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**Developing the Social Studies Curricula of the First Stage
of Basic Education in the Light of the Local, National and
Global Dimensions of the Citizenship Concept**

**Ph Thesis Submitted for the Fulfillment of Doctor degree in Education
(Curriculum & Instruction / Social Studies)**

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Summary

Introduction and Statement of the Problem:

The world has witnessed massive quantitative and qualitative changes in different fields of knowledge that are considered natural and logical consequences of information and mass media revolutions taking place during the last few years. A fact that has led to the spread of a number of negative behaviour patterns among the younger generation all over the world and in the Arab Nations specifically such as passiveness, recklessness, inability to support a political standpoint, lack of belonging, lack of problem consciousness and the like. Such qualities make younger people an easy target for foreign strange ideas. In this way, it is rather fundamental to place extra emphasis on the concept of citizenship.

Citizenship is a concept that originated in the law field. It represents a high ideal of society living as it deals with principles like equality of all society members in rights and duties, belonging and the like. The concept of citizenship expanded its focus throughout the years. Instead of being solely concerned with applying those principles within the boundaries of a certain society, which represents the political frame of duties and rights, it expanded its limits to include the national dimension. In fact, it placed extra emphasis on the idea of nationalism, or the relationship that connects a group of countries together.

With the emergence of new phenomena such as globalization, the idea of citizenship started its path of change, becoming increasingly concerned with wider and deeper ideas that go beyond the limits of nations, namely the Global dimension of citizenship concept. Such move was accompanied by the growth of the Global citizen idea who is thought to believe in democracy and human rights and attempts to spread his thoughts all over the world.

In this way, introducing the idea of local, national and Global citizenship to youth is a highly required task and a demand of all nations. It is believed that such an understanding would enable the younger generations to face the challenges of the twenty first century. Such a task is one of the responsibilities of education and its institutions.

Education, in our contemporary world is demanded to plan educational programs that relate ways of living to ways of thinking in human societies and places emphasis on the local and national demands, in addition to the wider world problems. Education is also responsible for formulating people and cultures. In other words, it is in charge of preparing individuals in a way enabling them to face life challenges and demands. Consequently, the citizenship concept came into the educational focus as it aims mainly at preparing the good citizen who can carry out the required missions and is aware of the needed principles. Following, it can be easily detected that the long-used curricula in our schools are not able to fulfill the requirements of good education.

Curriculum is considered the most important and valuable educational tool helping education achieve its aims. It is also the means through which the society could achieve its goals in various aspects of life. In this way, it is fundamental for curricula to match the requirements of the age and its

developmental aspects. On the other hand, the nature of social studies curricula places clear emphasis on dealing with society cases, its interactions and the various problems resulting, no matter how wide or deep they might become. So, such curricula are responsible for introducing knowledge, skills, attitudes and principles related to variant concepts such as the principle of citizenship. Following, social studies curricula designers are required to continue to evaluate and develop curricula bearing in mind various prospects and changes taking place all over the world, starting at the very early stages of education.

Speculating the available literature and looking at the previous studies carried out in the field, the researcher noticed that social studies curricula in general do not deal with the concept of citizenship. Such reality does not come in accordance with what a considerable number of conferences held during the past few years recommended, as they call for the introduction of the term and its dimensions especially to the pupils at the very early stages of education. Therefore, the recent study is concerned with finding an answer for the following basic question:

- How can social studies curricula, introduced to the first stage of basic education, be developed in the light of the citizenship concept taking into consideration its local, national and Global dimensions?

From the previously mentioned main question, we can infer the following questions:

1. What are the limits and extents of the local, national and Global dimensions of the citizenship concept that should be made available in the curricula introduced to the first stage of basic education pupils?
2. How available is that concept in the curricula of the first stage of basic education?
3. What is the suggested plan for enhancing the social studies curricula introduced to the first stage of basic education pupils in the light of the citizenship concept?
4. What is the effect of teaching the suggested unit on the achievement of sixth year primary School pupils?
5. What is the effect of teaching the suggested unit on developing the sixth primary pupils' local, national and global dimensions of the citizenship concept?

Aims of the Study:

The study aims at the following:

1. Introducing a scale of local, national and global dimensions of the citizenship concept that should be made available in social studies curricula introduced to first stage of basic education pupils.
2. Defining how available the local, national and global dimensions of the citizenship concept are in social studies curricula introduced to the first stage of basic education pupils.
3. Introducing a suggested plan for social studies curricula introduced to the first stage of basic education pupils in the light of the local, national and global dimensions of the citizenship concept.

- ε. Measuring the effectiveness of the suggested unit “Environmental Disasters and Means of Confronting them”, included in the suggested social studies curricula on the achievement of sixth year primary School pupils.
- ο. Measuring the effect of the suggested unit on developing the citizenship concept dimensions of sixth year primary School pupils.

Limitations of the Study:

The present study is limited to:

١. Analyzing the aims and content of social studies curricula introduced to fourth, fifth and sixth year primary School pupils.
٢. A group of sixth primary pupils at El-Misharak Kebly Primary School at Yousseif El-Sedeek Educational Administration at Fayoum governorate. The Sixth year was chosen as it is the final year of the primary stage and as the pupils at that stage would be able to realize the values and concepts related to the dimensions of the Citizenship concept.
٣. Preparing and teaching one of the suggested units, namely “Environmental Disasters and Means of Confronting them” in the light of the local, National and Global dimensions of the Citizenship concept and measuring its effectiveness according to the specified aims during the second term of the scholastic year ٢٠٠٥ – ٢٠٠٦.
- ε. The achievement test is limited to the three first levels of Bloom’s Taxonomy (Recall – Comprehension – Application).

Significance of the Study:

The recent study might be helpful in:

١. Introducing a full analysis of the local, national and global dimensions of the citizenship concept that might help social studies teachers working at the first stage of basic education comprehend and realize the introduced concept.
٢. Helping the teacher-training specialists and curricula designers to realize the full picture of the dimensions of the citizenship concept.
٣. Helping pupils acquire the knowledge, attitudes and values required for preparing good citizens that are helpful to their societies.
- ε. Preparing the field for other studies and research works handling the dimensions of the citizenship concept.

The Method of the Study:

The present study made use of the following methods:

- **The descriptive method:**

The descriptive method was used in preparing the review of literature that dealt with the citizenship concept, its development, the basic concepts related to it, in addition to its dimensions in relation to social studies curricula. It was also used in reviewing the previous studies and research works in the field, in preparing the scale, in the content analysis, in planning the suggested unit and finally in preparing the basic evaluation tools (the achievement test and the test of situations).

- **The experimental method:**

The experimental method is used during the implementation of the study tools. The researcher used “one experimental group” design.

The Hypotheses of the Study:

The recent study aims at testing the following hypotheses:

١. There is a statistically significant difference between the means of scores of the study group in the pre and post applications of the achievement test in favor of the post test.
٢. There is a statistically significant difference between the means of scores of the study group in the pre and post applications of the citizenship dimensions test in favor of the post test concerning the local dimension of the citizenship concept.
٣. There is a statistically significant difference between the means of scores of the study group in the pre and post applications of the citizenship dimensions test in favor of the post test concerning the national dimension of the citizenship concept.
٤. There is a statistically significant difference between the means of scores of the study group in the pre and post applications of the citizenship dimensions test in favor of the post test concerning the global dimension of the citizenship concept.
٥. There is a statistically significant difference between the means of scores of the study group in the pre and post applications of the citizenship dimensions test in favor of the post test concerning the three dimensions of the citizenship concept.

The Study Procedures :

The study followed the following procedures :

١. Reviewing the literature related to the study.
٢. Defining the citizenship concept, its development, its related concepts, its basic dimensions and its relation to social studies curricula.
٣. Preparing a scale that includes the local, national and Global dimensions of the citizenship concept that should be made available in the aims and content of social studies curricula introduced to the pupils of the first stage of basic education by referring to the following:
 - The previous studies carried out in relation to the specified field.
 - The written contributions of specialists concerned with the citizenship concept.
 - The nature of social studies as a school subject.
٤. Showing a scale to a number of social studies curricula and methodology specialists to judge the soundness of the tool and its validity.
٥. Analyzing the aims and content of social studies curricula introduced to the fourth, fifth and sixth year primary School pupils in the light of the previously mentioned scale to test the availability of the scale dimensions in them.
٦. Preparing a suggested plan for social studies curricula introduced at the first stage of basic education pupils in the light of the local, national and Global dimensions of the citizenship concept specified previously and the content analysis conducted .
٧. Preparing a unit of the suggested plan named “Environmental Disasters and Means of Confronting them”. The unit is planned in the light of the local, national and Global dimensions of the citizenship concept implemented on the sixth year primary School pupils and showing it to a

- number of social studies curricula and methodology specialists to judge the soundness of the tool and its validity.
٨. Preparing the teacher's guide concerning the suggested unit in the light of the local, national and Global dimensions of the citizenship concept and showing it to a number of social studies curricula and methodology specialists to judge the soundness of the tool and its validity.
 ٩. Preparing an achievement test and judging its validity and reliability.
 ١٠. Preparing a test of situations to measure the dimensions of citizenship concept and judging its validity and reliability.
 ١١. Selecting a sample of sixth year pupils at El-Mesharak Kebly Primary School at Yussef El-Sedeek Educational Administration at Fayoum Governorate.
 ١٢. Administering the pre achievement and situations tests to obtain pre data.
 ١٣. Introducing the suggested unit to the study sample.
 ١٤. Administering the post achievement and situations tests to obtain post data.
 ١٥. Conducting statistical analysis of the results and providing a discussion of the results.
 ١٦. Presenting the Recommendations and suggestions.

The Study Conclusions:

The study concluded the following:

- **The first hypothesis:**

The study sample pupils excelled in the post administration of the achievement test which means that the first hypothesis can be accepted.

“There is a statistically significant difference between the means of scores of the study group in the pre and post applications of the achievement test in favor of the post test.”

- **The second hypothesis:**

The study sample pupils excelled in the post administration of the local citizenship dimension test which means that the first hypothesis can be accepted.

“There is a statistically significant difference between the means of scores of the study group in the pre and post applications of the citizenship dimensions test in favor of the post test concerning the local dimension of the citizenship concept.”

- **The third hypothesis:**

The study sample pupils excelled in the post administration of the national citizenship dimension test which means that the first hypothesis can be accepted.

“There is a statistically significant difference between the means of scores of the study group in the pre and post applications of the citizenship dimensions test in favor of the post test concerning the national dimension of the citizenship concept.”

- **The fourth hypothesis:**

The study sample pupils excelled in the post administration of the Global citizenship dimension test which means that the first hypothesis can be accepted.

“There is a statistically significant difference between the means of scores of the study group in the pre and post applications of the citizenship dimensions test in favor of the post test concerning the Global dimension of the citizenship concept.”

- **The fifth hypothesis:**

The study sample pupils excelled in the post administration of all the three citizenship dimensions test which means that the first hypothesis can be accepted.

“There is a statistically significant difference between the means of scores of the study group in the pre and post applications of the citizenship dimensions test in favor of the post test concerning the three dimensions of the citizenship concept.”

Recommendations:

In the light of the statement and hypotheses of the present study, within the limitations of the selected study sample and depending on the study results, we could recommend the following:

١. In the field of social studies curricula aims introduced to the first stage of basic education, content analysis proved that the concept of citizenship is dealt with in a limited manner, so the researcher recommends that:
 - The dimensions of citizenship concept should be handled in addition to the other learning aspects in an equal and a balanced manner.
 - Rewriting the social studies curricula aims for the fourth, fifth and sixth grades as they contain a number of mistakes.
 - Attention should be directed to the skills and psychometric dimensions of objectives to help students acquire the skills, attitudes and values related to the citizenship concept as a basis for preparing the good citizen.
٢. In the field of social studies curricula content introduced to the first stage of basic education, content analysis proved that the concept of citizenship is dealt with in a limited manner, so the researcher recommends that:
 - The social studies curricula should include the concepts, knowledge, attitudes, values and skills needed to develop the various dimensions of the citizenship concept.
 - The social studies curricula should include real-life problems and cases so as to increase the level of pupils awareness of their world.
 - Re-organizing the social studies curricula content in a way that would help in using them as a means for preparing the good citizen instead of being limited to reciting and recalling information.
 - Social studies curricula content should be organized in a way that makes use of field visits, current issues entries and out-of-class readings to increase pupils' awareness of their world and encourage their ability to continue learning throughout their personal lives.
 - The social studies curricula content should include a group of real-life educational activities (inside and outside the classroom) in the field of citizenship so as to use their content in helping pupils acquire the related knowledge, skills, attitudes and values, such as political sharing, decision making and problem solving.
٣. In the field of methodology, the study revealed that using various teaching methods had better results. So, the researcher recommends:

- Training social studies teachers working at primary schools in-service on using modern and various methods like discussions, role-playing, cooperative learning, etc.
- Continuous training of student teachers during practical teaching on using new methods whenever possible.
- Using active learning to motivate pupils to participate interactively during studying social studies and acquiring citizenship dimensions.
- Continuous training of in-service teachers and student teachers specialized in the field of social studies on using multimedia, Internet and various technological devices.
- Training in-service teachers on using current issues approach, field studies and extra reading related to citizenship concept during teaching social studies topics.

Suggestions of further studies:

According to the study procedure and results, the researcher recommends the following studies:

- Developing the geography curriculum taught to first year secondary students to include the dimensions of citizenship concept.
- Developing social studies curricula introduced at the second stage of basic education in the light of the dimensions of citizenship concept.
- A suggested plan for developing social studies teachers preparation programs introduced at the Faculty of Education in the light of the citizenship dimensions.
- The effectiveness of a suggested program in social studies on developing the Global citizenship concept of secondary stage students.
- Developing in-service training programs introduced to social studies teachers in the light of various dimensions of the citizenship concept.
- The effectiveness of a suggested program based on activities on developing citizenship of pupils at the second stage of basic education.