

**Citizenship values included  
in the Arabic language books of reading  
and literature passages of secondary  
schools in the State of Kuwait**

**By:**

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**Introduction:**

Modern education seeks to achieve the comprehensive and integrated development of the learner's character with all its sides. Such development should be achieved within a social frame. The 21<sup>st</sup> century witnessed a number of events and changes in all the fields of life as a result of the rapid changes in the means of communication, which led to the advent of radical and contradictory values and behaviors. Contemporary societies can overcome many of the problems they face in a variety of fields (social, economic and national) in the 21<sup>st</sup> century by paying attention to teaching certain values which are considered the most important element in building a society based on justice and equality, which made educationalists pay more attention to the subject of educational values and conveying them to the learners (Pathania 2011). Hence it is vital that educational institutions, with all their programs, reflect the social and cultural values and interests of the society (Lee 2006).

The value of citizenship is considered one of the vital educational values for its importance for the existence and stability of societies and maintaining their identity, with its main components of culture, customs, traditions and institutional and life systems. When citizenship is sound, the society progresses and enjoys prosperity and stability. On the other hand, when the value of citizenship fades, amongst the individuals, the society becomes weak and plagued with a multitude of negative phenomena. Educational institutions, with all their programs and systems, endeavor to develop the values of citizenship, for

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

---

they are the first experience for the learner outside the family frame. Those institutions undertake growing the values, attitudes, knowledge, and skills related to citizenship in an intentional and directed manner, not spontaneously as in the family and society.

The text book plays an important role in achieving the educational aims sought after by the society as it is the vessel of the society's educational system and contains everything that can be presented to the learner in the form of subjects, organized learning experiences or suitable school activities to achieve the goals targeted by the educational process. That is because the contents of the text book play a vital role in growing and enhancing the educational values in the learners' personalities through a set of values adopted by the society. Those books provide learning experiences which play an active role in developing the desired values, trends and behaviors which help the learner to be more capable of interacting with the ever-changing life conditions (Rayan 1993). Hence the integration of values in the text book, as Profeli (2007) says, helps to make those values more consistent when acquired by the learners. Defining the values and needs of the society should be given a great deal of care through designing and developing the text books and specifying their objectives, choosing their content, organizing that content and producing it in a way that helps the learner acquire such values and practice them in daily life (Vecernik, 2006).

So, including the educational values in the contents of school books helps the learners to understand such values when such values are realistic, related to the objectives and subjects of the curriculum and feasible (Profeli 2007).

Teaching citizenship through text books is of great importance in order to make those books play a great role in

the learners' lives and help them run their lives, in society, in a better way; this is achieved by introducing subjects concerned with enhancing the value of citizenship with the aim of providing the learners with sufficient information and skills, in addition to values such as loyalty and patriotism (Geelan, 2009). The text book is meant to provide the learners not only with information, knowledge and skills but also with the values and skills that prepare them to play their roles as citizens in the society (Welling 2003: 17 – 18). Creating interaction between the text books and citizenship results in providing the learners with life-long learning skills and increases their sense of responsibility towards the society (Sperling, 2009). Hence, it is the duty of those in charge of text books to bear that in mind by providing learning knowledge and skills that enhance the values and behaviors meant for the learners to acquire (Danker, 2000).

The secondary stage is considered very important for developing the values of citizenship, as it follows the stage of laying the basis in the elementary stage. In the secondary stage the learners' ideas, trends and their mental and ideological beliefs take shape; hence the importance of that stage for forming a good citizen who feels loyalty, affiliation and pride for his country. For the importance of the secondary stage, this study aims to recognize the citizenship values included in the text books of the Arabic Language in the secondary schools of the State of Kuwait.

**Problems of the Study:**

Many studies in the field of education and citizenship recommend paying attention to, and promoting, the value of citizenship through curricula and text books which embrace the value of citizenship (Sperling, 2009). MacDonald, (2003) confirms that education for citizenship in, the 21<sup>st</sup> century, encompasses a multitude of aspects that include different

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

---

concepts and practices on which citizenship is built, so there is a significant need to reconsider the contents of the text books in order to determine how suitable they are for the changing needs of society in the 21<sup>st</sup> century. Promoting the value of citizenship through text books needs more studies which deal with the availability of such value in their content. (Schuema et al, 2008) say that the value of citizenship must be included in all text books but we find that educating the values of citizenship is largely related to the books on civics and social studies, so it is important to have balanced and well-planned integration amongst text books concerned with citizenship.

For the importance of values in general, and the value of citizenship in particular, in the social life of an individual it is vital for the value of citizenship to be included in the text books, particularly Arabic Language books as Arabic is the language of all text books in the State of Kuwait. This is especially so in the present age, which undergoes significant technical and information changes far beyond the ability of the individual to control the outcomes of social and cultural changes, which in turn leads to social problems and complications that affect the prevailing values and beliefs in society. All of this leads to the study in hand as an endeavor to determine the values of citizenship which should be included in the reading passages and literature text books of Arabic Language in the secondary schools of the State of Kuwait, and the extent of their availability in such books.

**The Purposes and Study objectives:**

**The current study aims at the following:**

1. Determining a list of the citizenship values that should be included in the Arabic language books of reading and literature passages in the secondary school , (grades 10,11 and 12), in the state of Kuwait.

2. Determining the extent of availability of citizenship values in the Arabic language books of reading and literature passages in grade 10 of secondary schools(in the State of Kuwait.
3. Determining the extent of availability of citizenship values in the Arabic language books of reading and literature passages in grade 11 of secondary schools(grade 11)in the State of Kuwait.
4. Determining the extent of availability of citizenship values in the Arabic language books of reading and literature passages in grade 12 of secondary schools in the State of Kuwait.

**The Questions of the Study:**

1. What are the citizenship values that should be included in the Arabic language books of reading and literature passages in the secondary schools (grades 10, 11 and 12) in the State of Kuwait?
2. What is the extent of availability of citizenship values in the Arabic language books of reading and literature passages in grade 10 of secondary schools in the State of Kuwait?
3. What is the extent of availability of citizenship values in the Arabic language books of reading and literature passages in grade 11 of secondary schools in the State of Kuwait?
4. What is the extent of availability of citizenship values in the Arabic language books of reading and literature passages in grade 12 of secondary schools in the State of Kuwait?

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

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**Significance of the study:**

**The study is important for the following;**

1. Presenting a list of the citizenship values that should be included in the Arabic language books of reading and literature passages in the secondary schools in the state of Kuwait which could help curricula and text book developers include them in the school subjects.
2. Defining the strengths and weaknesses in the extent of availability of citizenship values in the Arabic language books of reading and literature passages in the secondary schools in the State of Kuwait.
3. Providing those in charge of the text books with the results of this study for guidance in planning, designing, executing and evaluating the school text books in general and the text books of the Arabic language in particular.
4. Helping those in charge of the text books of the Arabic language achieve the targeted goals and purposes.
5. Paving the way for other studies to explore the extent of availability of citizenship values in the text books of other school subjects.
6. Helping to reveal the extent of availability of citizenship values, which is beneficial in recognizing both the most prevalent values and those ignored or neglected, thus providing a basis for revising, re-evaluating and adjusting on scientific bases.

**The Domain of the Study:**

**The domain of the study is the following:**

The Arabic language books of reading and literature passages in the secondary schools (grades 10,11 and 12) in



the State of Kuwait, assigned by the Ministry of Education and Higher Education for the school year 2015/2016.

**The Theoretical Frame:**

Magalglu & Bayram (2009) define values as the abstract ideas that represent the individual's thoughts about the ideal behavior and aims. They are concepts in people's minds including cooperation and benevolence (Liomos 1995). They also involve the individual's judgments on different types of behavior by other individuals (Morris 2004). The acquired values are gained by the individual throughout the different stages of his life, whether intentionally or non-intentionally (Anson 2006).

The citizenship values are defined as the set of principles that govern the relation of the individual with his country based on his commitment to the political, economic, social, cultural, educational and scientific values of that country, which leads the individual to recognize his responsibilities to the country and to effectively take part in building it. The concept of citizenship includes four elements, which are: interest in the national identity; interest in the political culture; recognition of rights and duties; and interest in developing the values that provide the individual with a high degree of harmony with his society. Some of the most important characteristics of citizenship are wide knowledge of the local and global issues, effective contribution in building the society, making the right decisions for problems and having the necessary thinking skills to adapt to the current age (Al Edwan & Mostafa 2015).

Educating the human being, preparing him/her for good citizenship, and raising him/her to feel the responsibility and affiliation to his/her country are vital both to the organization of life within the human society and to the subsequent directing of the behavior and practices of the individual in life in order for him/her to contribute

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

---

effectively to the comprehensive development of society. The concept of citizenship education is not new to the educational thinking as man has, since ancient times, imposed a process of social normalization on the individual to adopt the values and morals in which he/she believes. The goal of such a process, in both ancient and modern times, is preparing the individual to be good and effective in his/her society.

Education for citizenship is hence a method of the social upbringing carried out by the official and nonofficial educational institutions. It is the upbringing process that aims at enhancing the individual's feeling of affiliation to the values, system and culture of the society in ways that makes him/her more interactive with, and positive to, other individuals of the society which leads to developing good citizens, able to interact with everything they face inside and outside the society (Al-Ahmad 2010). Education for citizenship has then to be a continuous process, mainly focused on forming the citizen and promoting his/her awareness of his/her rights and duties in society. It aims at dealing with the country's issues positively and responsibly, practicing the democratic behavior, and accepting diversity, as well as the love of, and devotion to, work in order to develop the society culturally and socially.

The importance of citizenship education comes from its being an ongoing process to deepen the feeling of duty towards society, enhance affiliation to the country, develop love for the country and for the system, and cooperation and respect for rules and regulations . Developing citizenship and the effective social participation by citizens is the only guarantee of achieving the public welfare and solving many problems on individual and social levels alike. The wider the domain of building the effective and active citizen, the more certain stability and development. Citizenship

education is one the most prominent interests in any educational system, as it is the field that endeavors to present the knowledge related to rights, duties and commitments, in a form that develops the necessary abilities to facilitate active participation in the social and political process (Evans 2000).

**The importance of education for citizenship, as outlined by Gary, Garolyn, Judith (2001) comes from the following:**

1. The society's acceptance of the education with which all the individuals of the society should interact.
2. Civil cooperation related to learning to solve problems.
3. Mutual trust and positive interaction among learners.
4. Learners' contribution to designing plans and skills to solve problems collectively.
5. Discussing issues and recognizing the rights of others.
6. Commitment by the educational institutions to providing the learning opportunities through the active interaction within the society.

Al-Ahmad (2010) poses important questions such as: how to provide the learners with the values of citizenship and affiliation? and what are the education system procedures which give the society assurance of development the learners' positive attitudes after acquiring the knowledge and skills related to citizenship *and affiliation*? Educationalists and the individuals in charge of text books are genuinely responsible for the following: those books should emphasize the relation between the citizen and the country and they also should present the rights and duties in a balanced manner. Al-Mahrooqi (2008) mentions that including the values of citizenship in the text books achieves the following objectives: building the

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

---

character of the individual, ensuring integration and solidarity with the society, and protection of the social structure, helping the individual adapt to social developments, solving problems and making decisions, in addition to preserving the identity and culture of the society.

Dunkert (2008) suggests the following set of conditions for teaching the learners citizenship:

1. The presence of graphs, diagrams and pictures that emphasize the aspects of life in the society.
2. The presence, in the text books, of examples related to the local environment of the learners so as to be connected to the society.
3. Relating the student to the issues of the society in which he/she lives, through tackling the societal issues and problems in the text books.
4. Using attractive and interesting stories to enhance the learners' sense of citizenship.
5. Field trips to heritage and archeological sites.
6. Ibrahim (2010) makes the following suggestions to develop the citizenship values in the text books:
7. Practicing real activities outside the classrooms as such activities should be related to community service.
8. The participation of civil societies in services through a variety of projects in schools.
9. Inviting the learners to undertake voluntary work in services through educational projects and field trips.

**Review of the Literature:**

The study of Al Edwan & Mustafa (2015) aimed at building a programme for the teachers of history in the light of the international citizenship, and testing its effect on the

level of the learners' knowledge of such principles in Jordan. The study concluded that the level of knowledge of the teachers of history of the principles of citizenship was below the acceptable educational standard. The study results also revealed that there are differences of statistical significance at (0.01) level between the experiential knowledge of the teachers of history and the acceptable standard in favor of the training programmer, in every field of the international citizenship principles.

The study of Schulz et al(2012) aimed at determining the ways countries use to prepare the youth to take part as citizens and to verify the learners' knowledge and understanding of citizenship. The study found that 16 % of the learners were below standard in relation to knowledge of the principles of citizenship; 26% attained the first level, 31% the second level while 28% reached the third level. The study also found that learners whose parents had higher jobs got higher marks in the knowledge of citizenship.

Aaron (2012 ) aimed at determining the secondary stage learners' knowledge of the values of citizenship in Zimbabwe , found that the learners show fluctuating knowledge of such values which means that they lack an environment suitable for acquiring them.

Bassel(2012) aimed at recognizing the learners' concepts about learning citizenship and their effect on educational experience. The interviews with a sample of learners showed a mutual relationship between their concepts of citizenship and the educational methods used in teaching them.

Noona (2010) showed that the Republic of Columbia presented a programme, in the ministry of education, about enhancing citizenship and the most important characteristics learners should have. The researcher showed the importance of that type of educational programmes

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

---

which proved to be limited in actual execution, practical participation in application and the positive effect of their outcome. The study confirmed the need to modernize the methods of teaching citizenship, and improve the approaches of teachers for more ability to deal with the developments by emphasizing the values of citizenship among learners.

Yilmaz & Tasdan(2009) surveyed the opinions about citizenship of elementary school teachers in Turkey. The study also sought to decide whether such opinions are affected by the genders, specialty and seniority of teachers. The study results showed that learners had positive attitudes towards citizenship and that the teachers' concepts are not affected by the differences in gender, specialty or seniority.

Geelan(2009) aimed at recognizing the effects of integrating the topics of citizenship into science for the learners in grade 7. The study showed that the learners recognized the positive effect of integrating the topics of citizenship into science on the society.

Rault (2008) defined the degree to which leadership programmes taught in university contribute to developing the values of citizenship for university students. The study examined the curricula to define their effect on developing the values of patriotism. The study also surveyed the opinions of students and programme managers through direct interviews. The study concluded that it is necessary for the curricula to be able to provide the students with the knowledge related to developing the values of citizenship. The curricula should also be improved in order to prepare the competence of students able to practice patriotism in society effectively.

Tetzalaff (2006) confirmed that citizenship education promotes among the youth the knowledge, skills, social sense values and affiliation related to citizenship and human

rights which could overcome estrangement and anger, widespread in many countries of the world. That sense of democratic values can be achieved through civil education which encourages the citizens to overcome violence and old hatred towards nationality, class, race, religion or descent and to preserve, at the same time, the cultural integrity of their varied heritage.

Mitchell (2005) emphasized the role of teachers in developing the concept of citizenship among learners, stressing the importance of providing the learners with the information related to developing citizenship through a variety of sources.

Holland & McKenna (2005) aimed to raise awareness, among learners, of the mutual relation between sciences and citizenship. The project included 33 secondary schools in the Republic of Ireland and Northern Ireland; the project led to raising the awareness, among learners, of the mutual relation between sciences and citizenship and to promoting the skills of critical thinking among learners when studying the science subjects related to citizenship .

Losito(2003) aimed at defining the competence of the citizenship education curriculum in Italy and the competence of the students' participation in the patriotic activities in developing the values of citizenship. The results showed that developing citizenship education is a primary target in the education system in Italy, and that the school subjects emphasize political and patriotic concepts and attitudes. They also develop special citizenship values by observing the constitution and respecting the rights of the country and citizens. The study also revealed that the secondary school students practice, within the citizenship curriculum, activities that promote the voluntary work and democratic participation.

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

---

Willams (2011) aimed at identifying how to teach concepts of human rights in social studies books in secondary schools in Alberta, Canada . The study analyzed the text books and used very thorough analyses of the contents of the books to determine their ability to enhance practical activities. The results of the study showed that the content of those books does not serve the true souls of students and teachers. The study recommended the enhancement of the content of those books with special extra sources concerned with the concepts and values of human rights.

**Methodology:**

The descriptive analytical approach will be applied in this study, as this approach is survey directed to study an educational phenomenon in order to diagnose and reveal all its aspects through monitoring the number of times it occurs, the average frequency with which it is repeated, and the areas of concentration and recognition, as well as its implications.

**Population and Sample of the Study:**

The study population is made up of all the secondary stage Arabic language textbooks in the State of Kuwait that have been assigned to students during the academic year 2015-2016. The study sample consists of paragraphs of reading passages and literature texts from the lessons of Arabic text books in the secondary stage (grades 10, 11 and 12).

There were 6 books, two books for each grade one for each term. The books of reading passages and literature texts present a group of units and lesson shown in table (1):



**Table (1): Distribution of units and lessons in reading passages and literature textsBooks in the secondary stage (The sample of the research)**

<b>Grade</b>	<b>Number of Units</b>	<b>Lessons</b>
10	21	58
11	16	50
12	16	58
Total	53	166

**Study Instruments:**

To achieve the goals of the current study, the matter requires preparing two means:

1. A list of citizenship values: Its purpose is to determine the citizenship values that should be contained in the Arabic language books of reading and literature passages in the secondary schools of the State of Kuwait. The list of such values, which suit the nature of secondary stage, has been prepared through reading the contents of the Arabic language text books in the secondary schools of the State of Kuwait and the literature review, related to the values of citizenship. The list has been presented to a group of specialists in curricula, pedagogy and methodology; those were asked to determine the most important citizenship values that should be included in the Arabic language books of reading and literature passages in the secondary schools of the State of Kuwait. Based on the results and responses a primary list of 20 citizenship values has been made.
2. A content analysis form, by which the availability of citizenship values, in the Arabic language books of reading and literature passages in the in the secondary schools of the State of Kuwait, has been determined

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

---

through calculating the frequency in each paragraph and the percentage of frequency.

**Validity and Reliability of Instrument:**

**Validity of the Instrument:**

To ensure the validity of the instrument used, it has been presented, in its primary form, to a panel of judges and specialists in curricula, pedagogy methodology and educational psychology so as to verify the validity of the instrument, used in the study. Based upon the remarks, directions and suggestions of the panel the necessary adjustments have been made by eliminating some values because they were repeated or unsuitable; thus the study instrument, in its final form, contained 12 citizenship values.

**Reliability of Instrument:**

To ensure the reliability of the analysis, the researcher analyzed the reading passages and literature texts in the Arabic language books twice, within two months. Then the following equation was used: reliability factor = the number of agreements + the number of disagreements  $\times$  100 (Sulzer & Mayer 1996). The reliability factor of the content analysis was 98.6%. To verify the reliability of the analysis, made by the researcher, two colleagues specializing in teaching methods have been asked to make the analysis after explaining the procedure they should follow. The percentage of agreement between the researcher analysis and that of the two colleagues, using the equation previously mentioned, has been calculated and the stability factor was 98.8 %.

**The Procedure of the Analysis Process:**

The content of Arabic language books of reading and literature passages in of the secondary school has been analyzed as follows:

- 1- Defining the objective of analysis. This is identified as the extent of availability of citizenship values in the Arabic language books of reading and literature passages in the secondary school, in the State of Kuwait.
- 2- Defining the unit of analysis: The paragraph has been chosen as a unit of analysis; this is because the paragraph consists of a group of sentences. The researcher calculated the availability of citizenship values in the paragraphs then calculated the frequency of the values contained and the percentage of that frequency.

**Statistical Analysis:**

The current study used the following statistical tools: Frequencies, and Percentages. The level of availability of the citizenship value in the lessons was calculated using the mean, through dividing the repetition of the value by the number of lessons. The level of availability of values was determined according to the following scale:

From 0 to 0.33	weak availability
From 0.34 to 0.66	medium availability
From 0.67 to 1	high availability

**The Results of the Study:**

Answering the first question: Q1. What are the citizenship values that should be included in the Arabic language books of reading and literature passages in secondary school (Grades 10,11 and 12), in the State of Kuwait?

To answer that question, the list of citizenship values was examined by a group of specialists in the field to give their opinion about the degree of importance of each value and its suitability for the students of the secondary school. After recording the answers and analyzing them statistically to determine the degree of importance of the citizenship values, a final list of the citizenship values that should be included in the Arabic language books of reading and

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

literature passages in the secondary school in the State of Kuwait, has been determined as follows in table (2).

**Table (2): List of the citizenship values that should be included in the Arabic language books of reading and literature passages in the secondary school.**

No	Citizenship Values	No	Citizenship Values
1	Affiliation to the country	7	Promoting social interaction
2	Assuming responsibility	8	Democracy
3	Pride in the national identity	9	Freedom of choice
4	Preserving public interest	10	Freedom of expression
5	Justice	11	Preserving public property
6	Tolerance to diversity (of religion, beliefs, origin, ethnicity etc.)	12	Respecting the supremacy of law (abiding by the law)

Answering the third question: Q2. What is the extent of availability of citizenship values in the Arabic language books of reading and literature passages in the secondary school of grade 10, in the State of Kuwait?

**Table (3): Frequency and percentage of availability of citizenship values in the Arabic language reading books of and literature passages in grade 10.**

No	Reading Passages & Literature Passages				
	Citizenship Values	Frequency	%	Availability	Ranging
1	Affiliation to the country	20	14.8%	Medium	2
2	Assuming responsibility	14	10.4%	weak	3
3	Pride in the national identity	33	24.4%	Medium	1
4	Preserving public interest	12	8.9%	weak	4
5	Justice	14	10.4%	weak	3
6	Tolerance to diversity (of religion, beliefs, origin, ethnicity etc.)	5	3.7%	weak	9
7	Promoting social interaction	12	8.9%	weak	4
8	Democracy	3	2.2%	weak	9
9	Freedom of choice	4	3.0%	weak	8
10	Freedom of expression	5	3.7%	weak	7
11	Preserving public property	6	4.4%	weak	6
12	Respecting the supremacy of law (abiding by the law)	7	5.2%	weak	5
<b>Total</b>		<b>135</b>	<b>100%</b>		

Through the results in the table (3) we find that: The total frequency of citizenship values in the Arabic language books of reading and literature passages of grade 10 was 135, of the lowest of the three secondary school classes. The level of availability of citizenship values, in this grade, is between medium and weak, with frequencies between 3 and 33 and percentages between 2.2% and 24.4%. The value "Pride in the national identity" was the highest among all values with a frequency of 33 (24.4%), with medium availability; this was followed by the value "Affiliation to the country" with a frequency of 20 (14.8%), also with medium availability.

This result shows, to some extent, that those in charge of the Arabic language books of reading and literature passages realize the importance of including those values in the content of Arabic language books of reading and literature passages in the of grade 10, due to their importance in building a generation of individuals with a strong feeling of pride in the national identity and affiliation to the country, particularly when we take into consideration that there have lately been certain behaviors which are strange to the Kuwaiti society (such as favoritism or tribal, religious or politically partisan, rather than national, bias) , while the education process is made to serve main objectives, principal among which is pride in the affiliation to the country.

The other 10 (of 12) citizenship values showed a weak degree of availability. The total frequency of these values came between 3 and 14, (2.2%-10.4%). The values "Assuming responsibility" and "Justice" came in third place with similar frequencies of 14 (10.4%). In fourth position came the values "Preserving public interest" and "Promoting social interaction", with similar frequencies of

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

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(12) (8.9%), followed by the value “Respecting the supremacy of law”, with a frequency of 7 (5.2%) Next were the values “Preserving public

Property, “Freedom of expression”, “Freedom of choice” and in last place “Democracy”.

These results show a severe deficiency in the availability of citizenship values in the Arabic language books of reading and literature passages. There is no logical reason for such marginalization of said values, which the specialists agreed are vital to include in the content of the Arabic language books of reading and literature passages, for their great role in promoting the patriotic side in the hearts and minds of students, and for the practice of such values, emphasizing that those behaviors are necessary for the students of secondary schools, as confirmed by specialized studies. Those results do not comport with the objectives of the Arabic language text books or the general objectives of education, in the State of Kuwait, as both refer to the necessity of deepening those values through the education process, of which the school text books are amongst the most important elements and a vital and main tool.

Answering the fourth question: Q3. What is the extent of availability of citizenship values in the Arabic language books of reading and literature passages in the secondary stage of grade 11, in the State of Kuwait?

**Table (4): Frequency and percentage of availability of citizenship values in the Arabic language books of reading and literature passages in grade 11**

No	Reading Passages& Literature passages				
	Citizenship Values	Frequency	%	Availability	Ranging
1	Affiliation to the country	21	13.5%	Medium	2
2	Assuming responsibility	20	12.9%	Medium	3
3	Pride in the national identity	23	14.8%	Medium	1
4	Preserving public interest	19	12.3%	Medium	4
5	Justice	12	7.7%	Weak	6
6	Tolerance to diversity (of religion, beliefs, origin, ethnicity etc.)	8	5.2%	Weak	8
7	Promoting social interaction	16	10.3%	Weak	5
8	Democracy	5	3.2%	Weak	11
9	Freedom of choice	9	5.8%	Weak	7
10	Freedom of expression (speech	8	5.2%	Weak	9
11	Preserving public property	8	5.2%	Weak	9
12	Respecting the supremacy of law (abiding by the law )	6	3.9%	Weak	10
<b>Total</b>		<b>155</b>	<b>100%</b>		

According to the results show in table (4), we can note that the total frequency of citizenship values, in the Arabic language books of reading and literature passages of grade 11, was 155, in the second position among the frequencies of secondary school classes. The level of availability of citizenship values, in this grade, is between medium and weak, with frequencies between 5 and 23. Four of the 12 values came with a medium degree of availability. The value “Pride in the national identity” came in first place with a frequency of 23 (14.8 %), followed by the value “Affiliation to the country”, in second place, with a frequency of 21 (13.5 %), then the value “Assuming responsibility” in third place with a frequency of 20 (12.9%). In fourth place came the value (“Preserving public interest” with a frequency of 19 (12.3 %).

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

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This result could be due to the fact that the Arabic language books of reading and literature passages relating to lessons of grade 11 include a collection of topics (including real life situations, experiences and poems) that promote pride in the national identity, affiliation to the country, assuming responsibility and preserving public interest with the aim of preserving the solidarity of society. The interest, with a medium degree, in those values, by the authors of the Arabic language text books of the secondary school, fulfils one of the objectives of educational reform in the State of Kuwait, which puts great emphasis on the development of the values affiliation, pride in the national identity, social partnership and preserving public interest among the individuals.

On the other hand, the remaining 8 values did not receive the care they deserve in the Arabic language text books of grade 11 or the attention that corresponds with their educational role. Their total frequency reflects a weak degree of availability, while the authors of those books gave no justification for such marginalization and lack of care given to such important educational values.

The frequencies of those values came between 5 and 16, (3.2% to 10.3%). Such low results could be for two reasons: the first reason is the absence, during the planning, building and application of such books, of an ongoing evaluation process which may request reconsideration of the content of the topics of the Arabic language books of reading and literature passages of grade 11 and increasing the area of topics that enhance the citizenship values. The second reason could be lack of educational topics and texts that enhance those values, in the Arabic language books of reading and literature passages. The fact that the authors of the secondary school Arabic text book ignored those values has no logical explanation as it is vital that those values are



prevalent in the content of school text books, as all such behaviors, related to the citizenship values, are considered integral basics that should never be ignored in the content of the Arabic language books of reading and literature passages in the, particularly in that age group. The above mentioned results are inconsistent with the reality of the Kuwaiti society in the fields of democracy, freedom of expression and choice, justice, human diversity and other deeply rooted and distinguished values.

Answering the fifth question: Q4. What is the extent of availability of citizenship values in the Arabic language books of reading and literature passages in the secondary school of grade 12, in the State of Kuwait?

**Table (5): Frequency and percentage of availability of citizenship values in the Arabic language books of reading and literature passages of grade 12**

No	Citizenship Values	Reading Passages& Literature passages			
		Frequency	%	Availability	Ranging
1	Affiliation to the country	31	10.3%	Medium	3
2	Assuming responsibility	26	8.7%	Medium	6
3	Pride in the national identity	44	14.7%	High	1
4	Preserving public interest	33	11.0%	Medium	2
5	Justice	27	9.0%	Medium	5
6	Tolerance to diversity (of Religion, beliefs, origin, ethnicity etc.)	30	10.0%	Medium	4
7	Promoting social interaction	26	8.6%	Medium	6
8	Democracy	7	2.3%	weak	10
9	Freedom of choice	13	4.3%	weak	9
10	Freedom of expression	26	8.7%	Medium	6
11	Preserving public property	20	6.7%	Medium	7
12	Respecting the Supremacy of law	17	5.7%	weak	8
<b>Total</b>		<b>300</b>	<b>100</b>		

According to the results showing in the table (5), the total frequency of citizenship values in the Arabic language books of reading and literature passages of grade 12 was

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

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300, in the first position among the frequencies of secondary stage classes. The level of availability of citizenship values, in this grade, is varied and covers the degrees high, medium and weak. One value came in the high level; this is the value “Pride in the national identity” with a frequency of 44 (14.7%). This positive result could be due to the understanding by those in charge of those books of the effects on the students and the society as a result of promoting the value of pride in the national identity and practicing it through the all social interaction which guarantees the protection of society and its identity.

Eight values came in a medium degree of availability, in spite of their importance, with frequencies between 20 and 33, (6.7% to 11.0%). This result shows that those values are not neglected in the Arabic language books of reading and literature passages of grade 12, for the great importance of such values in ensuring the public interest, affiliation to the country, human variety, justice, equality, social responsibility, social interaction, freedom of expression and preserving public property. The result also suggests deep belief, in the minds of the authors of those books, in the importance of promoting such values, in a way that makes the learners able to practice that type of behavior in their daily life.

The all-important set of citizenship values, in spite of their importance for the students in that stage, did not receive the care they deserve in the Arabic language books of reading and literature passages in the secondary school as their availability came in weak degrees, which shows that they have not been contained to a high, or even a medium, degree in the books examined by the study. The value “Respecting the supremacy of law” came with a frequency of 17 (5.7%); the value “Freedom of choice”) showed a frequency of 13 (4.3%). and finally the value “Democracy”

came with a frequency of 7 (2.3%). This result shows a deficiency in presenting those values; due to giving more care to some values than others, in spite of their equal importance for the students at that age. This calls for the authors, of Arabic language books of reading and literature passages, to reconsider the care given to, and the emphasis on, those important values. Not giving enough care to those values, or underestimating them, requires reconsideration of presenting them through a detailed map of values, based on scientific research that observes the needs of students, to present the values in a well-planned and well-studied manner.

**Summary of Results:**

**According to the results of the field study, the following results can be concluded:**

1. In determining a list of the citizenship values that should be included in the Arabic language books of reading and literature passages, in the secondary school, grades 10, 11 and 12, in the State of Kuwait, 12 values have been decided upon.
2. The Arabic language books of reading and literature passages that have been analyzed contained all the citizenship values, included in the list. The books did not neglect any of the values but those values had different degrees of availability.
3. The combined frequencies of citizenship values in the Arabic language books of reading and literature passages in the secondary school was 590. The availability of citizenship values ranged between the levels medium and weak. The value "Pride in the national identity" came in

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

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first position with a frequency of 100, while the value “Democracy” came last, with a frequency of 15.

4. There is apparent gradation in presenting the citizenship values throughout the grades of the secondary school as they came in grade 10 with a frequency of 135, increasing to 155 in grade 11, and to 300 in grade 12.

**Recommendations of the Study:**

**Based on findings from this study, the following recommendations are offered:**

1. It is vital to take into consideration the list of citizenship values, presented in this study, when planning, building, executing and evaluating the content of the Arabic language books of reading and literature passages, in the secondary schools, in the State of Kuwait.
2. The content of the Arabic language books of reading and literature passages in the secondary stage, in the State of Kuwait, should be re-edited in a manner that reinforces the suggested citizenship values, either through the existing topics or by adding independent topics that promote the citizenship values targeted.
3. Incorporation of the citizenship values presented in this study in the Arabic language text books of all grades of school should be taken into consideration.
4. Further studies on the books of other subjects should be undertaken in the different grades of elementary and intermediate stages.
5. It is important to include the citizenship values, stated in this study, in all the educational books, and such values should be suitable for application and practice.

6. The educational activities that promote the citizenship values among students should be varied, in order to enable them to help serve the society, inside and outside the classroom.
7. The educational objectives should be rephrased in a way that concentrates on the citizenship values in the Arabic language text books, of the secondary stage, in the State of Kuwait.
8. A document should be prepared, of educational objectives in the State of Kuwait, taking into consideration the citizenship values targeted by this study, with the aim of including them in the content of Arabic language text books.

**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

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**Citizenship values included in the Arabic language books  
of reading and literature passages of secondary schools  
in the State of Kuwait**

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