



Role of schools in educating the active citizen

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ARTICLE INFO

Article history:

Received 09 July 2017

Received in revised form 11 Oct 2017

Accepted 23 Jan 2018

Keywords:

Citizenship education,

Active citizen,

Schools,

The education system

ABSTRACT

Objective: The philosophy of establishing each organization is responding to the specific need(s) and education system is formed in this regard which behaves and delivers active and effective citizens in proportion to social values and needs to the society. **Methodology:** The emission of education in all eras is behaving human generations to satisfy societies' needs. Meanwhile, citizenship education has a specific rank. This research studies schools role in behaving the active, desired, and effective citizens using documentary and librarian method and referring to the obtained results from other researchers in this field. The results of this research show that education in a state plays a principal role in behaving citizens of that society, training, and developing human rights. As citizens can be aware of their role, respect it, and have active participation in the national level is the strong justification of this fact that the education system must have citizenship education for children and adolescence. **Results:** The education system of each society is formed to behave effective and desired citizens in proportion to social needs and values and deliver them to the society. **Conclusion:** The education system of each society has been formed to behave the effective and desirable citizens according to the social needs and values and deliver them to the society. Therefore, citizenship education is one of the most important issues and concerns of the education systems in various countries of the world.

1. Introduction

It is written in recent "International Association for the Evaluation of Educational Achievement" (IEA) report of citizenship education that all contemporary societies have deep concerns and worry about how to prepare their adolescents and youth for urban life to be active and effective citizen and teach them how to participate in social issues (Fathi and Ojargah, 2002). Kunt introduced education as a democratic behavior whose duty is treating active, aware, and responsible people for society. Most countries of the world have established extensive studies, scientific and research institutes, associations, and proper citizenship education in the field of citizenship education (Gholtash, 2012) quoted by (Karimi and Adib, 2014). In our country, some parts of the "20-year vision plan of education center" have allocated to the issues of active and desired citizenship education and components.

1.1 Rank of education and school in active citizenship education

The most important emissions and reasons for forming an education system in human life history and its development is the recent shape of preparing committed, active, and creative citizens. In this regard, school as the element of education in today communities is considered as the most vital part of a cultural system in educating active and effective citizens because the behavioral and characteristics' structure of students form in light of school training. Social arrangement forms as an institution based on school formal and informal training and most people move toward development and advancement. Human fate forms in the classroom (Manafi Sharafabadi, Zamani, Mahdavihah, 2015).

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DOI: <https://doi.org/10.24200/jssshr.vol6iss01pp42-47>

1.2 Citizenship education in school

Citizenship is a related process to whole life and so all people need it in all life to be treated by a correct and objective perception in ethical and social growth fields, participate in their all related decisions in school, home, and society, and get place of an active citizen in the proper social ranks to their circumstances. Education must help children and adolescents to prepare responsible citizens, active participants in social and cultural affairs, and successful, interested, self-dependent, and reliable learners. When students reach to the adolescence and youth, school must teach them how to make an independent life for themselves and teach them the essential skills, consulting and training in the field of education, finding jobs, independence from family, managing their finances, familiarity with laws and regulations, and teaching the relationships with the governmental authorities and organization. Youth and adolescents need the complicated compound of intellectual and behavioral competencies and various theoretical and practical skills to start their independent life.

1.3 The concept of citizenship and educating an active and desirable citizen

It is essential to have a correct definition of desirable citizen and perceive the meaning of citizenship education correctly to get familiar with schools plans and their roles in behaving the active citizens precisely. Atash Pour and Noorbakhsh (2010) and Christsen (2008) believe that a good citizen in kind, aware of political affairs, tolerant, criticizable, hopeful, demanding conversation, calling for participation in social life, calling for social justice, and environmental support. They believe that citizenship education principally must concern about exaltation by which aware, active, and questioner citizens can effectively participate in their civil life. According to authorities' idea, citizenship education must be able to help to develop social justice and respect to fellowmen, analyze the classical, racial, and sexual structures and other discriminative factors, and identify and emphasize on the cultural identity of students (Karimi, Adib, 2014).

Undoubtedly, the educational system of each country is influenced by the dominant value systems on society; as a result, citizenship education must live along with promoting the religious and national identity and culture. In this regard, urban life must contain the objective content relevant to Iranian life media where students live. Making citizenship life education native becomes possible in such a path and introduces training global citizenship. According to the proposed discussions, a desired and active citizen for Iranian society in three specific domains with definite competences is as follows:

- 1- Civil recognition: it includes a collection of views, information, perception, and civil concept whose components include awareness about how to obtain information, awareness about the structure and performance of government, awareness about the view of main political parties of the state, awareness about the evidences and events, awareness about social laws and regulations, and awareness about the international and personal rights.
- 2- Civil ability: it includes a collection of skills and abilities needed by anyone living in the society and its components include the ability of participation with others, the ability to do affairs without others help, the ability to make the logical decisions, and the ability of behaving based on desired ethical and religious principles.
- 3- Civil attitude: it includes a collection of concepts, beliefs, and views that provides independent beliefs, responsibility spirit, sense of patriotism, having a spirit of tolerance and tolerance, having a critical spirit, having a sense of appreciation for the cultural heritage and religious and national identity for a good and active citizen (Fathi, 2002).

2. Materials and methods

Components of educating citizen by schools and teachers

2.1 Active participation

Citizens' participation in society's affairs is one of the fundamental pillars of a democratic and civil society because citizenship is indicated in a civil society by active participation in the public affairs above all. According to Michelle Wallers' idea, interest to the public affairs and attachment to the public goals are the main symbols of civic virtue. Participation in civil society is fed by more public spirit and is more relevant to the mutual benefits. In such a society, citizens are not careless about themselves; though, they know the public space something more than a place of controversies to seek personal benefits (Atash Pour and Noorbakhsh, 2010). Thus, if we want to educate active and participants citizens in the state affairs, it is worthwhile to ask for students' participation in schools in various class and school affairs (Barkhordari and Jamshidian, 2008). Moreover, it is essential to teach the student to listen to other ideas, indicate their disagreement and disagreement with their ideas, and indicate their position for the discussed issues to make good habits in citizens. Teachers must motivate students' thoughts about the important issues for them to grow these habits and oblige them to select the position of discussion (Chavan, 2009, quoted from Barkhordari and Jamshidian, 2008). In this regard, studies about the classroom climate show that students must actively participate in forming values and political, social, and personal attitudes and needed and used factors. The active participation includes "feeling an inner force" of the pleasant emotions about them and educational successes (Talebzadeh, 2003, quoted by Barkhordari and Jamshidian)

2.2 Critical Thinking

Actually, the education organization duty in the demographic society is relaxing the mind, strengthening critical powers, getting to know the mind with the knowledge and ability of independent research, stimulating human sympathy in it, and beaming on its ethical and practical choices. In addition, this duty mustn't be limited to the specific secondary social classification but it should include all citizens because all have been called to participate in processes of discussion, critique, selection, and joint effort that the social structure of society depends on them. Lack of value judgments and essential difference in many educational systems of various societies that are resulted by the weakness of that society's educational system has often led to the loss of a genuine national identity (Sajadi, 2009).

2.3 Civil decision making

Social studies classes are the ideal places to raise decision making skill in students. The graduate students of social sciences found out the importance of decision making as the educational manner in the past decade and knew it as an essential skill as the result of citizenship training. It is essential in social research to have timely decision making which includes two elements of group interaction and the expression of morality (Mohrdar, 1997, quoted from Barkhordari and Jamshidian, 2008).

2.4 Forming student associations

The development of civil habits and behaviors not only needs the relevant knowledge and awareness but also needs practice and growing people along with this important fact. Actually, the practical factor and growing people is more important than the pre-stated training. It is essential for citizens to involve practically with this fact in young ages to have practice and growth (Zekavati, 2009).

There are student associations in many elementary schools where school principals are examined for being proper, meaningful, and simple. Student associations are ideal places for people to learn democracy in spite that these associations have limited responsibility and their members usually get tired and bored soon and leave it (Barkhordari and Jamshidian, 2008).

2.5 School regulations

The classroom is the best place to teach justice and law to the students after home. For example, in one of the lessons of the American Center for Citizenship Education in America, students see the landscape of an inconspicuous class, discussing the problem, and suggesting improvements. Such lessons clarify the importance of law and power to the students. When elementary school students understand the importance of law well, they are ready to discuss the essential laws in the classroom and their enrichment with teachers. Teachers may suggest regulating in fields as speaking, eating, drinking, safety, assets, and other class activities to help them. Moreover, one of the important goals is making equal citizenship right among all students in democratic schools. Actually, a learner and democratic class try to have students with equal rights as much as possible. Students with their exact rights enter the democratic schools and then learn to take responsibility, while schools rights are the sub-group of the responsibilities in other schools and only the author let others utilize rights. Scientists believe that this issue causes the dismemberment and inequality of student behavior (Talebzadeh, 2003, quoted by Barkhordari and Jamshidian).

2.6 Emphasis on challenging issues and preventing book-orientation

Patrick and Hog believed in free climate of the class that teachers frequently propose the controversial issues and let free discussion about these issues, discussion about the controversial issues motivate thinking, but emphasize on the conditional tests and dual attempt to control students' behavior is only along cooling them not to take a risk (Mohrdar, 1997). Koblack in his research about 8-10 years old children concluded that inferential ability can be obtained through training people. In spite of the manner of memorizing issues by habit is not a proper method of memorization and doesn't increase the scientific knowledge that is the basis of social thoughts (Barkhordari and Jamshidian, 2008).

2.7 The proper climate of classroom and school

Education specialists believe that it is not expected from teachers to promote democracy in their class who didn't learn this method. Evidence shows that the important factor that influences the class climate may depend on teachers' training methods (Talebzadeh, 2003, quoted from Barkhordari and Jamshidian, 2008). It must be mentioned that managing classroom influences on political perceptions and views of children. Selecting the democratic methods by the teacher to grow democracy in children and reinforce them. Mutually, selecting the autocratic and rigorous methods move children toward the hierarchical systems and reinforce their reaction toward power authority. The first method emphasizes on teacher's role as a behavioral model, while the second method emphasizes the importance of learning and prefer it.

2.8 Accountability of applications

Jet believes that useless life in democratic schools is premature death that must be serious though. Unwanted and compulsive torture is a cruel punishment that still exists in classrooms. Schools are planned for future productivity and students are asked to tie their lives like promissory note (Tony knight, quoted from Barkhordari and Jamshidian, 2008). Activities are planned in the democratic school to satisfy the sectional needs. Students' problems are the ones called real by them. Teachers must help students in the classroom to state their problems to remove them with the cooperation of teacher and friends. When people have a positive sense of ability and sufficiency in doing their performances, it is more probable to insist more on their selected task and try to continue it (Jamshidian and Barkhordari, 2008).

2.9 Respect for people dignity

Identifying people characteristics and dignity of each person is an important part of a school community which was manufactured based on personal values and justice. Richardson says: "social school community is a part of strange related ones which have to try to make bright foundations to increase and maintain individual freedom." A teacher shows the meaning of the concept by the implemented structures, project and stream he/she reinforces in the classroom (Talebzadeh, 2003, quoted by Barkhordari and Jamshidian, 2008).

2.10 Informing and searching for information

One of the best characteristics of a good citizen is his her awareness. There are many ways to reach this objective. Newspapers in big cities publish a column for students which is given them freely (Barkhordari and Jamshidian, 2008). In addition, students must learn how to search for information from libraries, computer sites, and press to get their needed information and awareness (Chavan, 2009, quoted by Barkhordari and Jamshidian, 2008)

The objectives of schools curriculum in behaving the desirable and active citizen

The objective is an important element of each plan and program which directs, coordinates, and motivates activities along with its achievement. As the intellectual and philosophical face and the proposed assumptions in behaving the active citizens were stated, the active participation and taking responsibility is the starting and end of education and citizenship education. In this regard, providing opportunities and condition of participation of students in all relevant fields with the present and future life has an active role in social fields and political destination. In addition, the objective of this approach is hidden in citizenship education. Development of political and social concept and knowledge has been mentioned by this approach to take an effective and active role in the national, local, and global levels (Gholtash, 2008).

Moreover, Mohrdar (1997) in the issues of active and democratic citizenship education refer that citizenship education must be planned and implemented with the aim of promoting knowledge, attitude, and social and citizenship abilities to help students obtaining their citizenship role in local, national, and global in honoring multiple and cultural varieties in the full environment of peace and friendliness. In UNESCO statement (2004), it was written students must obtain the competence and desire to live with one another and solve conflicts in different fields through training the active citizenship and teenagers' responsibility.

Atash Pour and oorbakhsh (2010) believe in the issue of the destinations and objectives of citizenship behavior that schools need a kind of curriculum as follows:

To provide opportunities to develop and promote values based on social justice and the principles of human rights.

To appraise respecting to the national religious, and ethical identities and fight with the discriminative beliefs and behaviors.

To relate school with local communities and appraise intercultural learning.

To teach about the past, present, and future democracy.

To consider the environmental problems and economic issues in their plans.

To teach social and participative support and accompaniment.

To teach critical thought and learning through interaction.

To provide opportunities to express concerns and to make decisions (quoted by Gholtash, 2008).

Mohrdar (1997) believe that the curriculum of citizenship education consider children as adults and citizens who can experience interaction manners with others, express their attitudes, be aware of their rights and responsibilities, and defend them. Several projects were conducted in education administration in 2002 to grow skills with help of Department of Children and Youth whose consequences are identifying the practical ways to participate youth and children in various social and political fields) Attention to students participation and ask their ideas in education principals that were coded in 2002 has been mentioned with this views that students should be taken into account in proportion to their age and their comprehension in all decisions made about their educational life (quoted by Gholtash, 2008). Mohrdar considers active citizenship as the process of involving students in organizing and administrating schools and their participation in a bigger society. In the discussion of active citizenship education, it is emphasized on this fact that students in schools must get familiar with the research knowledge, concept, skills, and interaction. The chapters are as follows:

- Knowledge and concept about good citizens and growing.
- Promoting research and communication skills
- Promoting participation skills and responsible actions

The objectives in active citizenship education can be summarized as follows based on what has been mentioned:

- Promoting students' knowledge and abilities for active participation and prepare responsible citizen
- Promoting research abilities and knowledge of students
- Getting the creativity skill
- Appraising students to play an active role in the education life in the local society and school and national and international eras.
- Familiarity with their rights and responsibilities in the school, national society, and national and international eras.
- Appraising students to respect the cultural, religious, and ethical differences and coping with the ethnocentricity beliefs.
- Getting knowledge and attitude to promote the environment condition
- Appraising students to concern about social justice (quoted by Gholtash, 2008)

Which objectives must be followed in the curriculum about behaving the active citizen?

Although answering this question needs various studies at the national level and examining the ideas and thought of education authorities and elites, the following objectives must be generally followed in curriculum and other educational plans:

- 1- Helping students to interpret the transferred values and concepts by mass media, internet, etc.
- 2- Providing the essential basis for the mental growth of students
- 3- Developing appraising sense to the cultural heritage and reinforcing the national identity.
- 4- Increasing the sense of personal responsibility
- 5- Increasing awareness about social regulations
- 6- Guidelines for daily life behavior
- 7- Helping people to reach a logical and independent personality
- 8- Fighting with the existed crimes in youth and adolescence years
- 9- Fighting with misbehavior with the environment
- 10- Increasing and promoting science in the national and international levels
- 11- Increasing and reinforcing pride in the national community level
- 12- Reinforcing the family basis
- 13- Increasing respect for justice, equality, and so on methods
- 14- Reinforcing and accelerating economic growth and development

- 15- Increasing respect and opportunities equality for girls and women
 - 16- Preventing social harms and increasing patience
 - 17- Obeying the order and coordination with social laws
- Aspects of an active citizen

2.11 Cognitive aspect of an active citizen

The first significant aspect in the active citizenship education is increasing knowledge and awareness of people, as the examples and elements of an active citizen, and their mental skills growth to analyze and evaluate the citizenship behaviors and components as much as better. Alternatively, an active citizen has a good concept about citizenship behaviors and the characteristics of an active citizen in the local, national, and international society. Curriculums must consider the basic to high levels of knowledge transfer in the cognitive field which is analysis, combination, and evaluation. In addition, they must prepare and formulate the active and research-based content objectives which lead to criticize and analyze the citizenship issues and use the proper teaching methods to grow the cognitive and intellectual skills (Gholtash, 2008).

2.12 The emotional aspect of an active citizen

The second aspect of the curriculum is behaving the active citizen, developing citizenship views, and motivating the positive emotions toward citizenship issues and behavior. The development of this aspect always equips an individual with citizenship constructive actions and attempts because the positive feelings and emotions are the driving force of these activities. Therefore it is essential to consider the motivational factors in designing curriculums to guarantee success in the execution and operational step (Gholtash, 2008).

The performance aspect of an active citizen

Developing social and citizenship abilities and skills are mentioned in this aspect. Social skills and active citizenship promote by providing participation opportunities and students' interaction in teaching and learning activities and processes. Undoubtedly, development and promotion of the active citizenship skills need the precise planning for citizenship activities and opportunities in curriculums and their correct implantation. In this regard, teaching methods seem more principal because the plan (objectives and content) are considered to functionalize the plan. In addition, schools must provide opportunities for participation and interaction for learners in the school. The curriculum and a teacher not only are responsible for guiding and promoting the performance aspect or citizenship skill but also school management must provide development opportunities of citizenship skill by reinforcing students councils and associations (Gholtash, 2008).

3. Discussion and results

3.1 Aspects of desirable, active, and global citizen education index in the school

As it was stated, the education organization must prepare students not only for life in their society and internalizing social norms and values of life but also for living in the global society. These citizens not only belong to their city or village society and can interact with other societies. Thus, an education system can be successful to reach its emission and objectives when it can educate the aware, responsible, and creative citizens and this will be possible only through the desirable citizenship education and promoting the executable citizenship culture in the school. The school must do its behavioral duties and try to promote students' abilities from various social and personal aspects to enable them to generalize their school experiences to the social level. To accomplish this emission, school as a small sample of society includes a part of future role players and undertakes many responsibilities in its heart. These roles are examples of the aspects of active and global citizenship education which can be implemented in the school as a proper opportunity yet a low-risk and useful exercise to play the students future role. There are real samples of citizenship in society, and students play a role in these aspects according to their interest, ability, background, job background, and family, etc. Moreover, they get familiar with their rights and duties in that role and other roles in global society (Sharafabadi and Mahdavikhah, 2015).

3.1.1 School doctor

Healthy citizens are needed to make the prosperous society at the international level. We will be deprived of having healthy, active, and thoughtful citizens without having health in society. School after the family has the most important role in children and adolescents health. One of the best education methods of health skills to students is giving the role of "family doctor" to them and transferring information to other learners by them. Thus, they get familiar with one of their real roles in the society and find this definition besides playing their real role in the relevant affairs what are the rights and responsibilities of a doctor as a citizen to patients and other citizens and make others aware about their rights to doctors.

3.1.2 School judge

The implementation of justice and equality as one of the rights of citizens is one of the necessary skills of students as a citizen of society. Getting in a position of judge for the interest students can provide a valuable experience for the student him/herself and explain the judge and providers of justice duties to other students. Furthermore, they reach this level of awareness as they must give the authority of vindicating rights and violated rights and providing justice to the judge.

3.1.3 School seller

The incremental growth of human societies has doubled the importance of economic science and relevant issues in a way as if people don't have a correct perception about the economic culture and customs, the society will face with many problems and abnormalities soon. Thus, providing the opportunity of being a seller at school, as one symbol of various economic roles, can provide the condition of testing and getting experiences in this field for students can itself plays a role and make others familiar with the economic principles and regulations in the society.

3.1.4 School council

Establishment of a school council is another way of behaving the active citizen in the school by which students can participate in managing school affairs, registration process, and other selection of candidates, advertising candidates, implementation of elections, election results, etc. as a proper practice to participate in the social affairs and participate in the state political eras.

The other aspects to educate active and desirable citizens in the education space include the School principal, school clerk, school police, mayor of the school, school counselor, etc. (Sharafabadi and Mahdavihah, 2015). Finally, the results of the executing aspects of active and desirable citizenship education in school can be summarized as follows:

- 1- Reinforcing work ethic and developing the depth of social order in all life areas.
- 2- Reinforcing social skills in adaptation with others
- 3- The reinforcing spirit of cooperation, empathy, sacrifice, and coexistence
- 4- Making the reciprocal sense of respect to ourselves, others, and tolerating others beliefs.
- 5- Identifying the principles, regulations, and following them while social and personal confrontations
- 6- Collective participation training, collective decision making, and its characteristics.
- 7- Removing the defects of social psychosocial complications in the process of interpersonal interactions, such as social exclusion, destructive conflicts, and social fears (Sharafabadi and Mahdavihah, 2015).

4. Conclusion

The education system of each society has been formed to behave the effective and desirable citizens according to the social needs and values and deliver them to the society. Therefore, citizenship education is one of the most important issues and concerns of the education systems in various countries of the world. Educating active and desirable citizens is one of the most important duties of educational systems and it has been tried in various ways to accomplish it. Unfortunately, citizenship education is not so much concerned in Iran education system, particularly in schools curriculums, and there is not a specific course called "citizenship education". As the concept of citizenship education and its aspects and elements were discussed in this article, it is essential for readers particularly the educational systems and schools to use the suggestions and policies as to educate useful, active, desirable, and effective citizens and behave committed, responsible, and aware citizens.

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How to Cite this Article:

Dehdar M., Sayegani L., Arbab E., Arzhandeh M., Roshanray M., Raeisi A., Kuhi L., Role of schools in educating the active citizen, UCT Journal of Social Sciences and Humanities Research 6(1) (2018) 42–47.

