direct civil training through inserting the subject in the same name or in the form of different subjects. Today, national and international society requires the presence of well informed, responsible. Persons what are sensitive to the society affairs and interested in interaction. Then, the formal education of the society should study and revise its aims, methods and contents according to such needs. Cadaver believes that globalization and the resulted changes in the policy and government and rapid changes in technologies and cultural challenges have changed the citizenship concept for living in the global world and raised the question: what dimensions and factors should be considered in training the citizens and what are the reasons affirming these dimensions. The studies done in some developed and developing countries show that the education responsibly in these countries place the proper citizen training on the top of their factions and activities. Civil training is one of the most important elements of the man's cultural and social life in the present society. Then, this factor is a basic discussion of civil society in each historical period of man's life.

Since century 19 then, this has been become more important than before. This has resulted in presence and necessity of civil skill system and its importance in organization of super Education, resulting in the educational institutes of the industrial societies try to strengthening the educational system of civil skills and developing the civil and social identity of the citizens for strengthening democracy and local national participation.

Since each society considering its cultural areas, trains the special citizens with special characteristics and this guarantees the survival and continuity of social life and develop meant of each country, proper civil training should be considered for all the people in the society which can be started from the most formal educational system of the country is organization of Education. Civil education is an investment for the intended future of the society in all dimensions, for making the citizens familiar with their civil rights and expecting them to be responsible, participating in the various areas should be propagated in different areas from the childhood and in general, values, insights and skills should be transferred accompanied by patterns and methods of participating in civil or collective life, then we need civil training and citizen based training.

In Iran, this has attracted the attention of the planners and policy-making of organization of Education and textbooks. According to the regulations of super council of organization of Education, for high school and

guidance schools, some aims have been considered in the different dimensions. Since organization of Education is a process which tries to change and adjust the behavior of learners, many factors are effective in this respect and the main role is played by curriculum. Text book is one of the most important references for learning the students in the educational systems. Among them, high school subjects have been compiled as the most important educational aim for preparing the person for the social life.

Although civil training has been popular in different forms in most countries, today most people haven't passed the required training for doing their social activities, resulting in some problems in the society. Then the necessity of civil training specially in developing countries is felt. This necessity is fulfilled by organization of Education which plays basic role in training the citizens of the society. With regarding to the changes occurred in the present society as a result of industrialization, communications and globalization, important role of civil training in the society should be accepted. No doubt, training good citizens is one of the most important concerns of most educational systems around the world and is placed on the top of their educational activities, so that in the report of civil training study, it is mentioned that all contemporary societies are concerned with evaluation and educational growth for preparing their youth and teenagers for the civil life and teaching them the methods of participating in the social affairs. In this report, it has been emphasized that in 1990s, effective and active civil training is one of the key and important aims of the curriculums in Australia. In Canada, civil training is also one of the most important tasks of educational system and it is tried to establish it through various ways.

Citizenship is defined as common civil affairs, social, national, civil, personal affairs in relationship with the native people of a country. Social rights include the exceptions of a person from the others in the society social tasks include the exceptions of other people from the person. Laws are the norms not considering them are punished. Justice and equity is defined as a condition in which the people in the society benefit the advantages as wealth, power and respect as needed in the social life. Equity is defined as when the people of the society benefit from its advantages and social justice about their social role. Political and social participation refers to participation of all people in determining the political, social, and cultural fate with regarding to providing the facilities by the government. Some investigations have been done inside and outside the country about the mentioned concepts. Coholtash performed a study aiming at study the extant of considering the characteristic of international citizens in a social studies of elementary schools of Iran. Findings show that social studies in recognition dimension, functional dimension and attitude dimension has considered the international citizen characteristics as 10.20 , 6.0 and 3.15, respectively, showing less considering these factors. Alizade in an investigation "civil training in text books, has studied the citizenship category in the text books of elementary, a guidance and high schools. Based on the results of this study, in the text books of elementary school, 4 categories including Traffic department, civil hygiene, civil environment and Islamic council have been studied. Behest in a study entitled "civil indices in social science textbooks, by recognizing 25 element of civil rights in constitution of Iran has studied the extent of considering the civil rights, directly and indirectly, in social science text books of Iran high schools by using check list tool and in descriptive theoretical method. lotfabadi a in a study has examined the attitude of Iranian youth and teenagers toward the different aspects of civil and social life, value system and globalization and concluded that considerable classes of youth and teenagers suffer from basic weakness in civil and social identity, antisocial attitudes, offences and oppression. In such situation, training the local, national and international responsibilities and rights in different civil aspect in class and school program my and activities is necessary. Riolli (2010) has done a study entitled: civil training in high schools: comparative study between Bolzano and pad ova in Italy in 2004-2007. In this study, he has studied the knowledge level and political – civil interests of high school students in two mentioned provinces. 31.1% students stated that they aren't satisfied with the assistance of the schools for developing their civil and political awareness. Just 80% a stated that they have passed some dispersed lessons (subjects) about civil training during the educational course. Results showed the political and civil knowledge and interest level of interviewed students has strong coherence with what is presented in curriculum. Zoo has studied the relationship between school education and democratic characteristics of high school students. However, student yet lack democratic knowledge and skills. Another research entitled: Islam, democracy and civil training: study the curriculum of social studies has been done in Pakistan. Results showed that civil training model of Pakistan is mostly based on religious training. The main aim of this model is how to train citizens who remain loyal to their government and living place through the religious instructions. It is observed that most research about civil training concepts are about content analysis and its elements include such concepts as municipality, councils, environment , Traffic Department, etc. with regarding to fundamental changes in the content of guidance school textbooks, study the attitude of the teachers is very important, then the present study try to study the usage of some civil training

factors in the content of these textbooks. Study the attitude of the teachers towards the responsible and planners of text books makes it possible to more comprehensively study the civil concepts.

Method

The present study is application and has been done as measure mental- descriptive. Statistical society of the study include 100 teachers studying in 2013 educational year. Out of them 48 male and 52 female are in Shahre kord. Researcher- made questionnaire including 30 questions measuring the extent of usage the civil training factors in the content of guidance scholl social text books has been used for gathering the required data- considered factors include: social right (7 questions), social tasks (5 questions), justice and equity (5 questions), social and political participation (6 questions) and political literacy (7 questions). For maximizing the questionnaire feasibility of this research, opinions of the field experts have been used. For determining the stability, a primary study has been done on 20 out of statistical society and α - kronbakh is 0.86. out of 100 distributed questionnaire, 100 cases have been returned. In the first level, applying descriptive statistic methods, general information obtained from the questionnaire was analyzed. In the second level, by using inferential statistics methods, questions and assumptions of the investigation was tested. The following table shows sex, educational degree, service history in organization of Education and teaching history of the respondent.

Abundance	Group	Variable
52	Female	sex

Results obtained from analyzing the information of the question of the questionnaire are as the following.

Q1: social rights factor average in the content of high school text books is more than medium in the view of the teachers. For studying the difference among the teacher's views, unexampled t- test was used. Table 1: study social rights factor average.

As you see in the above table, mean view of the teachers about social rights is more than medium level. Then the first assumption is affirmed.

Q2: social task factor average in the content of high school text books is more (higher) that the medium level in the view of the teachers. For studying the difference among the views of the teachers, uni-sample t – test has been used.

Table 2. Study the social task factor average.

As seen in Table 2, teacher's view average about social tasks in higher than medium. Then the second assumption is affirmed.

Q3: Justice and equity factor average in the content of high school text books is higher than the medium in the view of the teachers. Diana -sample t – test has been used for studying the difference between the virus of the teachers.

Table 3: study the justice and equity average.

As seen in the above table, teacher's view average about justice and equity is higher than the medium. Then third assumption is affirmed.

Q4: Social and political participation factor in the content of the text books in higher than the medium in the view of the teachers. Unisample one (Univariable) t – test has been used for studying the difference between the views of the teachers.

Table 4: study political and social participation factor.

As seen in the table, average view of the teachers about political and social participation is higher than the medium. Then fourth assumption is affirmed.

Q5: Political literacy factor average in the content of the text books is higher than the medium in the view of the teachers.

Univariable t – test has been used for studying the difference between the views of the teachers.

Table 5: study political literacy factor.

As seen in the above table, average view of the teachers about political literacy is higher than the medium. Then, fifth assumption is affirmed. Friedman rating test has been used for rating the factors:

Since meaningfulness is less than 0.05, it can be concluded that the difference between the rates is meaningful, therefore social rights has the highest rate and political literacy, social tasks, social & political participation and justice and equity followed it.

Conclusion:

Given the obtained information, it can be concluded that high school text books are in the medium level in respect of training the civil factors including right, tasks, participation and political literacy. Since the schools specially social science text books are considered as a pattern and model for practicing a civil society and the most important carrier of civil values, it is expected that this gap in the text books which only results in increasing the recognition knowledge, will be solved with regarding to the condition of Iran society and today generation and emotional dimensions specialty civil behavior will be also thought. Such subjects as training the conversation culture, civil and moral training and also communicational skills are a many the most important pills by which the schools can help the students in playing their role. Problem solving index, role of UN and regional organizations, interest in peace index and international development are among the indices which have been ignored or less considered. These skills, knowledge and attitudes are related to each other, so that not equipping the learners to the ability of problem solving will result in their inability as the future citizens for facing the issues and challenges which not only are individual and national, but also are international. Today, world is known as a unit society and different regions are influenced by each other, UN and regional organizations play an important role in this respect. Organization of Education and existing institutions should respect the own identity of each person. Meanwhile, they should prepare the citizens for the inclusive world and make them as the citizens who return to their ethical and native cultures and try to developing them. Cooperation among all countries and having international view are necessary for the international peace. Nowadays, globalization has become a reality. Educational systems are obliged to consider training the international citizen to be consistent with the needs of the third millennium. To be along with the international development trend, students should obtain the skills and knowledge for being effective in the international society. While adhering and believing the native culture, various international citizens should effectively participate in a common international culture. A new type of citizenship which is required in 21 century is a concept called "multicultural citizenship". Multicultural citizenship refers to this fact that the citizen's right and need to commitment about the native and international culture should be recognized. Civil training should help the people to obtain a correct and clearer knowledge about their role in the national and international levels, and perceive how their life in their cultural societies can influence the life of the other nations, and how the international events can influence their everyday life. One of the main goals of civil training should be to help the learners in acquiring the individual, national and international identity, so that they can actively participate in solving the hard international problems such as contrast, war, HIV (AIDS) spread, global poverty, etc. these topics have been considered by different investigators. Knot Tai (2008), Diva, Iftakhar Ahmad and Lotfabadif emphasized on dealing with the international issues, training the peace culture, access to the international attitudes and correct thinking and thoughtful decision making, however meanwhile they confess that current educational system of the countries and its curriculum less consider these topics. A brief glance at the findings of the present study show that the educational programs specially text books don't have good performance in this respect.

Suggestions

1. Present the concept of civil training (social rights, civil tasks, social and political participation and justice) in the form of memories, stories, poetries and attractive social concepts for better reception and more effect on the students. As presented in the result obtained from this investigation, extent of using these concept is in medium and in cases less than medium. But of course, widespread application of these terms can't institutionalize these concepts in student's mind and memory. As said, manner of presentation is more effective than widespread application of these concept in social science subject.
2. Will regard to the result of this study, it seems that they type of teaching the concepts of civil training in Iran's educational system is resulted from the traditional perspective and in this perspective, the concepts are passively thought so that the student isn't directly involved in the subject. Then, using the active manner in

teaching the concepts and also widespread application of the results of active teaching can be effective in the society. Student thought by this manner can relate his/her learning to when see in the society and touches its advantages and disadvantages and rise to developing the civil principles.

3. In teaching the concepts of civil training, teaching critically thinking toward social events, justice, policy and social rights can help in increasing the content of teaching, of course it can be used as an immediate and temporary guideline until establishing the required fundamental changes in the content and educational manners.

4. Just teaching the civil topics in the text books of various educational courses can't institutionalize these concepts and create a ideal civil personality in the students. But, civil training requires the coordination and cooperation between the organizations and media such as national media, municipalities, counsels, social and political institute, there should be a coordination between what learned and what seen in a society.

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