A Critical Analysis of the Progressive Citizenship Education Approach in Social Studies Textbooks in the Iranian Middle School

A. Gholtash, M. Salehi, A. Bazrafshan, and S. Mohammadjani

Abstract— Progressive citizenship education approach is one of the approach that emphasize on the preparation of opportunities to achieve potential to participate actively in the social life. The main purpose of this research was to study and criticizing progressive citizenship education approach in social studies textbooks in middle school. In this research, the theoretical description method would be applied to clarify the progressive citizenship education approach and implication for curriculum elements and also content analysis method is used to analyze curriculum of social studies in middle school. Statistical samples of content analysis are social studies textbooks in this level. Data collection instruments include lists of content analysis of textbooks. The data has been collected by studying theoretical principles, legal grounds and proposal. The validity has been confirmed by 10 professors who have studied on citizenship education. The analysis unit is the sentences of textbooks. The most important findings of this research can be identifying of implications of progressive citizenship education. In the part of content analysis the findings reveal different levels of attention to citizenship rights in different grades of middle school: 20.04% in social studies in the first grade; 22% in the second grade and 20.14% in the third grade.

Keywords---Citizenship Education, Progressive Citizenship Education approach, social studies textbooks, middle school.

I. INTRODUCTION

CITIZENSHIP education is the category which has been considered by many world researchable and scientific communities, and it's been changed into one of the strongest research fields in education systems [1]. This wide domain includes psychological, ideological, political views, and education approaches, [2].

Citizenship education is the preparation of student's job opportunities in meaningful learning experiences, so that it can help them be political, social, progressive, and obligor in the future [3]. According to this point, citizen ship education has a special view to ability, knowledge, and visions which help

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individual react others and government affectively and sufficiently.

Citizenship education includes aims and approaches. It can be divided into two main groups, conservative, and progressive. In the other word the citizenship education can be used as a means to keep and care of existence situation or to make them active in order to change remarkably [4]

Progressive approach in citizenship education emphasizes on social changing and justice. According to this approach citizenship education should analyze sex, race, and class structures. It should also help the social justice development, and respect the variety.

The position of progressive citizenship education is not clear in curriculum and instructional contents of our country. And also there aren't any research documents in this field. According to social situations, and Lack of enough researches in this field, this research proceeds on investigation to progressive citizenship education approach in social studies text books in the middle school. So it can theoretically investigate compilations and domains of progressive citizenship education approach because these textbooks are the best sources of student learning opportunities.

Some researchers have also studied the citizenship education to find if school and curriculum are the only citizenship education assemblies. For example, Osler and Starkey [5] interviewed and discussed young adults, and they concluded school needs to make its relationship with society because most of the citizenship learning happens outside school. They have found that citizenship and universal citizenship are not the process which is limited to curriculum and school. School needs to make a strong relationship with society, because most of citizenship learning happens outside of school. We can see this result in other researches such as Slat Maris and his colleague studies.

In this research the following researchable question had been considered:

Research Questions:

-What important guidance does progressive citizenship education approach consist of?

- How is the investigation to progressive citizenship education approach in social studies textbooks in the middle school?

II. METHODOLOGY

This research method is the composed one which consists of two methods. In the first step the theoretical description method which is taken from library documents studies is used to clarify the progressive citizenship education approach main guidance and also content analysis method is used to analyze the curriculum of social studies in the middle school.

In this research the content of social studies textbooks in the middle school have been analyzed on the basis of content analysis lists which have been arranged by the first theoretical studies.

Statistical samples and society:

In this research statistical society of content analysis are social of all grades in the middle school.

*Data collection instruments***:**

In this research the main instrument is the lists of content analysis which have been collected by research theoretical studies about progressive citizenship education in order to investigate social studies textbooks and they've been arranged for cognitive, affective, and physical domains.

Instruments validity and reliability:

The validity has been checked by 10 professors who have studied in education, and the final list has been arranged after their views. Content analysis lists have been confirmed by an expert to analyze. The average of coefficient correlation is about 176. It showed the stability.

Data analysis procedure:

The content analysis method is used to analyze the data which has been taken from textbooks analysis lists. The analysis unit is the sentences of textbooks after studying each page. The sentences which are related on viewed components have been specified and entered the list. Finally, the findings, frequency, percent, average, interpretation, and analysis have been done.

III. RESEARCH FINDING

Main Question

1- What implications does progressive citizenship education approach consist of?

According to resource studying and expert views [4]- [6]-[7]-[8], citizenship education approaches are divided into main groups, conservative , and progressive approaches. It means that citizenship education can be used as a means to care of existence position (conservative), or it can be used to enable people. So they can work better and change favorably (progressive). Conservative approach, existence models, and confirmed views such as cultural transfer prefer to review culture and what is valuable knowledge, and also social economical arrangement. So citizenship education and its curriculum should be in the service of existence political and social systems.

Citizenship education progressive approach should prepare student`s engagement opportunities in social processes either inside or outside of school. Because it's believed that individual should be presented in school, global, local, and national communities as social and political participants, critical and lists, and cultural reaction partisans. So citizenship education curriculum should be the basis for opportunities to achieve the knowledge, attitudes, and abilities which fit students for social and political participation, discrimination engagement, and desirable reaction.

Progressive citizenship education emphasizes on understanding and recognition of multiple corresponsive identification logically in the global, regional, national, and cultural domains. In the other word progressive citizenship education emphasizes student cultural personalities. This approach helps students achieve knowledge, information, capacity, and attitudes which enable them to engage inequalities in the world and in their countries. They can improve cosmopolitan attitudes, and develop justice in democratic and multiple culture societies. Progressive citizenship education approach helps students improve making decision, and social skills. It helps them achieve knowledge about their culture and their society. This approach can also help students know their values in order to change into thoughtful ones [8] this approach helps the development of critical thought skills which is called critical citizenship education [7].

If progressive citizenship education becomes a purpose, it will make the most of social justice and movement, multiple opportunities preparation to know rights and responsibilities. It also improves them, According to this approach; there is an inequality between democracy and bourgeoisie. Bourgeoisie lead to develop injustice and unequal opportunities, but democracy tries to decrease these distances. This approach has some important purposes such as training people who are interested in world problems, who are critical analysts, and who are political participants. It helps educate citizens who respect differences and use them as development potentials. In this aspect citizenship education analyzes sex, race, and strong class structures, it also proceeds to improve social justice, and prepare citizens for universal processes either making decisions or decision implement. Favorable citizens are kind, progressive, political, logical and patient. They also concern about social justice, and environment. In this aspect democracy should prepare participation opportunities, reaction, and decision in all domains. It shouldn't only pay attention to vote.

*Another question***:**

2- How much investigation is there to progressive citizenship education approach in social studies textbooks in the middle school?

TABLE I
THE POSITION OF PROGRESSIVE CITIZENSHIP EDUCATION APPROACH IN
SOCIAL STUDIES TEXTBOOKS

grad and content which analyzed	grad one middle school	grad two middle school	grad three middle school	total
Sum of sentences which are related to progressive citizenship education	91	145	135	371
the total sentences in each textbooks	454	659	670	1783
Percent	20/04	22	20/14	20/80

According to table (1) there are 1783 sentences in social studies textbooks in the middle school, There are 371 sentences in three grads (one – two – three) which is corresponsive with progressive citizenship education approach. So 20/80 percent of sentences are corresponsive with progressive citizenship education.

IV. CONCLUSION

Progressive citizenship education has briefly considered the political, social, aware, and active citizen education, the citizen who has enough information about his political and social responsibilities. He tries hard to develop universal, national, and local society. Education systems which choose progressive citizenship education approach certainly organize all curriculum aspects and elements on the basis of this approach purposes.

In this research there are some compilations and subjects which should be presented in content, activities, and curriculum opportunities in order to cover progressive citizenship education. These compilations and subjects have been defined on the basis of theoretical bases, research history, and right fields. Existence situation of textbook has been analyzed as one of the main curriculum elements of social studies in the middle school. As many compilations such as knowing scientific method and approach, contact events, environment, critical thinking, and creativity haven't sufficiently considered in social studies textbooks, an investigation to them had been zero or next to zero in most of textbooks. But some implications like knowing citizenship communities in national level have sufficient attention frequencies. There is a perfect agreement between these research findings with some other research outcomes. It means that this research findings are coordinated with Khajezadeh research out comes [9] in which an investigation to critical thinking in high school curriculum have been studied. It is also coordinated with Taghieh research findings [10] in which an investigation to environment in art and craft curriculum in middle school has been analyzed. It is coordinated with Keshavarzi research outcomes [11] in which an investigation to cultural Polysemy in social studies curriculum in middle school has been studied. And it's coordinated with

Hakimzadeh and his colleague research [12] which is about and investigation to today`s world problems in middle schools textbooks. According to these research findings, the compilations haven't been considered sufficiently, although they have been studied specifically in this research,

The compilations which have always been forgotten are related on universal, citizenship education which is emphasized on research and scientific communities, especially in developed countries. In this research the carelessness of recognition of stereotyped and racial behaviors, knowing media and their roles, understanding being universal reactions epidemic, knowing IT and communications, knowing international organizations and critical thinking in all aspects are analyzed. This carelessness makes that there aren't any balances between universal and national citizenship education. These compilations influence all aspects of life and education, so useful opportunities which are related to these compilations should be considered in different grades.

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