

A content analysis of citizenship education

Ipek Danju *, University of Near East, Atatürk Faculty of Education, Department of Educational Programs and Instruction, Nicosia, North Cyprus, Postal Code: 922022.

Huseyin Uzunboylu, University of Near East, Atatürk Faculty of Education, Department of Educational Programs and Instruction, Nicosia, North Cyprus, Postal Code: 922022.

Suggested Citation:

Danju, I. & Uzunboylu, H. (2016). A content analysis of citizenship education, *Global Journal on Humanities & Social Sciences*. [Online]. 04, pp 176-182. Available from: <http://sproc.org/ojs/index.php/pntsbs>

Received June 14, 2015; revised August 14, 2015; accepted September 11, 2015.

Selection and peer review under responsibility of Prof. Dr. Andreea Iluzia IACOB

©2016 SciencePark Research, Organization & Counseling. All rights reserved.

Abstract

The study investigates the citizenship education, which is one of the growing attentions in academic environment on last decades. The citizenship education consider about global awareness, critical thinking and problem solving skill, which is one of the 21st Century skills framework. Throughout this research, to understand literature about citizenship education, the content analysis gave best way to systematically organize and look for articles that are somewhat similar in their approach or methods. The Taylor and Francis Group (Routledge) and ERIC databases used for collecting articles about the subject of citizenship education. The researcher has reached 165 articles from known two databases. In this article qualitative content analysis is a widely used qualitative research technique.

Keywords: Citizenship education, curricula, globalisation, content analysis

* ADDRESS FOR CORRESPONDENCE: **Ipek Danju**, University of Near East, Atatürk Faculty of Education, Department of Educational Programs and Instruction, Nicosia, North Cyprus, Postal Code: 922022.
E-mail address: ipekddanju@gmail.com / Tel.: +9-0533-820-8466.

1. Introduction

Citizenship education has been one of the important issues in education area. The citizenship education concentrates on national issues but over the past 20 years the subject is more global meaning. From national priorities too more global contents needs to be discussed in the 21st century. In other word, it can be say that important shift from regional citizenship or from European citizenship to global citizenship. Through those expectations the citizenship curricula has to change content at least it should be meet all peoples expectations without considering their nation, religious, culture, language, and race (Ibrahim, 2005).

Although the citizenship education is not a modern or new topic on national issues but the educator's needs to adapt for global changes, it needs to be updated with contemporary information's. Before citizens responsible that actively participate in their own country politically and socially. Lister (1998) mentioned that citizenship is the sense of rights and responsibilities. Meanwhile, all countries have concern the democracy and aware of new citizenship education for schools. The citizenship education is mandatory in England school and the aim is to not only give skill or just knowledge transfer. It is all about influence citizen's values and rights globally not only nationally (Pike, 2007; Hossaini, et al. 2012).

The Gaudelli and Fernekes (2004) study states that the there are two trends now in citizenship education, such as traditional citizenship education and universal, global citizenship education and human rights. For these researchers the teaching about global human rights for global citizenship should be into consideration in this decade. The researchers states that the education is the most important aspect in the human development and education can be practice in variety ways to permanent behaviour change on every individual (Uzunboylu and Ozdamli, 2008; Yaya and Baskan, 2012; Ege, 2013).

The essence of education is students should be a critical thinker, problem solver, an innovator, an effective communicator, an effective collaborator, a self-directed learner, globally aware, financially, economically, information, media literature, and civically engaged. The 21st century skills so important and on this point the question can be asked that what should school do? As an educator, we need to prepare our students to be effective 21st century citizens. Dias (2013) explained that universalization in basic education social and educational equity. Also, power of the education discussed in Ghorbani et al. (2012).

The framework for 21st century skills is core subjects and some important assessments such as learning and thinking skills, literacy, content of 21st century and life skills. The core subjects are English, Mathematics, Science, Civics, Foreign Languages, government, economics, arts, history and geography. As life skills; leadership, ethics, personal productivity, social and personal responsibilities, human rights, accountability can be learned in citizenship education. On this point it can be understand the importance of citizenship education for globally. As we consider about global issues the schools needs to be develop consensus for all students all around the world. There is remarkable consensus among educators and policy leaders on one key issue: we need to bring what we teach and how teach into 21st century for all students equally on citizenship education.

This paper aims to analyse the content of studies in the field of citizenship education, a definition, the history, a literature review, and implementation experiences of citizenship education. The purpose of the study was to interest content related to citizenship education and determine as a guide for further studies in this field. Furthermore, the following questions were attempt to answer:

- What are the areas in the study of citizenship education research?
- What are the sample group for citizenship education research?
- Is citizenship education researches, individual or group working?
- What are the types of research method on citizenship education?

- What are the data collection models?

2. Methodology

2.1 Model of the Study

The aim of this study is to find out researches about citizenship education. Literature review was conducted on citizenship education history and studies done by researchers. For this study, citizenship education researches analysed and the electronic journals are examined. Content analyses of citizenship education articles were used to see whether there are important differences or similarities in the new trends about citizenship education.

The content analysis implies reading and evaluation during data collection (Cohen et al. 2005). This study's research design is reliable enough to answering research purpose and research questions and valid for analysis. The main element of the method is Meta analysis in explaining the citizenship education. For this study, uses a Meta analysis of various electronic and published sources analysed.

2.2 Data Collection

For this study, a total of 165 electronic journals and articles were collected from EBSCO, The Taylor and Francis Group (Routledge) and ERIC databases scanned. During data collection, several keywords have chosen for this study. Those keywords were 'citizenship education, global citizenship education, citizenship curricula, and green citizenship'. Such keywords used during article collection from databases.

2.3 Data Analysis

The data processed into Microsoft Excel, the data collected and systematically differentiated in the direction of research. The specified categories were established during data analysis for this study;

- The areas of citizenship education research,
- Sample group on citizenship education studies,
- The author number on citizenship education studies,
- The types of research method on citizenship education,
- The data collection models

Simply, the areas, sample groups, author numbers, research method and the data collection models have been considered for analysing data. Chosen articles grouped according to keywords, which used during data collection. The articles introduction, methodology -sample group, research method and data collection- and references deeply analysed and insert into excel file.

3. Results

In this part, the collected articles from EBSCO, The Taylor and Francis Group (Routledge) and ERIC databases and results put into checklist according to purpose of the study. The results of the analysis also expressed according to the established five criteria. These five criteria's are explained in this

section. These categories are areas, sample groups, author numbers, type of research method, and the number of references were analysed for in debt research.

3.1 According to the areas of citizenship education research

The areas of citizenship education studies analysed because it is one of the important criteria for this study, which is content analysis. The studies differentiated according to areas of citizenship education research. The citizenship education research areas are conferred below in Table 1.

Table 1. The areas of citizenship education research

Study Subjects	Article Numbers
Citizenship Education	30
Citizenship Diversity and National Identity	27
Globalisation Citizenship Education	24
Democracy and Citizenship	19
Green Citizenship	15
Citizenship Education Curricula	14
Global Human Rights for Global Citizenship	12
World Citizenship	9
Democratic Citizenship in the Curriculum Education	8
	7

As shown in Table 1, citizenship education researched carried out at most in the field of Citizenship Education. The second major researches practised about citizenship education diversity and national identity. Also, globalisation citizenship education is one of the research areas the researchers engaged. Democracy and citizenship is the research content.

Green Citizenship is the most of the studies topic as well, citizenship education curricula is the content which consider about new global citizenship education for all international students and the paper indicates that the necessity of new curricula about this issue. Global human rights for global citizenship, world citizenship, and democratic citizenship in the curriculum education are the trend topics on the citizenship education.

3.2 Sample Studies Group Which Received the Survey

For this study sample studies group also taken into consideration as second criteria. The researcher who has given survey to carried out their research is given below in Table 2.

Table 2. Sample group on citizenship education studies

Sample Group	Article Number
Students	98
Candidate of Teachers	52
School Teachers	15

Table 2 indicates that 98 articles examined mostly by students, 52 studies sample group was candidate of teachers and the 15 researches engaged with schoolteachers.

3.3 Number of Researchers Received Research Studies

The number of researchers received citizenship education research studies also carried out to reach in debt information. The citizenship education to the number of author studies findings has shown in Table 3.

Table 3. The author number on citizenship education studies

Author Number/s	Article Numbers
1	71
2	59
3 - +	35

The 71 citizenship education studies written only one author, it is an individual work. Also results obtained that 59 articles carried combined and written by 2 authors, and 35 citizenship education articles written 3 authors combined effort.

3.4 Type of the Research Studies

In order to understand better about the citizenship education studies, one of the categories was the type of the research. The Table 4 presented about type of the research on citizenship education, which is qualitative, quantitative, or both combined quantitative and qualitative.

Table 4. Type of the research on citizenship education

Qualitative / Quantitative	Article Number
Qualitative Analysis	89
Quantitative Analysis	51
Qualitative / Quantitative Analysis	25

The results show that majority of the study held with qualitative research, 51 articles were carried out as quantitative and 25 articles research were both qualitative and quantitative study.

3.5 The data collection models on citizenship education

According to the characteristics of the subject and the researcher's interest in a research the data collection models use. These data collections could be experimental, survey, literature review, interview and observation. In this study, the analysed articles data collection model presented in Table 5.

Table 5. Type of data collection models research on citizenship education

Data collection model	Article Number
-----------------------	----------------

Experimental	65
Questionnaire	45
Literature review	32
Interview	18
Observation	5

As a data collection model experimental model used 65 times, questionnaire 45 times, literature review 32 times, interview 18 times and 5 articles obtained 4 times.

4. Discussion and Conclusion

As a result, consisting with previous findings, the current content analysis study indicates that citizenship education existed on the education and political studies. Especially democracy and citizenship education was the one of the main subject. Furthermore, the current study indicates that the articles written about how to develop new global citizenship education for all people without considering their race or nationality, and also some of the authors put green citizenship, global citizenship etc. as a contemporary study topic in education science and political science studies. Wringe (1999) mentioned that the main element of global citizenship is social justice and better life for all people. According to content analysis fewer studies done yet about global human rights for global citizenship, world citizenship, and democratic citizenship in the curriculum education. According to Ibrahim's (2005) founding, the concept of global citizenship changed as more global understandings and in the context of global citizenship education it refers new curriculum development.

Although in this century, the importance of global citizenship education and rapid social and political changes especially in the Middle East, the democracy, nationality, human rights, citizenship rights are most necessary perspectives. Graves (2002) indicates that global dimensions need to be integrating in school curriculum. The school curriculum needs to be developed according to global dimensions. Global dimensions mean that the global context instead of only national.

As known any changes in the society especially the politically changes effects whole society. Of course if we want to change or concentrate on new movements we need to start to impose young student then it will spread whole community. In Graves (2002) since 2002 schools asked to redevelop their national curriculum from national to more universal. On this context, the change or implantation should start from students. So, the studies about citizenship education is surveyed mostly students – candidate of teachers- achievement in school. The schoolteachers also examined about citizenship education, green citizenship, and human rights etc. instruction.

The citizenship education studies shared between scholars and the articles are combined written. Authors do mostly qualitative, quantitative and both research methods. Information gathered that after content analysis for the purpose of this study; the data put into analysis programme and the findings indicated into tables. The studies gathered experimental, questionnaire, literature review, interview and observation on data collection.

As a recommendation the further studies in the field of citizenship education it should be carry on about green citizenship and global citizenship education and it needs to be developed new citizenship education curricula. Also, citizenship education should be surveyed into all level of schools and in all areas not only in one area. The citizenship education studies should be examined in different fields and more global environment. Also, the reference of studies and the countries that used as a case study it should be also show into analysis. The further studies recommended that the equality should be priority and it should be put into consideration on the green citizenship education and global citizenship education.

References

- Cohen, L. Manion, L., & Morriison, K. (2005). *Research methods in Education* (5th ed.). London: Routledge.
- Dias, M., (2013). Education and Equality in Portugal: The role of Priority Education Policies, *Cypriot Journal of Educational Sciences*, 8(1). Retrieved September 9, 2013, from: <http://www.world-education-center.org/index.php/cjes/article/view/8.1.9>.
- Ege, A. (2013). Creativity as a methodology and multiculturalism as an attitude in social sciences teaching and learning. *International Journal of Learning and Teaching*, 5(1). Retrieved September 9, 2013, from: <http://www.world-education-center.org/index.php/ijlt/article/view/1035>.
- Ghorbani, M., Kazemi, H., Shafaghi, M., & Massah, H. (2012). An Assessment of relation between self efficacy and Cognitive / Emotive creativity, *Global Journal of Guidance & Counselling*, (2). Retrieved September 9, 2013, from: <http://www.world-education-center.org/index.php/gjgc/article/view/1699>
- Graves, J., (2002). Developing a global dimension in the curriculum, *Curriculum Journal*, 13(3), 303-311, DOI: [10.1080/0958517022000014682](https://doi.org/10.1080/0958517022000014682). To link to this article: <http://dx.doi.org/10.1080/0958517022000014682>
- Hosseini, K., S., Nejhad, M., Askari V., & Tavakolifard, H. (2012). Citizenship culture educating city according to COP model. *Global Journal of Sociology*, 1(2). Retrieved September 9, 2013, from: <http://www.world-education-center.org/index.php/gjs/article/view/1052>
- Ibrahim, T., Corresponding author (2005). Global citizenship education: mainstreaming the curriculum?, *Cambridge Journal of Education*, 35(2), 177-194, To link to this article: <http://dx.doi.org/10.1080/03057640500146823>
- Lister, I. (1998). Citizenship and citizenship education in Britain. In O. Ichilov (ed.), *Citizen- ship and Citizenship Education in a Changing World* (London: Woburn Press), 254–266.
- Pike, M., A. (2007). The state and citizenship education in England: a curriculum for subjects or citizens?, *Journal of Curriculum Studies*, 39(4), 471-489, To link to this article: <http://dx.doi.org/10.1080/00220270701230370>
- Uzunboylu, H., & Özdamlı, F. (2008). Attitudes Of Teacher Candidates Towards Technology Supported Collaborative Learning. *Cypriot Journal of Educational Sciences*, 1(5), 28-36. Retrieved September 9, 2013, from: <http://www.world-education-center.org/index.php/cjes/article/view/24>
- Yaya, D., & Baskan, G.. (2013). Opinions of research assistants working in the faculties of education regarding their workload and workload qualifications. *Contemporary Educational Researches Journal (CERJ)*, 2(2), 29 – 43. Retrieved September 9, 2013, from: <http://www.world-education-center.org/index.php/cerj/article/view/1034>
- Gaudelli, W., & Fernekes, W., R. (2004). Teaching about Global Human Rights for Global Citizenship, *The Social Studies*, 95(1), 16-26, To link to this article: <http://dx.doi.org/10.3200/TSSS.95.1.16-26>
- Wringe, C. (1999). Issues in education for citizenship at national, local and global levels, *The Development Education Journal*, 6(1), 4–6.