



Research article

The citizenship values included in intermediate stage Arabic-language textbooks and teachers' awareness of them in the UAE: A case study



Sami Sulieman Al-Qatawneh^{*}, Najeh Rajeh Alsalhi, Mohd. Elmagzoub Eltahir

College of Humanities and Sciences, Ajman University, Ajman, United Arab Emirates

ARTICLE INFO

Keywords:

Citizenship
Citizenship values
Awareness
Arabic-language textbook
Intermediate stage
Education

ABSTRACT

This study aimed to identify the extent to which Citizenship values are included in Arabic-language textbooks for the intermediate stage, and teachers' awareness of them in the United Arab Emirates (UAE). In this study, the researchers used a descriptive-analytical approach. Study tools consisted of a list of citizenship values, the presence of which values these textbooks were analyzed for, in addition to a 20-item questionnaire that was administered to 140 teachers. The results showed that a total of 214 instances of citizenship values were contained in the Arabic-language textbooks, with representation of various values. The results also showed that Arabic-language teachers' awareness of the citizenship values included in those textbooks are at a high level, with an average \pm standard deviation of 3.67 ± 1.18 . The study recommends that citizenship values should be included as an independent subject textbook in the educational curriculum.

1. Introduction

In the 21st century, the world has witnessed a number of momentous events, developments, and rapid changes in all aspects of our daily life, such as economic, political, cultural, social, and educational. [Print and Lange \(2012\)](#) pointed out that modern democracies face many challenges, including the ability to sustain themselves, particularly in times of crises. This poses many challenges, the most important of which is globalization, which began at the end of the 20th century and has caused many changes in daily life. Globalization refers to the emergence of a global system based on innovation, scientific creativity, technological development, and the communicational revolution, leading to the demise of the boundaries between the countries of the world and leading people to describe the world as a global village. As a result, it allows the transfer of many ideas and beliefs that affect the privacy of societies and cause imbalances that, in turn, affect the values of citizenship and loyalty among members of these societies ([Abdi et al., 2006](#)). Hence, the importance of the educational institutions in these countries is bolstered, as education both teachers and instills the values of citizenship, loyalty, and the development of the members of society. This helps to maintain cohesion and interdependence in accordance with the habits, traditions, and culture founded in the community ([Roumi, 2012](#)).

The document on the conduct and ethics of the citizens of the Emirate was approved on 27 November 2012. The main objective of this

document is to create a new and modern generation of Emirati who are aware of their responsibilities and duties towards their nation, family, and community ([Government of United Arab Emirates, 2010](#)). In addition to that, the National Agenda and the [UAE Vision 2021](#) concentrated on the significance and necessity of learning and teaching the citizenship and its values to the individuals of UAE society, with a view to creating a coherent generation and community that cherishes its identity and belonging ([United Arab Emirates Cabinet, 2010](#)). Furthermore, the Ministry of Education in its strategy 2017–2020 gave more interest and significance to students' learning and understanding of Citizenship through enhancing national identity and social responsibility by developing the spirit of citizenship among students via the understanding of citizenship values and applied it in their society ([Ministry of Education, 2017](#)).

As part of the UAE curriculum development plan. In September 2017, ministry of education launches Moral Education as a school curriculum subject focused on multi topics like the citizenship values. Which aims to promote tolerance and instill universal principles and values shared by humanity; in line with the UAE's broadened vision of building a sustainable society, grounded in the happiness, wellness and social well-being of its people ([Moral education, 2017](#)). This has been confirmed via many studies like ([Darak, 2018](#); [Lawy and Biesta, 2006](#); [Önal et al., 2018](#); [Piattoeva, 2005](#)) where the results indicated that the concept of citizenship has become one of the fundamental aspects of education in

^{*} Corresponding author.

E-mail address: s.alqatawneh@ajman.ac.ae (S.S. Al-Qatawneh).

the 21st century. Therefore, citizenship education is very important to help students understand the society in which they live and to know their roles, rights, and duties. In fact, citizenship has not yet been included in the educational curriculum as separate textbooks as mathematics and social studies but has been incorporated into other textbook subjects and taught to students through the topics of these textbook subjects or through the hidden curricula. Hence, the importance of the study to find out the extent to which textbooks include the values of citizenship.

1.1. Defining citizenship

The concepts of citizenship and citizenship education have been the subject of intensive discussions due to the emergence of globalization in the new millennium. The word “citizenship,” in the Arabic linguistic dictionary, is derived from the word “homeland,” which refers the one's home country. On the other hand, in the English dictionary, the word citizenship means instilling desired social behavior according to the values of the society in which one lives to shape good citizens (Karam, 2004). The concept of citizenship represents the essential element of democracy, which is indirectly related with respect for the members of a society and refers to their rights, duties, equal participation, and identity (Al-Kandari and Abdul Rahim, 2013; Darak, 2018; Delanty, 2000; Komalasari and Saripudin, 2017; Lawy and Biesta, 2006; Patrick, 1999; Leeman and Pels, 2006).

Therefore, the concept of citizenship has become one of the most important aspects in the education systems of all countries in the world, because education can effectively participate in the formation and development of a democratic culture in the society (Biesta and Lawy, 2006). Therefore, students must be taught the meaning of democracy and its elements, and this can be achieved by including such material in what they are taught at schools (Patrick, 1999). Rhys (2004) points out that, in the 21st century, citizenship refers not only to the citizen's knowledge of his rights but also his desire to practice ... through his independent personality so that his decisions and behavior always reflect the moral considerations of social justice and human dignity, and thus, his ability to self-organize his way through his sense of civic duty. Citizenship education is one of the most important forms of social education carried out by the educational institutions because it helps students understand the community in which they live, while it also makes them aware of their roles, rights, and duties within the limits of their homeland (Aljayaz, 2007; Piattoeva, 2005). Further, citizenship is a simplified and considered way of representing the equal participation of citizens in their homeland in their rights and duties, as well as the possibility of the rule of law for equal rights and their application within the homeland in which one lives (Al-Kandari and Abdul Rahim, 2013). Delanty (2000) summarizes the four elements of citizenship as: rights, responsibilities, participation, and identity (see Fig. 1).

Hopkins (2002) identified five major aspects of good citizenship and belonging that represent the good citizen:

- **Honesty:** A good citizen must be honest with others, as well as with himself or herself, in order to be a good citizen of their society.
- **Compassion:** Compassion refers to the emotion of caring for people and for other living things. Compassion creates an emotional bond between a citizen and others.

- **Respect:** Respect refers to the citizen's self-respect, respect for the ideas of others, and respect for laws and regulations.
- **Responsibility:** Responsibility includes both personal responsibility for oneself and public responsibility for one's society. It includes one's responsibility for informing oneself, one's commitment to the values of one's community, and one's responsibility and commitment to defend and protect one's homeland.
- **Courage:** Courage is important to good citizenship because it inspires the citizen to participate in bringing about the changes required in the community, even when they are unfamiliar or dangerous.

1.2. Citizenship in education and textbooks

As we know, the advent of the Internet, accelerated knowledge, and modern technology in its various forms has had an impact of some behavioral patterns among school students, and thus, their future behaviors. Given that the curriculum plays a significant role in promoting the right citizenship values to confront daily challenges, citizenship education can provide students with opportunities to engage in important practices that simplify their development as responsible individuals in their community (Homana et al., 2006). Kerr (1999) pointed to a number of contextual and structural factors in citizenship education, which are shown in Figs. 2 and 3. The most important of these structural factors is that of educational values and aims.

According to Wadsworth (1996) cognitive development theory, in the operational stage, children aged 11 and above are able to use logic to solve problems, view the world around them, and plan for the future (Wadsworth, 1996). Also, they can realize and understand abstract concepts, such as the concepts of honesty, homeland, and justice. UNESCO is interested in using civic education programs to teach students in schools and has developed basic rules related to aspects of the educational process aimed at improving and developing methods of teaching citizenship. Such methods include creating the appropriate school climate to teach the concepts of citizenship in order to develop and inculcate the values of citizenship, creating a relationship between the school and the various institutions of civil society, developing an appropriate curriculum for educational citizenship values by qualified educational people, teaching citizenship at all educational stages according to known objectives, providing continuing in-service teacher training and educational qualification, and increasing their knowledge of both local and global cultures, as well as trends of the community in which students live (Al-Humaidi, 2012). Regarding citizenship education, Ersoy (2013) asserts that teachers in several countries still use textbooks as essential source material and base their practices on them. Textbooks are prepared, designed, published, and printed according to a country's policy and culture. Therefore, in many countries, policies of national education are reflected in their curricula and school textbooks (Dong-Bae, 2010). This means that the curricula of textbooks play an essential role not only in reflecting citizenship policies but also the values and rules of a political power in most of the countries in the world (Ersoy, 2013).

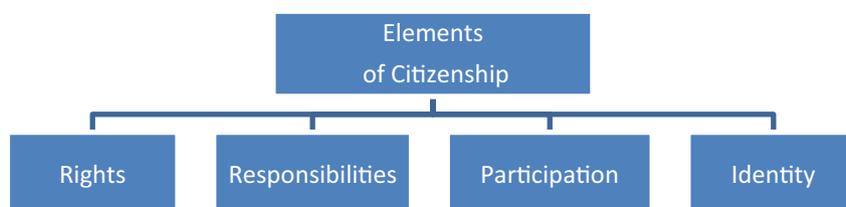


Fig. 1. The four elements of citizenship.

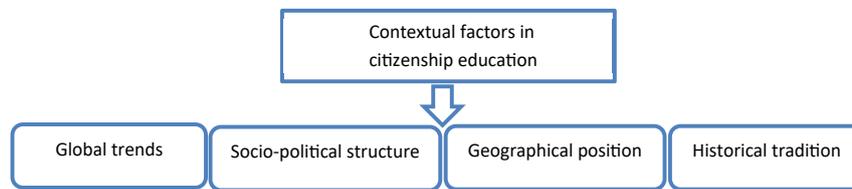


Fig. 2. The main contextual factors in citizenship education.

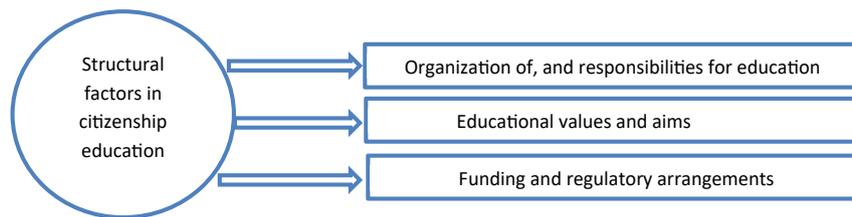


Fig. 3. The structural factors in citizenship education.

1.3. Previous studies

Regarding the importance of citizenship in textbooks, several studies have already been carried out in a host of countries. Further, by reviewing these previous studies, the importance of citizenship and the values of citizenship in school curricula and textbooks have been shown in all stages of education. The analysis of these studies showed the importance of including citizenship values in the curricula and in school textbooks, as this helps to promote citizenship values among students. Also, schools should include values of citizenship within the content of textbooks and curricula when they are designed and developed by education experts. Further, these studies assert that the content of the curricula represents both the prevailing trends in society and the perspective of the state, as well as its philosophy and policy. Through these educational curricula, students can learn about the values of their country, as well as the customs, traditions, and history of their society (Al-Salamat, 2000; Al-Shaheen, 2009; Daoud, 2005; Ismail, 2011; Menazel, 2015; Moghadam et al., 2013).

Also, Albanesi (2018) explored that issue of active citizenship was present in the textbooks by looking at presentations and representations of sense of belonging to the homeland, democratic citizenship and practices of participation. Further, he points out that the textbooks seemed to invite young people to deepen their factual knowledge, to discuss it, but not to make questions, to criticize, to reveal and engage with societal issues and challenges. Another research for Faas and Ross (2012) showed that textbooks worked to teach and raise students' awareness of the importance of active, participatory citizenship in their love of homeland and their loyalty. This result was highlighted in the new studies (Haav, 2018; Jimenez et al., 2017; Shuayb, 2018) where their results indicated that the textbooks directly addressed the values of the citizenship, particularly human rights, peace, and the loyalty of homeland. On the other hand, other studies have also demonstrated the weakness and failure to include citizenship values in curricula and textbooks (Al-Otaibi, 2010; Collado and Atxurra, 2006; Ersoy, 2013; Losito, 2003; Al-Kandari and Abdul Rahim, 2013; Roumi, 2012; Al-Humaidi, 2012; Davies, 2006). In addition, new studies (Darak, 2018; Merry, 2018) the results showed that learning of language textbooks drive learners away from the goals of citizenship education, and learning of citizenship in the school is still traditionally and need to suitable alternatives.

1.4. The present study

At the intermediate stage of education, students have maturity and competence in their abilities and mental development. Zahran, 1986

pointed out that the middle school stage represents a period of competence and maturity in terms of abilities and mental development, and during this period, moral and civic concepts, such as ethics, justice, and citizenship, grow in importance in the students' lives. Moreover, the middle school stage marks a period of social normalization in which the students learn social values, such as citizenship and local culture, among others, from their parents and teachers at school, as well as their peers. The values of citizenship are not included in the educational curriculum taught in textbooks as an independent course, such as mathematics and social studies; instead, they are embedded within the objectives and content of these educational curricula. Botball and Yagi (2016) defined citizenship values as beliefs that determine the behavior of the individual towards the state in which he or she lives. In this sense, citizenship values pertain to belonging and being loyal to one's homeland, as well as all beliefs and behaviors involved in the performance of duties, rights, social participation, and public values. Recently, the UAE' Ministry of Education developed and modified curricula and textbooks for all grades and stages of education, including Arabic-language curricula and textbooks. In light of the above, this research aims to examine the extent to which Arabic-language textbooks incorporate citizenship values in grades 6, 7, 8, and 9 of the intermediate education stage, in addition to identifying the degree of awareness among Arabic-language teachers in the UAE regarding the citizenship values included in these textbooks. In order to do so, this research asks the following research questions:

Q1: To what extent are citizenship values included in the Arabic-language textbook for grade 6 of Intermediate Stage in the UAE?

Q2: To what extent are citizenship values included in the Arabic-language textbook for grade 7 of Intermediate Stage in the UAE?

Q3: To what extent are citizenship values included in the Arabic-language textbook for grade 8 of Intermediate Stage in the UAE?

Q4: To what extent are citizenship values included in the Arabic-language textbook for grade 9 of Intermediate Stage in the UAE?

Q5: What is the degree of awareness among grades 6–9 Arabic-language teachers in the UAE regarding the citizenship values included in the textbooks?

Q6: Does the degree of awareness of citizenship values among grades 6–9 Arabic-language teachers vary according to gender, educational attainment, and experience?

1.5. Significance

This research is important due to the UAE's interest in equipping Emirati citizens with the ability to actively participate in building their country. Hence, including citizenship values and related issues in the content of curricula of all educational stages in the country is crucial to

preparing individuals who can perform their duties, realize their rights, and positively interact with various social life issues. In light of this, this study is beneficial for the following reasons:

- The research will provide a list of citizenship values to be included in the content of Arabic-language textbooks for grades 6–9 of the intermediate stage in the UAE, which may benefit the Department of Educational Curricula in the UAE Ministry of Education.
- The study examines the extent to which citizenship values are included in the content of Arabic-language textbooks for grades 6–9 of the intermediate stage in the UAE.
- The results of this research will help decision-makers and officials in the Ministry of Education develop and reform educational curricula in general education, and specifically, in the Arabic-language curricula, to achieve the Ministry of Education's desired goals.
- The results of this research will help experts to teach citizenship and its values by improving the curricula and methods of education research, and by investigating appropriate teaching methods.

2. Methodology and procedures

2.1. Sample

In the present research, two kinds of statistical samples are taken into account:

First, the present study is based on a corpus of texts in all units of the Arabic-language textbooks for grades 6–9 currently taught during the second semester in all schools of the Ministry of Education in the UAE, for the academic year 2017/2018 (see Table 1).

Second, as a sample, the researchers selected 140 teachers (male 57 and female 65) from Ajman city in the UAE, who taught the Arabic-language to grades 6–9 for the academic year 2017/2018. Table 2 illustrates the demographic information of the teachers' sample.

2.2. Instruments

The study used the following instruments.

2.2.1. A list of citizenship values

This list was prepared mainly according to UAE's National Agenda and Vision of the Emirates 2021, 2010 (United Arab Emirates Cabinet, 2010), the document of the conduct and ethics of the citizens of the Emirate (Government of the United Arab Emirates, 2010) and according to a strategy of the UAE Ministry of Education 2017–2020 (Ministry of Education, 2017). In addition, to the curriculum guides of the Ministry of Education in UAE. Moreover, the researchers conducting a close review of the relevant literature (Abu Shawish, 2012; Hakki, 2016).

To ensure the validity of the content of the instrument, the researchers presented their findings and research design to a group of experts in the fields of psychology for evaluation, and also discussed current teaching methods and the curriculum. In response to the observations and recommendations of the evaluators, the researchers made a few amendments before adopting the tool. The researchers also verified the

Table 1
Arabic-language textbooks analyzed.

Grade	Topics	Pages
Arabic-language textbook for grade 6	Reading/ Listening/Speaking/Writing/ Grammar	130
Arabic-language textbook for grade 7		199
Arabic-language textbook for grade 8		173
Arabic-language textbook for grade 9		177
Total		679

Table 2
Demographic information of teachers.

Study variables	Variable levels	Frequency (f)	Percentage (%)
Gender	Female	65	46.43
	Male	75	53.57
	Total	140	100%
Academic Certificate	Diploma degree	36	25.71
	Bachelor's degree	86	61.43
	Master's degree	18	12.86
	Total	140	100%
Experience	<5 years	44	31.43
	5–10 years	55	39.29
	>10 years	41	29.29
	Total	140	100%

reliability of the analysis tool by randomly selecting one unit from each Arabic-language textbook for grades 6 to 9 as a sample and analyzing them according to a list of citizenship values constructed by two Arabic-language teachers who were trained on the mechanism of analysis and have good experience in teaching. Next, the researchers calculated the ratio of the agreement between the coders according to Holsti's equation (The formula: Coefficient of Reliability = $[2M / (N1 + N2)]$, where M is the number of judgments on which both of coders agree, and N1, N2 are the total number of judgments made by both coders). Agreement was found to be 0.83, which is considered acceptable for this study.

2.2.2. Questionnaire

The questionnaire was designed and used to collect data from 140 teachers. It consisted of two parts: the first part collected teachers' demographic and other relevant information, and the second part comprised 20 items that focused on the purpose of the study. Owing to the purpose for which the researchers used this data collection method (i.e. quantitative analysis), it was necessary to employ closed-ended Likert scale statements. To test validity and reliability, the questionnaire was given to experts from different universities, who provided written feedback on the basis of which the researchers could change and modify some items to ensure that it fulfilled the purpose of the study. The reliability of the questionnaire was also determined using Cronbach's Alpha. Cronbach's Alpha was 0.939, which indicates a high level of internal consistency.

2.3. Data analysis measures

Among Arabic-language teachers of grades 6–9 who taught the citizenship values included in the textbooks, the degree of awareness was plotted on a Likert scale as follows: very high (5), high (4), moderate (3), little (2), and very little (1), as shown in Table 3, with the options used to evaluate the counting and counting intervals.

2.4. Analysis methods

- For the research methodology, the researchers used descriptive analysis (content analysis) to collect, analyze, and interpret the data, which is appropriate for this type of study. Descriptive analysis is defined as a research method and a systematic and objective means of describing and quantifying phenomena (Krippendorff, 1980; Sandelowski, 1995).

Table 3
The evaluation of scale data based on the options of scale and score intervals.

Options	Scores	Score Intervals
Very high	5	4.21–5.00
High	4	3.41–4.20
Moderate	3	2.61–3.40
Little	2	1.81–2.60
Very little	1	1.00–1.80

Table 4

The list of appropriate citizenship values for the Arabic-language textbooks grades 6–9.

No	Citizenship Value	No	Citizenship Value
1	Equality	11	Appreciation of the role of the leadership and the elders of the United Arab Emirates
2	Justice	12	Openness to other cultures
3	Love of and loyalty to homeland	13	Preservation of the environment
4	Honesty	14	Respect for human rights
5	Compassion	15	Courage
6	Freedom	16	Interaction with civil society organizations
7	Responsibility	17	Pride for the traditions and customs of the people of the United Arab Emirates
8	Participation	18	Tolerance
9	Coexistence with others	19	Cooperation
10	Preservation of public property		

(Government of the United Arab Emirates, 2010; Ministry of Education, 2017; United Arab Emirates Cabinet, 2010).

- A model of content analysis was developed by the researcher that comprises a group of citizenship values.
- The contents of the four textbooks (grades 6, 7, 8 and 9) were analyzed according to the prepared list of citizenship values (see Table 4).

The current study adopted words, subjects, ideas, and sentences to analyze the content of these textbooks to determine the citizenship values present in them. These sources were examined page by page to identify the citizenship values included in the content of the textbooks. Frequency was considered as the unit for counting the data, taking into consideration that more than one value could be present in one paragraph. Finally, the data were analyzed by drawing on the frequencies and percentages measured.

2.5. Statistical analysis

To analyze the data, the researchers used the Statistical Package for the Social Sciences (SPSS) analysis program for conducting the descriptive analysis (frequencies, mean, and standard deviation), in addition to the independent sample test (T-test) and one-way ANOVA.

2.6. Ethical considerations

This study was approved by Research Ethics Committee/Deanship of Graduate Studies and Research of Ajman University (Reference Number: F - H - 1 7 - 1 - 0 1).

3. Results

3.1. Study findings related to RQ1

3.1.1. Citizenship values included in the Arabic-language textbook for grade 6

The frequency and percentage of the citizenship values in the Arabic-language textbook for grade 6 were calculated by using the instrument and then arranging the citizenship values in descending order according to their frequency and percentage (see Table 5).

The results show in Table 5 the frequency and percentage of citizenship values in the Arabic-language textbook for grade 6. We note from the results that citizenship values are present in varying frequencies, and the total rate of occurrence for all citizenship values was 54. It is clear from the analysis that the citizenship value of love of and loyalty to homeland showed the highest percentage and frequency of all the citizenship values that appeared in the Arabic-language textbook for grade

Table 5

Frequency and percentage of citizenship values in the Arabic-language textbook for grade 6.

Citizenship Value	f	(%)	Rank	Citizenship Value	f	(%)	Rank
Equality	1	1.85	7	Appreciation of the role of the leadership and the elders of the UAE	7	12.96	3
Justice	1	1.85	7	Openness to other cultures	4	7.41	4
Love of and loyalty to homeland	9	16.67	1	Preservation of the environment	3	5.56	5
Honesty	1	1.85		Respect human rights	-	-	-
Compassion	3	5.56	5	Courage	3	5.56	5
Freedom	1	1.85	1	Interaction with civil society organizations	2	3.70	6
Responsibility	2	3.70	6	Pride for the traditions and customs of the people of the UAE	2	3.70	6
Participation	1	1.85	7	Tolerance	1	1.85	7
Coexistence with others	8	14.82	2	Cooperation	3	5.56	5
Preservation of public property	2	3.70	6				
Total	100%						
Percentage (%)							
Total	54						
Frequency							

6, with values of 16.67% and 9 respectively. On the other hand, the value of citizenship for respect for human rights has come without any frequency.

3.2. Study findings related to RQ2

3.2.1. Citizenship values included in the Arabic-language textbook for grade 7

The frequency and percentage of citizenship values was calculated in the Arabic-language textbook for grade 7 by first using the instrument and then arranging the citizenship values in descending order according to their frequency and percentage (see Table 6).

The results show in Table 6 the frequency and percentage of the citizenship values in the Arabic-language textbook for grade 7. We note from the results that citizenship values are present in varying frequencies. The total frequency for all citizenship values was 53. It is clear from the analysis that the citizenship value of “Love of and loyalty to homeland” exhibited the highest percentage and frequency of all the citizenship values that appeared in the Arabic-language textbook for grade 7 (18.87% and 10). On the other hand, the value of citizenship for justice has come without any frequency.

3.3. Study findings related to RQ3

3.3.1. Citizenship values included in the Arabic-language textbook for grade 8

The researchers calculated the frequency and percentage of citizenship values taught in the Arabic-language textbook for grade 8 by first using the instrument and then organizing the citizenship values in descending order according to their frequency and percentage (see Table 7).

Results show in Table 7 the frequency and percentage of citizenship

Table 6
Frequency and percentage of citizenship values in the Arabic-language textbook for grade 7.

Citizenship value	f	(%)	Rank	Citizenship value	f	(%)	Rank
Equality	2	3.77	7	Appreciation of the role of the leadership and the elders of the UAE	5	9.43	4
Justice	-	-	-	Openness to other cultures	1	1.89	8
Love of and loyalty to homeland	10	18.87	1	Preservation of the environment	3	5.66	6
Honesty	1	1.89		Respect human rights	1	1.89	8
Compassion	2	3.77	7	Courage	1	1.89	8
Freedom	1	1.89	8	Interaction with civil society organizations	1	1.89	8
Responsibility	7	13.21	2	Pride for the traditions and customs of the people of the UAE	4	7.55	5
Participation	3	5.66	6	Tolerance	2	3.77	7
Coexistence with others	2	3.77	7	Cooperation	6	11.32	3
Preservation of public property	1	1.89	8				
Total Percentage (%)	100%						
Total Frequency	53						

Table 7
Frequency and percentage of citizenship values in the Arabic-language textbook for grade 8.

Citizenship value	f	(%)	Rank	Citizenship value	f	(%)	Rank
Equality	3	6.25	4	Appreciation of the role of the leadership and the elders of the UAE	4	8.33	3
Justice	2	4.17	5	Openness to other cultures	1	2.08	6
Love of and loyalty to homeland	5	10.42	2	Preservation of the environment	3	6.25	4
Honesty	1	2.08	6	Respect human rights	3	6.25	4
Compassion	4	8.33	3	Courage	-	0.00	-
Freedom	-	-	-	Interaction with civil society organizations	1	2.08	6
Responsibility	9	18.75	1	Pride for the traditions and customs of the people of the UAE	3	6.25	4
Participation	1	2.08	6	Tolerance	1	2.08	6
Coexistence with others	4	8.33	3	Cooperation	2	4.17	5
Preservation of public property	1	2.08	6				
Total Percentage (%)	100%						
Total Frequency	48						

values in the Arabic-language textbook for grade 8. We note from the results that citizenship values are present in varying frequencies. The total frequency for all citizenship values was 48, which is close to the frequency for the grades 6 and 7 textbooks. The citizenship value of “Responsibility” showed the highest percentage and frequency, 18.75 % and comprising 9 of all the instances of citizenship values that appeared in the Arabic-language textbook for grade 8. On the other hand, the values of citizenship for freedom and Courage have come without any frequency.

3.4. Study findings related RQ4

3.4.1. Citizenship values included in the Arabic-language textbook for grade 9

The frequency and percentage of citizenship values was calculated in the Arabic-language textbook for grade 9 by using the instrument and then arranging the citizenship values in descending order according to their frequency and percentage (see Table 8).

The results show in Table 8 the frequency and percentage of citizenship values in the Arabic-language textbook for grade 9. We note from the results that citizenship values are present in varying frequencies, and the total frequency for all citizenship values was 59. The citizenship value of “Love of and loyalty to homeland” ranked first in terms of percentage and frequency of all the citizenship values that appeared in the Arabic-language textbook for grade 8, at 20.34% and 12 respectively. On the other hand, the values of citizenship for both Courage and Interaction with have come without any frequency.

3.5. Comparison of the four textbooks according citizenship values included

The results displayed in Table 9 show the frequency and percentage of

Table 8
Frequency and percentage of citizenship values in the Arabic-language textbook for grade 9.

Citizenship value	f	(%)	Rank	Citizenship value	f	(%)	Rank
Equality	4	6.78	4	Appreciation of the role of the leadership and the elders of the UAE	2	3.39	5
Justice	5	8.47	3	Openness to other cultures	1	1.69	6
Love of and loyalty to homeland	12	20.34	1	Preservation of the environment	1	1.69	6
Honesty	2	3.39	5	Respect human rights	1	1.69	6
Compassion	5	8.47	3	Courage	-	-	-
Freedom	2	3.39	5	Interaction with civil society organizations	-	-	-
Responsibility	5	8.47	3	Pride for the traditions and customs of the people of the UAE	2	3.39	5
Participation	7	11.86	2	Tolerance	4	6.78	4
Coexistence with others	1	1.69	6	Cooperation	4	6.78	4
Preservation of public property	1	1.69	6				
Total Percentage (%)	100%						
Total Frequency	59						

Table 9

Frequency and percentage of citizenship values in the four Arabic-language textbooks.

Grade	Frequency	%
Arabic-language textbook for grade 6	54	25.23
Arabic-language textbook for grade 7	53	24.77
Arabic-language textbook for grade 8	48	22.43
Arabic-language textbook for grade 9	59	27.57
Total	214	100

citizenship values in the four Arabic-language textbooks for grade 6–9, and the total frequency of all citizenship values that appeared in these textbooks. These citizenship values were presented. Although they were closely related to each other and had nearly the same rates of representation in sum (despite marked differences in terms of the representation of specific individual values in each textbook). Also, the results show that the rate of representation of Citizenship values in each textbook, as a percentage of the total, were similar. Further, it is clear that the citizenship values were ranked in descending order in each of the four books (see Fig. 4).

3.6. Study findings related to RQ5

3.6.1. The degree of awareness of the citizenship values included in the books among grades 6–9 Arabic-language teachers in the UAE

Table 10 provides details regarding the questionnaire items considering the degree of awareness among Arabic-language teachers of the citizenship values included in the textbooks of the Arabic-language as follows:

To answer RQ5, mean scores and standard deviations for the teachers' responses to each of the questionnaire items were calculated to clarify the teachers' perspectives regarding the degree of awareness among Arabic-language teachers regarding the citizenship values included in the Arabic-language textbooks. The results showed a high degree of awareness with an average of 3.67 and standard deviation of 1.18.

It is also evident from Table 10 that the teachers' responses to item 1 ("The Arabic-language textbook content develops the spirit of loyalty to the UAE") showed the highest degree of awareness, with an average of 4.48. In addition, it is also evident from the teachers' responses to item 9 ("The content of the Arabic-language textbooks focuses on the love of and loyalty to one's homeland") that this item was rated as having the second highest level of awareness, with an average of 4.29, and at a very high degree.

Item 2 ("The Arabic-language textbook content builds the student's

acquisition of a spirit of citizenship in the UAE society") showed the third highest level of awareness, with an average of 4.11 and a high degree of awareness. However, the lowest ratings were for items 13 ("The content of the Arabic-language textbooks encourages students' ability to make logical decisions in their daily life") with an average of 2.84; item 14 ("The content of the Arabic-language textbooks encourages students' interest in environmental protection") with an average of 2.85; and item 15 ("The content of the Arabic-language textbooks confirms students' acceptance of others' opinions and to respect and value people") with an average of 2.86. In addition, item 5 ("The content of Arabic-language textbooks focuses on the principle of justice in the UAE society") had an average of 2.89 and a moderate level of awareness.

3.7. Findings related to RQ6

3.7.1. Does the degree of awareness of the citizenship values included in textbooks among grades 6–9 Arabic-language teachers vary according to teachers' gender, educational attainment, and experience?

The researchers calculated the mean scores and standard deviations to answer the sixth research question of the study. The researchers then carried out an independent T-test and one-way ANOVA test to find out the significance of the differences between averages. The results are detailed in the following section.

3.7.1.1. Gender. The researchers used an independent sample test (T) to assess the significance of the differences between the averages of awareness of the citizenship values included in the books among grades 6–9 Arabic-language teachers. The results were calculated according to gender (see Table 11).

The results in Table 11 indicate that the (T) computed value was (-4.018), which is bigger than the (T) table. This means there are significant differences at the significance level of (0.000), which is less than the required statistical significance level (0.05) between the mean value of Male and Female, where the male is favored over the female.

3.7.1.2. Educational attainment. Table 12 shows the results for the one-way ANOVA test to analyze the teachers' responses according to educational attainment.

It is clear from Table 12 that there are no statistically significant differences in teachers' perspectives according to the variable of educational attainment at the level of 0.149, which is greater than the required level of statistical significance 0.05.

3.7.1.3. Experience. Table 13 shows the results of the one-way ANOVA

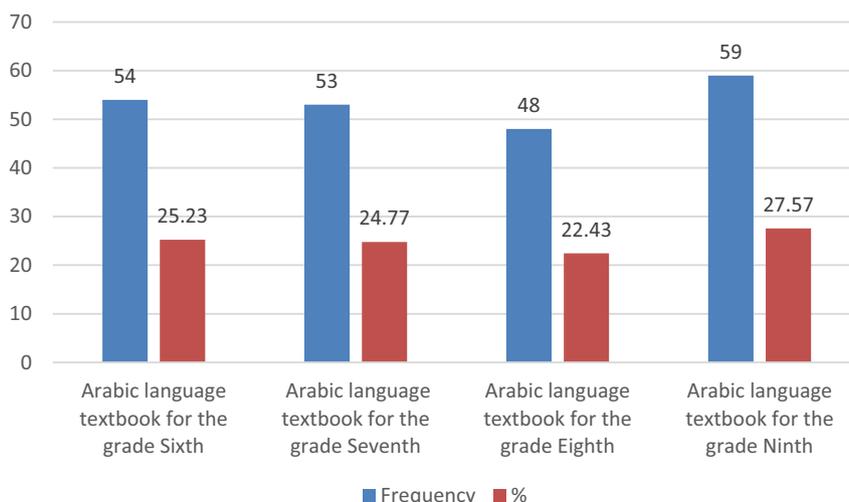


Fig. 4. Frequency and percentage of citizenship values in the four Arabic-language textbooks.

Table 10

Means and standard deviations of the teachers' responses regarding their awareness of the citizenship values included in the textbooks of the Arabic-language.

No.	Item	Mean	Standard Deviation	Degree
1	The Arabic-language textbook content develops the spirit of loyalty to the UAE.	4.48	0.89	Very high
2	The Arabic-language textbook content builds the students' acquisition of a spirit of citizenship in the UAE society.	4.11	1.03	High
3	The Arabic-language textbook content helps students to reinforce the understanding of responsibility.	3.46	1.28	High
4	The content of the Arabic-language textbooks emphasizes the principle of equality between men and women in rights and duties.	3.46	1.27	High
5	The content of the Arabic-language textbooks focuses on the principle of justice in UAE society.	2.89	1.36	Moderate
6	The content of the Arabic-language textbooks encourages students to respect other cultures, religions, and languages.	4.10	1.11	High
7	Arabic-language textbooks teach students about the figures who had a prominent role in the history of the UAE.	4.00	1.22	High
8	The content of the Arabic-language textbooks encourages students to be proud of their culture, homeland, heritage, and the culture of other countries.	3.06	1.65	Moderate
9	The content of the Arabic-language textbooks focuses on the love of and loyalty to one's homeland.	4.29	.84	Very high
10	The content of the Arabic-language textbooks encourages students to respect the laws, regulations, and duties of their homeland.	4.01	.86	High
11	The content of the Arabic-language textbooks confirms students' cooperation in making solutions.	3.47	1.18	High
12	The content of the Arabic-language textbooks shows the importance of respecting the customs and cultures of other countries.	3.84	.90	High
13	The content of the Arabic-language textbooks encourages students' ability to make logical decisions in their daily life.	2.84	1.31	Moderate
14	The content of the Arabic-language textbooks fosters students' interest in environmental protection.	2.85	1.32	Moderate
15	The content of the Arabic-language textbooks encourages students to accept others' opinions and to respect and value people.	2.86	1.33	Moderate
16	The content of the Arabic-language textbooks emphasizes students' sense of patriotism.	3.90	1.25	High
17	The content of the Arabic-language textbooks encourages students' to respect others' rights.	3.91	1.24	High
18	The content of the Arabic-language textbooks confirms the importance of commitment to social justice.	3.91	1.25	High
19	The content of the Arabic-language textbooks invites and encourages students to participate in national, religious, and historical events.	3.99	1.15	High
20	The content of the Arabic-language textbooks explains the characteristics of the UAE society.	3.91	1.23	High
Total		3.67	1.18	

Table 11

Mean and SD of the teachers' responses according to gender.

Gender	N	Mean	Std. Deviation	T. Value	Sig. (tailed)	Sig. level
Male	75	3.93	0.910	-4.018	0.000*	Significant
Female	65	4.50	0.755			

*Statistically significant at (α 0.05 \geq).

test of teachers' responses according to the variable of experience.

It is clear from [Table 13](#) that there are no statistically significant differences in teachers' responses according to the variable of experience at the level of 0.519, which is greater than the required statistical significance level of 0.05.

4. Discussion

This study aimed to identify the extent to which Citizenship values are included in Arabic-language textbooks for the intermediate stage, and teachers' awareness of them in the United Arab Emirates (UAE). The results showed that the textbooks contain a total of 214 instances of Citizenship values with various representation of these citizenship values. The results also showed that Arabic-language teachers' awareness of the citizenship values included in those textbooks are at a high level.

The obtained results, are shown in [Table 5](#), and concern the extent are citizenship values included in the Arabic-language textbook for grade 6 of Intermediate Stage in the UAE. The results show the frequency and percentage of Citizenship values in the Arabic-language textbook for grade 6. We note from the results that citizenship values are present in varying frequencies, and the total rate of occurrence for all citizenship values was 54. It is clear from the analysis that the Citizenship value of love of and loyalty to homeland showed the highest percentage and frequency of all the citizenship values that appeared in the Arabic-language textbook for grade 6, with values of 16.67% and 9 respectively. The results also showed that the value of citizenship for "respect for human rights" has come without any frequency.

As well, the obtained results, are shown in [Table 6](#), and concern the extent are Citizenship values included in the Arabic-language textbook for grade 7 of Intermediate Stage in the UAE. We note from the results that citizenship values are present in varying frequencies, and the total frequency for all citizenship values was 53, and close to the frequencies of the grade 6 textbook. It is clear from the analysis that the citizenship value of "Love of and loyalty to homeland" exhibited the highest percentage and frequency of all the citizenship values that appeared in the Arabic-language textbook for grade 7 (18.87% and 10). The findings also reveal that the value of citizenship for "justice" has come without any frequency.

Results also showed in [Table 7](#), that the frequency and percentage of citizenship values in the Arabic-language textbook for grade 8, that the Citizenship values are present in varying frequencies. The total frequency for all citizenship values was 48, which is close to the frequency for the grades 6 and 7 textbooks. The citizenship value of "Responsibility" showed the highest percentage and frequency, 18.75 % and comprising 9 of all the instances of citizenship values that appeared in the Arabic-language textbook for grade 8. On the other hand, the values of citizenship for "freedom" and "Courage" were came without any frequency.

Moreover, the obtained results, as shown in [Table 8](#), and concern the extent are citizenship values included in the Arabic-language textbook for grade 9 of Intermediate Stage in the UAE. The results show the frequency and percentage of citizenship values in the Arabic-language textbook for grade 9. We note from the results that citizenship values are present in varying frequencies, and the total frequency for all citizenship values was 59. The citizenship value of "Love of and loyalty to homeland" ranked first in terms of percentage and frequency of all the citizenship values that appeared in the Arabic-language textbook for grade 8, at 20.34% and 12 respectively. On the other hand, the values of citizenship for both "Courage" and "Interaction with civil society

Table 12
One-way ANOVA of teachers' responses according to educational attainment.

		Sum of Squares	df	Mean Square	F	Sig. (tailed)	Sig. level
Educational Attainment	Between Groups	3.000	2	1.500	1.933	0.149	Not Significant
	Within Groups	106.293	137	.776			
	Total	109.293	139				

Table 13
One-way ANOVA of teachers' responses according to experience.

		Sum of Squares	df	Mean Square	F	Sig. (tailed)	Sig. level
Experience	Between Groups	3.000	2	0.520	0.659	0.519	Not Significant
	Within Groups	106.293	137	0.790			
	Total	109.293	139				

*Statistically significant at (α 0.05 \geq).

organizations" with have come without any frequency.

From the results above, we can conclude that the value of "love of and loyalty to the homeland" was came at the highest percentage and frequency in textbooks of grade 6, 7, and 9. This may be due to the importance of this value to every member of the UAE community, because it represents love and belonging to the homeland, which the authors of the book focused on more than other values. The UAE Ministry of Education emphasized this value in its strategy for 2017–2020. It has given more interest and significance to students' learning and understanding of citizenship by enhancing their national identity and social responsibility by developing the spirit of citizenship among students through understanding the values of citizenship and applying it to their societies that lead to the love of and loyalty to the homeland (Ministry of Education, 2017). On the other hand, the citizenship value of "Responsibility" was recorded at the highest percentage and frequency in the Grade 8 textbook. This may be because the Arabic-language textbook authors need their students to develop their skills and ability to take an active role in their learning by recognizing they are accountable for their academic success and to take ownership of their actions by exhibiting the following behaviors: academic integrity and honesty; attending and participating in classes; completing the assigned work in a timely manner while paying attention to the quality of work; and facing the consequences of their actions and communicating in a careful and respectful manner with their teachers, peers, and other members of the school community. On the other hand, the values of citizenship for both "Courage" and "Interaction with civil society organizations" with have come without any frequency. These results are compatible with the previous textbooks content analysis studies on the citizenship values included in it. Which confirming the importance of teaching the values of citizenship in the content of textbooks to generate a loving and loyal generation for his homeland (Albanesi, 2018; Al-Kandari and Abdul Rahim, 2013; Al-Humaidi, 2012; Al-Salamat, 2000; Al-Shaheen, 2009; Al-Otaibi, 2010; Collado and Atxurra, 2006; Daoud, 2005; Faas and Ross, 2012; Haav, 2018; Ismail, 2011; Jimenez et al., 2017; Menazel, 2015; Roumi, 2012; Shuayb, 2018). Their results showed that textbooks worked to teach and raise students' awareness of the importance of active, participatory citizenship in their love of homeland and their loyalty. Moreover, their results indicated that the textbooks directly addressed the values of citizenship, particularly human rights, peace, and the loyalty of homeland.

On the other hand, the Lack of frequencies for some values of citizenship such as (respect for human rights), (justice), (freedom), (interaction with civil society organizations), (Courage) and (Interaction with civil society organizations) in the examined textbooks without any hesitation. This is due to the lack of full compliance of the authors and experts of the curriculum literally to the list of values of citizenship as a criterion for the authors of the Arabic language curriculum and Ministry of Education Strategic Plan 2017–2021. Where the first value in this

Strategic Plan is "Citizenship and Responsibility via Enhance national citizenship and social responsibility" (Ministry of Education, 2017). These results pointed out by the study Moghadam et al., 2013 through the analysis of citizenship included in textbooks of fourth and fifth grade.

The findings of this study are incompatible with other studies that have demonstrated the weakness and failure to include citizenship values in curricula and textbooks. Also, learning of language textbooks drive learners away from the goals of citizenship education, and learning of citizenship in the school is still traditionally and need to suitable alternatives (Al-Humaidi, 2012; Al-Kandari and Abdul Rahim, 2013; Al-Otaibi, 2010; Ersoy, 2013; Collado and Atxurra, 2006; Darak, 2018; Losito, 2003; Davies, 2006; Merry, 2018; Roumi, 2012).

Moreover, the obtained results, as shown in Table 10, and concern the degree of awareness among grades 6–9 Arabic-language teachers in the UAE regarding the Citizenship values included in the textbooks. The results showed a high degree of awareness with an average of 3.67 and standard deviation of 1.18. This result means that grades 6–9 of Arabic teachers are aware of the values of citizenship found in Arabic language textbooks, and are constantly trying to teach their students the values of citizenship contained in these books.

This may be because the general goals of the Arabic language textbooks include that students learn the values of citizenship through the content of the topics contained in the curriculum and in line with the strategic plan of the Ministry of Education 2017–2020 (Ministry of Education, 2017). The findings of this study are consistent with those of the study by Menazel (2015) which aimed to identify the degree of focus on the National and Civic Education Textbook on reinforcing the concept of citizenship in 7th grade students from the viewpoint of social studies teachers. The results revealed that the degree of focus of the National and Civic Education Textbook on reinforcing the concept of citizenship from the viewpoint of social studies teachers regarding political and behavioral characteristics showed a high degree of practice. In contrast, the results of this study were inconsistent with the findings of the Al-Shdifat (2015) study. Which aimed to evaluate the sixth grade National and Civic Education textbook from the viewpoint of primary social studies teachers. The results revealed that the degree of focus of the National and Civic Education Textbook on reinforcing the concept of citizenship from the viewpoint of primary social studies teachers was medium.

Moreover, the obtained results, as shown in Tables 11, 12, and 13 pertained to whether the degree of awareness of the citizenship values included in textbooks among grades 6–9 Arabic-language teachers vary according to teachers' gender, educational attainment, and experience. The results indicated that the degree of teacher awareness varies according to gender, with males being more aware of civic values than females. This is in need of more research and investigation and may be due to the fact that male teachers are more integrated into the affairs of social activities and more keen to attend meetings and conferences that promote aspects of citizenship. No statistically significant differences in

teachers' awareness was found on the basis of the variables of educational attainment and experience.

5. Conclusion

The current study aimed to identify the extent to which Citizenship values are included in Arabic-language textbooks for the intermediate stage, and teachers' awareness of them in the United Arab Emirates (UAE). The results showed that the textbooks contain a total of 214 instances of Citizenship values with various representation of these citizenship values. The results also showed that Arabic-language teachers' awareness of the citizenship values included in those textbooks are at a high level. The results also indicate that the degree of teacher awareness varies according to gender, with males being more aware of civic values than females. No statistically significant differences in teachers' awareness was found on the basis of the variables of educational attainment and experience. It is clear from the analysis that the citizenship value of "Love of and loyalty to homeland" appeared with the highest frequency, making up 36 of all the instances of citizenship values that appeared in the Arabic-language textbooks. This may be due to the importance of this value to every member of the UAE community because it represents patriotism and belonging to it, where the National Agenda and the [UAE Vision 2021, 2010 \(United Arab Emirates Cabinet, 2010\)](#), also the Ministry of Education in its strategy 2017–2020 ([Ministry of Education, 2017](#)) focused on this value more than other values. Hence the authors of these textbooks focused on this value more than other values. Some of the citizenship values, such as "Courage", "Interaction with civil society organizations" and "Freedom" sometimes did not appear in these textbooks. They focused on some values more than other values like "Love of and loyalty to homeland", and "Responsibility". The researchers believe that all Citizenship values which should appear in these textbooks according to the list prepared mainly according to UAE's National Agenda ([United Arab Emirates Cabinet, 2010](#)), the document of the conduct and ethics of the citizens of the Emirate ([Government of the United Arab Emirates, 2010](#)) and according to a strategy of the UAE Ministry of Education 2017–2020 ([Ministry of Education, 2017](#)). Cognitive development theory ([Wadsworth, 1996](#)) indicates that, at the operational stage (ages 11 and above), children can realize and understand abstract concepts, such as the concept of honesty, homeland, equality, responsibility, and justice which of course, represent the citizenship values.

6. Recommendations

- The necessity of the values of citizenship to include in the educational curriculum taught in textbooks as an independent subject textbook, such as mathematics and Arabic language.
- Carrying out workshops and training courses on citizenship topics and their values for all male and female teachers.
- The encouragement of female teachers to be more integrated into the affairs of social activities and more keen to attend meetings and conferences that promote aspects of citizenship.

6.1. Limitations of the research

- This study was conducted in the academic year 2017/2018.
- The study is limited to the content of the Arabic-language Textbooks, according to the latest edition approved by the Ministry of Education during the academic year 2017/2018.
- This study was conducted in the UAE during the second semester of the academic year 2017/2018.

- This study was limited to determining the citizenship values included in the of the Arabic-language subject textbooks for the Sixth, Seventh, Eighth, and Ninth Grades of the intermediate stage in UAE.

Declarations

Author contribution statement

Sami Sulieman Al-Qatawneh: Conceived and designed the experiments; Performed the experiments.

Najeh Rajeh Alsahhi: Analyzed and interpreted the data; Wrote the paper.

Mohd. Elmagzoub Eltahir: Contributed reagents, materials, analysis tools or data.

Funding statement

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Competing interest statement

The authors declare no conflict of interest.

Additional information

No additional information is available for this paper.

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