CODIFYING THE COMPONENTS OF CITIZEN CULTURE IN THE LAW-ABIDING, LAW ORIENTED, NATIONAL IDENTITY AND HUMAN BEHAVIOURS AND RELATION

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ABSTRACT

The present study aims to determine citizenship culture training components among 3300 secondary school teachers out of which 300 individuals were selected using stratified random sampling for the sample group. A questionnaire with high Alpha Chronbach reliability coefficient of 0.95 including components of national identity, law acceptance and human behaviours and relation was used as data collection method. Content and face validity of the questionnaire as well as its structural validity were validated using experts of the field and component analysis respectively. The findings of the study indicated that the highest Component score coefficients in the national identity dimension belonged to the "learning the national language and literature" component (0.817) whereas the lowest Component score coefficients belonged to that of the "emphasis on the gratitude of the revolution" and "learning the national rituals and ceremonies" components (0.732).The highest Component score coefficients in the law-orientation dimension belonged to the "learning the citizenship rights with the emphasis on children rights" component (0.884) whereas the lowest Component score coefficients belonged to that of the "consequences of law defiance and avoidance" component (0.803).The highest Component score coefficients in the human behaviours and relations'' dimension belonged to the "learning the required skills for and effective life" component (0.896) whereas the lowest Component score coefficients belonged to that of the "learning responsibility-taking areas" component (0.680). The results of the one sample T-test also revealed that the mean of the above-mentioned dimensions was above average for determining citizenship culture training

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components. No significant difference was found between the respondents' views with regards to their demographic information.

Keywords: Citizenship Culture, Education, Human Relations, law-abiding Law-Orientation

1 INTRODUCTION

One of the importance factors which have appeared in social and educational researches in recent years is the concept of citizen and citizenship. The citizen is a person who forms the original foundation of civil community, while a dynamic interactivity. The concept of citizenship includes at least four original elements of national identity, cultural and social belongs and post nationality, effective legal system and civil cooperative and political. These concepts have internal relation and interactivity with each other, in fact these four reflections are reality means the concept of citizenship.

According to Dimain (2000), the main concepts of citizenship theories include: civil rights, political rights, and social rights and social judgment, citizens commitments and equality principle. The variety of theories in this field has caused that the experts of social sciences and education have different point of view about the whole of training course and then in citizenship social educating dimension [1].

The important point is that in all different points of view, the concept of citizenship educating has great importance. Having Suitable and educated citizens who have necessary knowledge, ability and attitude for living in a civil community, is the factor of achieving of mottoes in internal and international field. However different definitions have been presented for civil community, therefore paying attention to affairs such as participation, developing communicational institutions, being responsible against nation, providing citizenship rights, authority of the law, healthy competition and so on require that the education system of the countries performs to train suitable and effective citizens to live and play role in such space [2].

The presented services in citizenship training sphere must be monitored four essential elements and include specific requirements of the students, community needs, national needs and public-individual needs [3]. However, according to different historical and political contexts, the special content of the citizenship training is different indifferent countries and even different areas. In countries where their education system manage concentrated, the objects of the citizenship training which publish in statements and advertisements of their ministry of education, is announced clearly .But the point that has been propounded nearly in all common cases is indeed emphasizing on cases such as emphasizing on values and developing opportunities with considering the community concerns. But in countries where their management is concentrated, usually a special program or a textbook is prescribed and taught in the whole of the country.

In Some Cases, in such countries a list of books and produced program, is announced to school and the Schools choose from among them. In decentralized educational education system, in spite of extensive devolution to the regions, there is worthy harmony between states and regions (like Canada) but in some of them, deciding about the objects and policies of citizenship training is done decentralized completely. For instance, in America, more than 17000 training council of school do selection of curriculum and books. Their common point is that citizenship training is the part of educational activities which prepare people for the membership in political community [4] and also its training content is found in national and local and regional levels. Kerr and Hartenet (2002) believe that the citizenship is a contested concept; it means its proper

application of criteria is basically challengeable and disputable and these disputes are inevitable [5].

Today among the subjects related to citizenship, citizenship culture and its training have tremendous importance. Through citizenship training, it is possible to approach the civilized community with civilized citizens. There have been many researches, in order to identify the different aspects of citizenship training. Crick Studies in England in 1998 showed three courses for effective citizen:

1. social and moral responsibility include of confidence and responsible behaviour toward subordinates and each other;
2. Involving in community: include services to School, local community and larger communities and learn about their considerations;
3. Political literacy: learning about democracy, issues and values related to political literacy and required skills for being an active member of a democracy community [6],[7],[8],[9] have introduced three remarkable dimensions of citizenship training consist of: sustainable environment, sustainable economic and sustainable social.

According to considerations to the importance of culture in social science, training of citizenship culture has found special importance between aspects of citizenship training. Understanding the global culture, global relation, global citizen, national myths, protection of environment, individual values, are considered among citizenship culture training components [10]. According to the importance of citizenship culture in modern world, present study intends to study the components of citizen culture in three dimension including the law-abiding, law oriented, national identity.

2   METHODOLOGY

The method of Present research used survey research and the statistical community of this includes all of high school teacher's which300 people elected by using stratified random sample. To collect data, a researcher-made questionnaire of determining citizenship culture in to aspect of the protection of environment, sustainable development and public health .Also content validity and face validity of questionnaires in this research were confirmed by experts. The validity of both questionnaires was estimated using Cronbach's alpha coefficient (α) which equals to 0.095. In order to analyze the information, T-test and factor analysis has been used.

3   RESULTS

Question 1: what components does the training of citizenship culture have in the aspect of law-abiding, law oriented?

Table 1: Component, mean and factor loadings in law-abiding, law oriented.

	dimensions	KMO	Mean	factor loadings
1	familiarity with some urban laws such as the traffic		4.27	0.849

2	familiarity with the legislation and regulations necessities	0.867	4.29	0.833
3	familiarity with law aversion		4.01	0.803
4	, familiarity with civil rights with emphasis on the rights of children		4.12	0.884
5	, familiarity with some of the responsibilities of citizenship such as civic participation		3.85	0.876
6	familiarity with some of the social conditions		3.67	0.805

According to the findings of the table 1, the highest factor loadings in the components of the law-abiding, law oriented was related to "familiarity with civil rights, with emphasis on the rights of children" with factor loadings of 0.884 and the lowest factor loadings was related to "familiarity with law aversion" with factor loadings of 0.803. The amount of (KM0) in sampling adequacy was 0.867 which was a high and acceptable amount .Also all factors loadings of every component on general factor in the law-abiding, law oriented were more than 0.5.The result also showed that the highest mean in the component of the law-abiding, law oriented in citizenship culture was 4.29 which was related to question number two and the lowest mean, 3.67 was related to question number six.

Question 2: What components does the training of citizenship culture have in the aspect of behaviour and human relations?

Table 2 shows component, mean and factor loadings in the aspect of behaviour and human relations.

Table 2: Component, mean and factor loadings in behaviour and human relations.

	dimensions	KMO	Mean	factor loadings
1	familiarity with fields of responsibility		4.03	0.680
2	familiarity with causes of partnership in order to strengthen the spirit of		3.84	0.707

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	partnership		
3	explained observing the manners and respect to adults		4.37	0.753
4	familiarity with individual rights in civil society and how observance it		4.18	0.844
5	training to live with others		4.07	814
6	training the skills of communicative abilities		4.29	0.843
7	familiarity with healthy relationships vs. unhealthy relationships from the perspective of tradition and religion	0.925	4.05	0.829
8	the way of cultural impressible		3.83	0.792
9	familiarity with the needed skills for effective life		4.07	0.896
10	familiarity with the practices of criticizing others		3.85	0.855
11	Reasonable assessment skills of others		3.79	0.790
12	Training methods to avoid controversy		4.04	0.849
13	familiarity with etiquette,		4.38	0.804
14	familiarity with the methods of conflict resolution		3.77	765
15	training the ability of commenting between others		4.04	0.731

According to the findings of the table 2, the highest factor loadings in the components of the urbanization behaviour and human relations was related to "familiarity with the needed skills for effective life "with factor loadings of 0.896 and the lowest factor loadings was related to " familiarity with fields of responsibility" with factor loadings of 0.680. The amount of (KM0) in

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sampling adequacy was 0.925 which was a high and acceptable amount .Also all factors loadings of every component on general factor in the urbanization behaviour and human relations were more than 0.5.The result also showed that the highest mean in the component of the urbanization behaviour and human relations in citizenship culture was 4.38 which was related to question number 13 and the lowest mean, 3.77 was related to question number 14.

Question 3: What components does the training of citizenship culture have in the aspect of national identity?

Table3: component, mean and factor loadings in the aspect of national identity

	dimensions	KMO	Mean	factor loadings
1	familiarity with characteristics of normal behaviour from the perspective of national culture		4.14	0.794
2	familiarity with national myths		4.06	0.790
3	familiarity with religious myths	0.808	4.07	0.769
4	familiarity with language and national literature		3.96	0.817
5	familiarity with national ceremonies, rituals and traditions		4.02	0.732

According to the findings of the table 2, the highest factor loadings in the components of religious training and national identity was related to " familiarity with language and national literature" with factor loadings of 0.817 and the lowest factor loadings was related to " familiarity with national ceremonies, rituals and traditions" with factor loadings of 0.732. The amount of (KM0) in sampling adequacy was 0.808 which was a high and acceptable amount. Also all factors loadings of every component on general factor in the religious training and national identity were more than 0.5.

4   CONCLUSION

The citizenship training should be included knowledge training, skills training and values training which has relation with official methods of a partnership democracy system. Citizenship training will be used practically as atoolto educate the sense of belonging to community and having purpose in life. The citizenship training programs should concentrate its main effort to involving people and related activities to the life (in community). It is clear that such training should happen both inside and outside of training environment .Looking to the World as a unique community and training of understanding and socialism viewpoint in citizenship training means to change the educational system to a community which emphasizes to people's responsibilities and rights at the same time .In this viewpoint it is emphasized to common ways and what helps to combine them in unique community more than division and people prejudice ways and communities. It is clear that training and teaching on "active Citizen" is something beyond materials that taught in schools as "Civics". Helping to people in interpretation and explanation

of values, providing the necessary basis for the psychological development of citizens, developing a sense of gratitude and appreciation of cultural heritage, strengthening national identity, increasing personal responsibility, increasing awareness of social rules, providing guidance on behaviour in everyday life, accepting discipline and social law enforcement, all can be outlined as the consequences of citizenship culture training.

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