A Study of Actuality of the Citizenship Upbringing in the Secondary Schools at the Capital City of Sana'a

Researcher
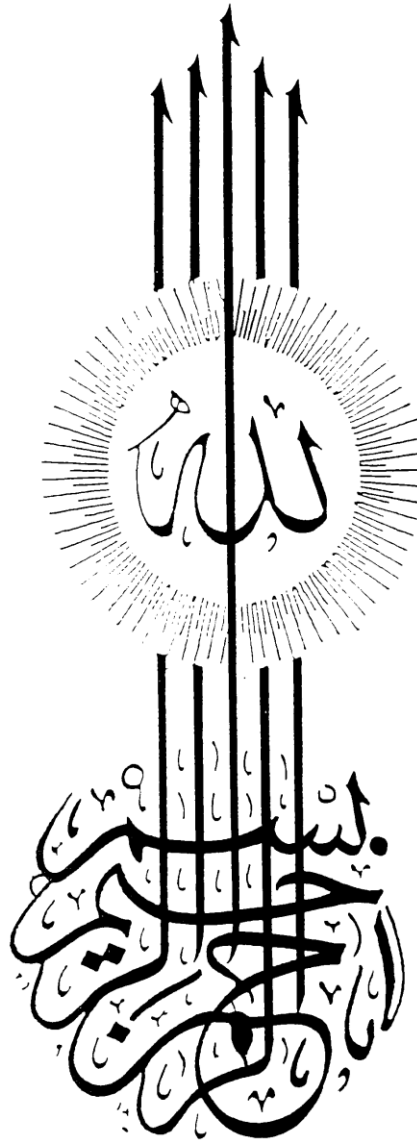
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Guide

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1

OPENING

In the Name of Allah, the Most Gracious the Most Merciful

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERISTY

AURANGABAD – 431004, MAHARASHTRA STATE (INDIA)

DEPARTMENT OF EDUCATION

Declaration of the Researcher

I, **Yahya Ahmed Hussen Al-Merhbi,** declare that the research work entitled **"A study of Actuality of the Citizenship Upbringing in the Secondary Schools at the Capital City of Sana'a"** is completed by me under the guidance of **Dr. Shobhana. V. Joshi**. This research report is completed in partial fulfillment of the **Degree of Doctor of Philosophy (Ph.D.) in Education** 2013-16 under the faculty of Education. The dissertation is submitted to the **Dr. Babasaheb Ambedkar Marathwada University, Aurangabad**.

The researcher also declares that this research report or any part of it has not been submitted for any diploma or degree or any competition or published for any purpose.

Place: Aurangabad

Date: /   /2016

Yahya Ahmed Hussen Al-Merhbi

Guide's Certificate

This is to certify that Mr. Yahya Ahmed Hussen Al-Merhbi has completed the research entitled "**A Study of Actuality of the Citizenship Upbringing in the Secondary Schools at the Capital City of Sana'a**" for the award of the Degree of **Doctor of Philosophy (Ph.D.) in Education under the faculty of Education,** Dr. Babasaheb Ambedkar Marathwada university, Aurangabad, has been carried out by him under my supervision and guidance. It embodies the results of the research work done by the candidate and is a record of his personal efforts.

This work has not been submitted anywhere else nor has formed the basis for the award of any other degree or diploma to the candidate.

Place: Aurangabad

Date: /   /2016

Dr. Joshi S. V.

Professor & Head

Dept. of Education

Dr. B. A. M. University, Aurangabad

Certificate of the Head of the Department

This is to certify that Mr. Yahya Ahmed Hussen Al-Merhbi has completed the research entitled "**A Study of Actuality of the Citizenship Upbringing in the Secondary Schools at the Capital City of Sana'a**" for the award of the Degree of **Doctor of Philosophy (Ph.D.) in Education under the faculty of Education,** Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, has been carried out by him under my supervision and guidance. It embodies the results of the research work done by the candidate and is a record of his personal efforts.

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Place: Aurangabad

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Dr. Joshi S. V.

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Preface

قَالَ تَعَالَى: ﴿ يَٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقْنَٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَٰكُمْ شُعُوبًا وَقَبَآئِلَ لِتَعَارَفُوٓا۟ إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَىٰكُمْ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾ ﴾ الحجرات : ١٣

The Almighty said: (O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.) Allah the great, says the truth. Surat Al-Hujurat (The Dwellings) number 13.

The prophet Mohammed (peace be upon Him) said: (You are from Adam and he is from dust. No difference (vantage) between Arabic person and that who is not Arabic and a white person and a black one only by piousness). The prophet said the truth.

Mahatma Gandhi said: (The very right to live accuse to us only when we do the duty of the citizenship of the world. From this one fundamental statement perhaps it is easy enough to define the duties of men and women and correlate every right to some corresponding duty to be first performed every other right can be usurpation hardly worth fighting for). Message to Julian Huxley
Printed in the United Nation Weekly Bulletin, 1947.

Dedication

To the pure souls of my parents, May Allah have mercy on their souls. I dedicate this humble work to acknowledge gratitude, loyalty and obedience for them. They made me like knowledge and science though they were illiterate. They instilled in me bird seeds of research and trying to know what is new about knowledge. They did many things for me. They got tired of me. But they died before seeing the results of their efforts in their obedient son.

Thus I dedicate this work for them. I pray Allah to credit this work in balance of their good deeds. I also pray for His help for me to be as good as they wished.

I also dedicate this work to my dear wife. Thanks for her assistance, patience and cooperation in achieving this study. Thanks also for my sons and daughters for their help and assistance.

Acknowledgement

First, all praise be to Allah as it ought to be for giving me power and patience to accomplish this work. I would like to express all appreciation to those great people who supported me directly and indirectly.

Secondly, I would like to express my deep gratitude and immeasurable thanks to my research supervisor **Prof. Shobhana V. Joshi,** who listened with patience to my ideas, answered my inquiries and directed me gently. Her ideas have facilitated the procedures of this study and brought it to existence. I have been owed and humbled by working in her presence and under her guidance. Many thanks for her.

Much respect goes to those who helped and advised me. My pen moves shyly when mentioning their names. These persons are as follows:

All doctors at the Education foundation Departments in Sana'a and Amran universities, especially Dr. Abdulghani Qasem Al-Shargabi, Dr. Ahmed Mohamed Al-Daghashi.

Much gratitude goes to my teachers Dr. Abdulhamid Dawood, Dr. Redhwan Al-Helaly, Dr. Mustafa Abdulmohsen Thabet and Dr. Nageeb Al-Amoush. Many thanks go to jury members and those who translated some chapters of the study and revised the whole chapters of the study. I would like to extend my thanks to my friends Saif Bareq and Adam Sawab for their efforts in revising the first draft of this research.

Many thanks go to my friend and colleague Mansour Al-Maswari for his help and assistance. Many thanks also go to the rest of my classmates, Office of Education in the capital city of Sana'a, all headmasters, respondents (participants) and teachers for their efforts.

Much respect and gratitude go to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, India from which I'm granted an opportunity to get a Ph.D. degree. Thus many thanks to the deanship of Faculty of Education and post graduate officials.

Moreover, many thanks go to members of Amran University in general and faculty of Education and languages in particular. The researcher feels proud that he belongs to this university.

Lastly, I wish to acknowledge the contribution of those whose names have not been mentioned but who have, nevertheless, played their part in making this research work successful.

Yahya Ahmed Hussen Al-Merhbi

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Summary of the Study in English

A Study of Actuality of the Citizenship Upbringing in the Secondary Schools at the Capital City of Sana'a

Objectives of the Research:

This study aimed at knowing The Actuality of the Citizenship Upbringing in the Secondary Schools at the Capital City of Sana'a and the Means of Activating them through respondents' responses on 65 items of a questionnaire. These items were divided into three fields: (the field of knowledge and awareness, the field of values and directions and the field of climate and practices). It was also divided into five dimensions: (democracy, citizenship responsibilities, universal citizenship, civil society, mechanisms, and institution of governance). Moreover, it aimed at exploring any significant statistical differences attributed (ascribed) to the following variables of the study: sex (Male \Female), section (Scientific \Art) and school type (Governmental \ Private sector). This is to get mechanisms for activating upbringing this citizenship in order to activate and improve it.

Population and Sample of the Study: The population of the study was all Yemeni students in secondary schools (12th grade) in the capital city of Sana'a. Their total number was (28899) male and female students. A random sample from this population was chosen. Their total number was (812) male and female students.

Methodology of the study: The researcher used the analytical descriptive method through the documentary and survey ways. He used a questionnaire for collecting the data.

The main findings:

The actuality of citizenship upbringing in secondary schools in the capital city of Sana'a, according to three variables (sex, section, school type) was 60.31% and with medium estimate.

The actuality of citizenship upbringing in secondary schools in the capital city of Sana'a, according to the three study fields (knowledge and

awareness, values and attitudes, climate and practices), was 59.87% and with medium estimate.

The previous two percentages were almost the same with a little bit difference on the level of variables and fields, all the percentages are also close and the same estimate in all five study dimensions (democracy, civil society, the institutions of governance mechanisms, responsibilities of citizenship, and universal citizenship), And this is an indication of the decline in citizenship upbringing among secondary school students in the capital city of Sana'a, on the level of variables, fields and dimensions.

The value of the results (T) approved that there is no statistically significant due to the variables of the study differences (sex, section, type of school) except in two hypotheses which are (6 , 8). In the results of the hypotheses (6) statistically significant differences were found in the sex variable and in favour of female, the reason may be due to the differences in favor of females as the researcher believes to female global variables affected more than males, especially the means of upbringing and information address the emotional side more. And this is what characterizes females than males in particular; hence, the difference is in favor of females.

And also in the hypotheses (8) statistically significant differences were found in the variable of section and in favour of the scientific section, the reason may be due to the differences in favour of the scientific section as seen by the researcher to the fact that the scientific section students more committed and attendance and compliance with the curriculum of the literary section students because of the importance of scientific testimony obtained by the student scientific department compared to students in the literary section, but this was more affected by the curriculum and school atmosphere.

The researcher thought that the reason of the lack of statistically significant differences in the rest of the variables to the nature of what is given to students and affected by it, regardless of gender (Male, Female), section (Scientific, Arts) and type of school (Governmental, Private).

The results of (T) approved that there is no statistically significant due to the areas of study, (knowledge and awareness, values and attitudes, and practices of climate), with all the variables of the study without

exception. Thus, the researcher thought that there are no differences that equalize the actuality of students in citizenship upbringing in the fields of study and their variants, and there is no difference from field to another, as well as from a variable to another. That is because what they receive in school through the curriculum and the general atmosphere is almost the same.

In general, students of secondary schools (12th grade) in the Republic of Yemen are exposed to neutral media that affect them positively without discrimination on the basis of sex, section, and type of the school. This verifies the researcher's conduction that the gnostic conceptual aspect of citizenship upbringing is a result of the effect of communication facilities mainly TV. These facilities affect their users regardless of their sex (Male / Female), section (Scientific / Art) and type of school (Governmental / Private) without discrimination.

Recommendations:

1. State (government) should have a strategy regarding citizenship upbringing. Moreover, various establishments and institutions (ministry of Education, communication means, political parties, civil society organizations …etc.) should adopt this strategy to up-bring individuals so that efforts reintegrate and do not contravened.

2. The school should be a safe place where students enjoy and feel with belonging, respect and comfort. It should encourage students to participate in various issues and mention their opinions freely. To form this culture, the school should capture democratic values and encourage students to decide so that they and their society feel proud of it and their society.

Summary of the Study in Arabic

ملخص الدراسة

عنوان الأطروحة:

دراسة واقع تربية المواطنة في المدارس الثانوية بأمانة العاصمة صنعاء

هدف البحث : هدفت هذه الدراسة إلى التعرف على واقع تربية المواطنة في المدارس الثانوية (الثالث الثانوي) في العاصمة صنعاء ، وذلك من خلال استجابات عينة الدراسة على فقرات الاستبانة وعددها (65) فقرة موزعة على مجالات الدراسة الثلاث (مجال المعرفة والوعي ، مجال القيم والاتجاهات ، مجال المناخ والممارسات) وعلى مستوى أبعاد المواطنة الخمسة (الديمقراطية ، المجتمع المدني ، آليات ومؤسسات الحكم ، مسؤوليات المواطنة ، المواطنة العالمية) ، والكشف عن إمكانية وجود فروق ذات دلالة إحصائية من عدمه تعزى لمتغيرات الدراسة المتمثلة في : الجنس (ذكر / أنثى) ، والقسم (علمي ، أدبي) ، ونوع المدرسة (حكومية ، أهلية) على مستوى جميع الأبعاد والمجالات.

مجتمع وعينة الدراسة: تكون مجتمع الدراسة من كافة الطلبة اليمنيين في المدارس الثانوية بأمانة العاصمة صنعاء (الثالث الثانوي) والبالغ عددهم (28899) طالبا وطالبة، وقد أخذت منهم عينة عشوائية طبقية بلغت (812) طالبا وطالبة.

منهج وأدوات الدراسة: استخدم الباحث المنهج الوصفي التحليلي عن طريق المدخل الوثائقي والمدخل المسحي، كما استخدام الاستبانة لجمع البيانات.

أهم النتائج:

1. واقع تربية المواطنة في المدارس الثانوية بالعاصمة صنعاء حسب متغيرات الدراسة الثلاثة (الجنس، القسم، نوع المدرسة) كان بنسبة 60.31 % وبتقدير متوسط.

2. واقع تربية المواطنة في المدارس الثانوية بالعاصمة صنعاء حسب مجالات الدراسة الثلاثة (المعرفة والوعي، والقيم والاتجاهات، والمناخ والممارسات) كان بنسبة 59.87 % وبتقدير متوسط.

3. وكما هو واضح أن النسبتان السابقتان متقاربتان على مستوى المتغيرات والمجالات، فإن النسب متقاربة أيضا وبنفس التقدير في جميع أبعاد الدراسة الخمسة (الديمقراطية، المجتمع المدني، آليات ومؤسسات الحكم، مسؤوليات المواطنة، المواطنة العالمية)، وهذا مؤشر على تراجع تربية المواطنة لدى طلبة المرحلة الثانوية في العاصمة صنعاء على مستوى المتغيرات والمجالات والأبعاد.

4. وجدت فروق ذات دلالة إحصائية لواقع تربية المواطنة في متغير الجنس (ذكر / أنثى) في بُعد المواطنة العالمية ولصالح الإناث على مستوى المجالات الثلاثة.

5. وجدت فروق ذات دلالة إحصائية لواقع تربية المواطنة في متغير القسم (علمي / أدبي) في بُعد الديمقراطية ولصالح طلبة القسم الأدبي على مستوى المجالات الثلاثة.

6. لم توجد أي فروق ذات دلالة إحصائية لواقع تربية المواطنة في بقية أبعاد الدراسة على مستوى متغيرات الدراسة.

7. لم توجد أي فروق ذات دلالة إحصائية لواقع تربية المواطنة في مجالات الدراسة الثلاثة تعزى لمتغيرات الدراسة.

أهم التوصيات:

1. ضرورة قيام الدولة بإيجاد استراتيجية عامة تضع فيها الخطوط العريضة للتربية على المواطنة، وإلزام كل الجهات ذات العلاقة (التربية والتعليم، ووسائل الإعلام، والأحزاب السياسية، ومنظمات المجتمع المدني، ...) بإدراجها ضمن برامجها في تربيتها للأفراد وتوعيتهم بها، حتى تتكامل جهود الجميع ولا تتعارض.

2. ينبغي أن تكون المدرسة مكانا آمنا يشعر فيه الطلبة بالانتماء والقبول، ويعاملون فيها باحترام، ويشعرون فيها بالراحة، ويتم إشراكهم في مختلف الموضوعات والقضايا والأفكار، وحتى يتم تشكيل هذه الثقافة تحتاج المدرسة إلى أن تجسد لطلبتها القيم الديمقراطية، وتشجعهم على المساهمة في اتخاذ القرار، حتى يشعروا بالفخر بمدرستهم ومجتمعهم.

3. الاهتمام بالمعلم تأهيلا وتدريبا حتى يتمكن من تحويل مفاهيم المواطنة من جانبها النظري المعرفي إلى جانب الممارسة والتطبيق، فهو الأقدر بحكم مكانته العلمية، وهو القدوة والمثل بحكم مركزه الاجتماعي.

4. لا بد أن تصبح المواطنة جزءا أساسيا وحيويا داخل المنهج الدراسي، وأن تصبح حقا لجميع الطلبة ضمن حقوقهم الخاصة، ويجب أن تأخذ شكلا رسميا ونظاميا وخصوصا داخل المدرسة الثانوية.

A Study of Actuality of the Citizenship Upbringing in the Secondary Schools at the Capital City of Sana'a

1.1 Introduction:

It has been stressed through various stages of the Arab history that to ensure a healthy relationship between the individual and the state, passing legislation and enacting laws do not guarantee a life of dignity that leads to the development of the nation. This is because the ideas, values, ideals, skills and patterns of thinking among the masses are still old-fashioned. What is really needed to create strong bonds between people and the state is to create awareness and to explore all the abilities of the individuals to determine the fate of the nation and more precisely to help citizens exercise citizenship efficiently.

This is what makes the participation of citizens in the management of the affairs of their country is the only guarantee for guiding public policy and political decision-rightness and wisdom to achieve the public interest. It is confirmed that whenever the scope of participation widens, it gets a guarantee of stability and growth. The progress of societies depends on the participation and effectiveness of all powers that make up these communities, government or community, institutional or individual, formal or voluntary. The community cannot witness progress and development without the participation of members of this society and without the common good is everyone's responsibility (Kassem, 2008, p19).

Educating citizenship today has been given much attention by all communities which have different beliefs, affiliations, and ideology. The interest in citizenship almost covers all continents, from North America to the newly independent States of the Soviet Union (previously) and those that were spinning in its orbit to facilitate and support the transition to democratic systems, and activation of civil society, to South Africa to support a multi-ethnic society free of racism, to developing countries to meet the challenges of democratic citizenship (Elewa, 2001, p160).

Many previous studies confirm the current field, particularly the importance of knowing the actuality of Educational Citizenship and mechanisms of activating it. But it differs in that it studies the actuality of citizenship upbringing in secondary schools in Sana'a -Republic of Yemen while other studies took stages of learning before and after the current study. The current study studies the actuality of citizenship upbringing in a different time from the time of previous studies. The recent events have created in the Arab world a different awareness different from the previous one.

The Republic of Yemen, one of the Arab countries that the recent events have undergone through political change. This has created a state of awareness of the rights and freedoms that require a scientific study to know the actuality and create mechanisms to activate the values of citizenship in order to cope with what happened as a result of the changes. Leaving such matter without study may have led to a state of extremism and lawlessness and the occurrence of the dire consequences. This study seeks to bridge the gap by highlighting the actuality of what is happening in the education of students on the values of citizenship in secondary schools, and what necessary mechanisms are needed to activate the constructive values of citizenship, to shape a positive citizen, who knows his / her duties and perform willingly without coercion or inaction .A citizen who knows what his rights and take them without exceeding the rights of others.

The study concludes that there is a growing trend in different countries around the involvement of educational institutions in the process of preparation for citizenship and social responsibility. The individual is entrusted with the process of change, and therefore, he/she must be prepared in a systematic way to deal with the social, political variables. Education at a secondary stage should be given special importance. From an understanding of the actuality of the Arab world, and human nature and the role of education, the justification for the current study can be determined as follows:

1. There is a growing trend in different countries, as shown by previous studies, towards the involvement of educational institutions in the process of preparation for citizenship, social responsibility and cultural pluralism, which is worth of educational

institutions in the Republic of Yemen and the Arab world to respond in accordance with the constants and Islamic values.

2. There is an urgent need in the Republic of Yemen and the Arab world to teach the ways to support the participation of political and social citizens, and expand the circle of social action and transform citizenship and democracy into actuality.

3. Secondary school education should be given particular importance because it represents a stage of maturity and the end of education before university. This means what a student will be taught at this stage often will not be learned then. Studying at universities is characterized by a section which requires activating the role of the high school in preparation for citizenship in its different dimensions and shapes.

2. Objectives:

1. To identify the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a.

2. To investigate the existence or non-existence of differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to a variable of sex (Male / Female) on the level of all fields and dimensions.

3. To examine the existence or non-existence of differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to a variable of section (Scientific / Arts) on the level of all fields and dimensions.

4. To find out the existence or non-existence of differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to a variable of the type of school (Governmental / Private) on the level of all fields and dimensions.

5. To compare the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to all variables the study in the field of knowledge and awareness.

6. To compare the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to all variables the study in the field of values and attitudes.

7. To compare the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to all variables the study in the field of climate and practice.

3. Hypotheses:

A - Research Hypotheses:

1. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

2. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy.

3. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society.

4. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance.

5. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities.

6. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship.

7. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

8. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy.

9. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society.

10. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance.

11. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities.

12. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship.

13. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing.

14. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy.

15. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society.

16. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance.

17. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a

about citizenship upbringing in the dimension of citizenship responsibilities.

18. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship.

19. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

20. There is a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

21. There is a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

22. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes.

23. There is a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes.

24. There is a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes.

25. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

26. There is a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

27. There is a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

1. B- Null Hypotheses:

1. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

2. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy.

3. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society.

4. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance.

5. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities.

6. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship.

7. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

8. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy.

9. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society.

10. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance.

11. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities.

12. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship.

13. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing.

14. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy.

15. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society.

16. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance.

17. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital

city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities.

18. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship.

19. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

20. There is no significant a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

21. There is no significant a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

22. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes.

23. There is no significant a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes.

24. There is no significant a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes.

25. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

26. There is no significant a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

27. There is no significant a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

4. Research Sample Size:

To achieve this step, the researcher selected a random sample and a Stratified. There are three variables which are sex, section, and the type of the school. The researcher divided schools into governmental and private. Then, the governmental schools were divided into scientific section and Arts section. Moreover, schools of the scientific section and Arts section were divided according to sex into male and female. Then the researcher has selected a random simple sample so as to be representative of the (12th grade) students in the capital Sana'a in all variables. What is more, all variables of the study were presented clearly and the size of each variable was compared with the population of the study. Because the population was too big, the sample was chosen with (3%) of the population of the study, which is (28899) male and female students. This means (867) students were chosen, to become (812) after removal of wastes.

Table shows classification of the sample. I. e., the original number, the wasted and the final one.

Classification of the sample	Governmental				Private				Total	Percentage
	Scientific section		Arts section		Scientific section		Arts section			
	M	F	M	F	M	F	M	F		
The original number	312	278	38	105	72	33	17	12	867	%100
The wasted	16	17	8	7	5	2	0	0	55	%6.3
The final sample	296	261	30	98	67	31	17	12	812	%93.7

5. Methodology:

This study has followed the descriptive approach which is a form of the scientific section organized analysis and interpretation to describe the phenomenon or a specific problem. It portrayed it quantitatively, by gathering data and information collected for the phenomenon or problem under study, classifying, analyzing, and subjecting it to accurate study.

The researcher used two techniques of the descriptive method, the documental technique and the survey technique which refers to the social survey in which the sample is used. Of course, it is impossible to make an inclusive survey because the population of the study is too big.

5.1. Tool of the Research (the Questionnaire):

The current study depends on a questionnaire containing (65) items, distributed in three fields (knowledge and awareness), (values and attitudes), and (climate and practices), designed to identify the actuality of upbringing citizenship among the students of secondary schools (12th grade) in the capital Sana'a. It consists of five dimensions:

1. Democracy.
2. Civil society.
3. Mechanisms and institutions of governance.
4. Citizenship responsibilities.
5. Universal citizenship.

5.2. Pilot Study :Stability of tool:

The researcher gave the questionnaire to (100) respondents both male and female from the same sample of the study in order to check the clarity of the items and the needed time. He found that items are clear and the questionnaire required 30-40 minutes to be completed.

5.3. Checking tool stability:

To be able to achieve a high level of credibility for this study, it is important to prove that, the research was designed and conducted in a way of theoretical based on literature reviews in order to minimize errors, and gain high validity and reliability.

For the reliability of the tool, the researcher has adopted a split half as an indicator of the factors' reliability, the measurement. (Pearson) correlation and the use of (Spearman- Brown) corrective equation were used. It was found that the factors' reliability, equals (0.86), and this value is considered as a good indicator of the reliability of the scale to achieve the purposes of this study.

To test the reliability of the questionnaire in testing the hypotheses and achieving the objectives of the study, (Cronbach's Alpha) measure of internal consistency has been used to measure the degree of credibility of the study sample answer to the questionnaire items.

This is done through checking coefficient stability by using the way of internal consistency while is called (Cronbach's Alpha) way. Through consistency coefficients of all dimensions of the study, it is clear that this coefficient is high value. This shows the validity of the instrument of this study, which helps in achieving the aim of this study by answering its questions. This also will result in consistency of the results of the study.

6. Main Findings:

1. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a.

2. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of democracy.

3. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of civil society.

4. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of mechanisms and Institutions of governance.

5. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

6. Citizenship upbringing is not the same among male and female secondary school students in the capital city of Sana'a in the dimension of universal citizenship and was in favor of the female students.

7. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a.

8. Citizenship upbringing is not the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of democracy and was in favor of the Art section students.

9. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of civil society.

10. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of mechanisms and institutions of governance.

11. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

12. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of universal citizenship.

13. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a.

14. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of democracy.

15. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of civil society.

16. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of mechanisms and institutions of governance.

17. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

18. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of universal citizenship.

19. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

20. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

21. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

22. Citizenship upbringing is same among male and female secondary school students in the capital city of Sana'a in the field of values and attitudes.

23. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of values and attitudes.

24. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the field of values and attitudes.

25. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the field of climate and practices.

26. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of climate and practices.

27. Citizenship upbringing is the same among governmental and private secondary school students at secondary schools in the capital city of Sana'a in the field of climate and practices.

CHAPTER I

INTRODUCTION

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CHAPTER I

INTRODUCTION

1.1 Introduction:

It has been stressed through various stages of the Arab history that to ensure a healthy relationship between the individual and the state, passing legislation and enacting laws do not guarantee a life of dignity that leads to the development of the nation. This is because the ideas, values, ideals skills and patterns of thinking among the masses are still old-fashioned. What is really needed to create strong bonds between people and the state is to create awareness and to explore all the abilities of the individuals to determine the fate of the nation and more precisely to help citizens exercise citizenship efficiently.

This is what makes the participation of citizens in the management of the affairs of their country is the only guarantee for guiding public policy and political decision-rightness and wisdom to achieve the public interest. It is confirmed that whenever the scope of participation widens, it becomes a guarantee of stability and development. The progress of societies depends on the participation and effectiveness of all powers that make up these communities: government or community, institutional or individual, formal or voluntary. The community cannot witness progress and development without the participation of members of this society and without the common good is everyone's responsibility (Kassem, 2008, p19).

Educating citizenship today has been given much attention by all communities which have different beliefs, affiliations, and ideology. The interest in citizenship almost covers all continents, from North America to the newly independent States of the Soviet Union (previously) and those that were spinning in its orbit to facilitate and support the transition to democratic systems and activation of civil society, to South Africa to support a multi-ethnic society free of racism, to developing countries to meet the challenges of democratic citizenship (Elewa, 2001, p160).

1.2 Need of the Research:

Arab societies have found themselves in front of a real crisis as a result of the narrow participation of citizens and the absence of legitimate channels for this contribution. The manifestation of this crisis has become clear in the cases of negative and apathy, and the political vacuum, the low degree of political participation, and a weak sense of belonging, a lack of awareness on contemporary political issues. The treatment of these phenomena comes through school education in preparation for citizenship, democracy and social responsibility (Kassem, 2008, p 3).

The Arab countries today in dire need of education on the values of citizenship, in the lights are on shifts and serious events taking place in the world which led to the globalization of the system of values. It also has created difficulty in separating the internal concerns from the external challenges and its agenda. It has emphasized the importance of strengthening the spirit of honest loyalty among citizens so that the citizen becomes aware that he is a part of the society and nation. He shares memories of the past, and in the events of the present, and future aspirations (Nasser, 1994, p 197).

One of the main reasons of interest in educating the values of citizenship is that the Arab community has exposed cultural invasion that removes its values. This makes the nation lose its ability to resist or to oppose or even the ability to get along with it in a meaningful way. Thus, it shook its existence, and the criteria of values that weigh them have been disrupted (Aql, 2006, p 19).

This reflects the importance of civic education in being a national, social, humanitarian necessity. Its importance comes from the fact that it is one of the most influential social entrances in the upbringing of students to these values and to achieve them and to emphasize them, till they turn into a real recipe inherent to the individual. That is to say, individual happiness, success, progress and advancement of the group do not come from a sense of passion if they are not accompanied by affirmative action which is based on knowledge of the realities of things and critical thinking to cope with situations and solution of the problems.

Thus, education for citizenship becomes different from a national education or nationalism in its current image which focuses on supporting the affiliation of the individual to the state and creating a supportive awareness for its direction and policies. This makes them closer to the mobilization activity. This activity which was conveniently located in the era of ideologies. There is no doubt that the Arab education, in general, is still confused between citizenship upbringing concerned with building individual and the National Education (where the focus on specific and prescriptive contents), where educational institutions become confiscated off the right of difference, and freedom of expression for this difference, dissemination and attract supporters to him through peaceful means .In its insistence on stereotyping outputs according to the templates predetermined in the exercise of political and cultural indoctrination with their children as if they were a set of (dolls) stuffed into structures fans chanting for the ruler (Live long the ruler).

The citizenship is considered the most prominent landmarks that institutions of society in general and educational institutions, in particular, must take care of it should be planted in the hearts of her children from a young age due to the important and necessary consequent practices and behaviours. The development of citizenship is linked to a large extent to many of the values such as membership and tender and patriotism and sacrifices and readiness to defend it. This casts on educational institutions big responsibility in the development of major aspects of strength, pride and loyalty to the homeland (Al-Suwailem, 2012, p1).

The education on the values of citizenship may be one of the most effective means of building the character of a balanced citizen who loves the country and is dedicated to its construction. He /she is also aware of moral and national and ethnic, cultural and humanitarian role and initiates action and reaction and behavior to exercise this role. This is because education in its most delicate contents assays (Faraj, 2004, p 35) is: The key to the national security.

From what has been said above, it can be said that the adoption of democratic approach to life and political practice, and the adoption of citizenship based on rights and responsibilities, and support the concept of civil society to reallocate the roles of citizens and the state in the

direction of stimulating the participation and effectiveness of the citizens and reduce intervention of the state in the organization of their lives. The way to all these is only through educating citizens through the various institutions of education, particularly intended education through formal educational institutions that ensures right citizens.

Accordingly, the school is the first official institution that traditional communities have employed in the broadcast and promotion of its philosophy, including the provisions of values, attitudes and behaviors and visions of the world and human society (Kassem, 2008, p128). The schools also are workshops of the formulation of citizenship, and the cornerstone of democracy. Through which emerging to the cultural identity of national and civic common begins. If the school plays an active role in the formation of the citizen, this is not enough. But it is also community the responsibility thus the education of citizenship is the responsibility of school and community. But the school, including its unique privacy and the material and human potential it enjoys, makes it as an active and constructive impact in the education of citizenship (Al-Suwailem, 2012, pp2, 3).

Citizenship upbringing is that education that allows students to have the opportunity to exercise real responsibility towards the writing and this is the task schools communities. Everything we want is to encourage the citizens of tomorrow (activists and officials) and to support voluntary activities and democracy. The greater the number of activities involving students (in different schools) the more participation of the students increases in community service. This school participation is the mechanisms by which activation of the values of citizenship is addressed (Hashem, 2005). It is also confirmed in a study by (Kassem, 2008) which searched for the reality of civic education in Egyptian school by searches for mechanisms of activating them off also reached many important results that emphasize the necessity of activating the civic education in thought and practice within the Egyptian school.

Many previous studies confirm the current study, particularly the importance of recognizing the actuality of Educational Citizenship and mechanisms of activating it. But it differs in that it studies the actuality of citizenship upbringing at secondary schools in Sana'a, Republic of Yemen while other studies took stages of learning before and after the current

study. The current study studies the actuality of citizenship upbringing in a different time from the time of previous studies. The recent events have created in the Arab world a different awareness different from the previous one.

The Republic of Yemen, one of the Arab countries that the recent events have undergone through political change. This has created a state of awareness of rights and freedoms that require a scientific study to know the actuality and create mechanisms to activate the values of citizenship in order to cope with what happened as a result of the changes. Leaving such matter without study may have led to a state of extremism and lawlessness and the occurrence of the dire consequences. This study seeks to bridge the gap by highlighting the actuality of what is happening in the education of students on the values of citizenship in secondary schools, and what necessary mechanisms are needed to activate the constructive values of citizenship, to shape a positive citizen, who knows his / her duties and perform willingly without coercion or inaction .A citizen who knows what his rights and take them without exceeding the rights of others.

The study concludes that there is a growing trend in different countries around the involvement of educational institutions in the process of preparation for citizenship and social responsibility. The individual is entrusted with the process of change, and therefore, he/she must be prepared in a systematic way to deal with the social, political variables. Education at a secondary stage should be given special importance. From understanding of the actuality of the Arab world, and human nature and the role of education, the justification for the current study can be determined as follows:

1. There is a growing trend in different countries, as shown by previous studies, towards the involvement of educational institutions in the process of preparation for citizenship, social responsibility and cultural pluralism, which is worth of educational institutions in the Republic of Yemen and the Arab world to respond in accordance with the constants and Islamic values.

2. There is an urgent need in the Republic of Yemen and the Arab world to touch the ways to support the participation of political and

social citizens, and expand the circle of social action and transform citizenship and democracy into actuality.

3. Secondary education should be given particular importance because it represents a stage of maturity and the end of education before university. This means what a student will be taught at this stage often will not be learned then. Studying at universities is characterized by a section which requires activating the role of the high school in preparation for citizenship in its different dimensions and shapes. The purpose of this study is to identify the actuality of the citizenship upbringing in secondary schools in the capital city of Sana'a, as well as to identify the means of activating citizenship in secondary schools in the present and the future.

Thus, the current study is an attempt to answer the following questions:

1. What is the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a?

2. Do there existence or non-existence of differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to a variable of sex (Male / Female) on the level of all fields and dimensions?

3. Do there existence or non-existence of differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to a variable of section (Scientific / Arts) on the level of all fields and dimensions?

4. Do there existence or non-existence of differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to variable the type of school (Governmental / Private) on the level of all fields and dimensions?

5. Are there differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to all variables the study in the field of knowledge and awareness?

6. Are there differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to all variables the study in the field of values and attitudes?

7. Are there differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to all variables the study in the field of climate and practices?

1.3 Significance of the Research:

The research is beneficial to identify the actuality of citizenship upbringing in secondary schools (12th grade) in the capital Sana'a and to investigate the existence or non-existence of differences in the actuality of the citizenship upbringing which attributed to variables of the study.

1.3.1 Significance for the Government:

1. Civic education contributes to the solution of the problems of society (political, economic, social and environmental) in light of the current and future variables.

2. Importance of the sample conducted by the field study, namely, high school students. The ones that need to be taught civic education, its development, and consolidation, because the student at the end will be at the age of being able to participate in the society effectively.

3. Because the current study will determine the actuality of citizenship upbringing in secondary schools in the capital Sana'a, and the proposed means leading to activating it. So the results will contribute to help administrators, teachers, and mentors to develop appropriate plans for the development of the educational process.

4. The government, represented by the Ministry of Education, will be able to conceptualize education on citizenship in the future based on the results of the actuality of citizenship upbringing according to the results of this study.

5. The government, represented by the Ministry of Education, will be able to formulate specifications of a good citizen that must be brought up by the student.

6. Practically, the research would be of a great help to the institutions providing the service of education, by which conduce to understanding methods of the citizenship upbringing.

7. Practically, the research would be of a great help to the institutions providing the service of education, by how helping a student adaptable with his society.

1.3.2 Significance for the Resource Person:

1. The principal of the school will be able to understand the importance of citizenship upbringing and its educational existence for them.

2. The Principal of the school will be able to plan for multiple activities to install and promote the values of citizenship among students.

3. The principal of the school will be able, along with teachers, to make school atmosphere installs and promotes the values of citizenship among students in practice.

1.3.3 Significance for the Teachers:

1. Teachers will be able to develop themselves through their understanding of the values of citizenship and how to instill it in their students.

2. Teachers will be able to offer new ways to instill and promote the values of citizenship among their students.

3. Teachers will be able to get information on the values of citizenship and the means of its development in their students.

4. Teachers will be able to instill and promote the values of citizenship as they represent it themselves so that they are role models for their students.

5. Teachers will be able to create the school atmosphere as to instill and promote the values of citizenship in their students.

1.4 Research Title:

A Study of Actuality of the Citizenship Upbringing in the Secondary Schools at the Capital City of Sana'a.

1.5 Operational Definitions of Important Words in the Research Title:

1.5.1 Actuality:

It is happening, or it is the mainstream. In fact, it means the reality of any other object, and to sign it in the sense it has been done.

1.5.2 The Definition of Citizenship and Its Dimensions:

1.5.2.1 The Definition of Citizenship:

It is defined by (Global Arabic Encyclopaedia, 1996 p 311) as " the term refers to belonging to a nation or a country", defined as " a group of political and humanitarian rights recognized by the constitutions and laws of modern states to their citizens on an equal footing (Labib, 2004, p 83), and it is taken on this definition is that it does not address the duties of citizenship and to address only to the rights. The following definition comes to exceed the shortfall of the first definition of citizenship. Citizenship means as (Encyclopaedia Britannica) says: A relationship between the individual and the state, as determined by the law of that State as contained in the relationship of the duties and rights of reciprocal - in that state, and implies the rank of freedom and the accompanying responsibilities (Al-Kuwari, 2001, p 66). Citizenship is a positive interaction between the citizen and the society and the state in the exercise of the system of values to achieve the interests of everyone under the umbrella the supreme national interest of the nation.

The concept of citizenship is linguistically derived from the word (homeland), a place where he settles (Ibn Mandor, 1994, p 593), and the origin of citizenship is a part of the land where a human being lives.

Some of the contemporary people of the language see possibility of building a significant approach to the concept of contemporary citizenship in the sense of cohabitation in one country (citizenship) means lived with him in one nation, as is the case in the static means with him in the place of residence and one (Al-Adnani, 2000, p 725). The citizens are the people who are living in the shadow of a State, and enjoy all the rights and duties guaranteed constitutionally and legally within the scope (Mustafa, 2006, p 18).

In the terminology (Makrom, 2004) defines the values of citizenship as: conceptual framework of the set of principles and rules governing the control of the relations of the individual in his homeland and his country, and that makes for the completion of the national spirit in the formation of a sense of social belonging and loyalty. It transcends the will of the individual for national action on border duty, with a sense of responsibility to achieve community participation and prestige in the world of tomorrow.

From the above, citizenship is the prestige enjoyed by someone as a full member in a particular community. This full membership refers to reciprocal obligations on the part of individuals and the state. The person has rights guaranteed by the Constitution and laws emanating from it as a result of belonging to this community. At the same time, he has to fulfill the duties obliged by the Constitution and laws emanating from it.

"Citizenship is a central concept through which the duties of a state are determined. It is, therefore, a powerful instrument of social closure. While among formally equal citizen, substantial differences may be discerned in the real world, the concept of citizenship normally signifies a distinction between a national and a stranger. Aliens are what a state needs in order to declare its sovereignty and dignity, the political pre-condition of the nation-state; among aliens, the refugee is the absolute other. This need legitimizes the view that aliens and refugees cannot possess the full range of civil, political rights, with the latter even less the object of the benevolent gaze of the host state. However, in all democratic societies the rule of law comes to bear upon decisions relating to the life and personal liberty of the alien" (Chimni, 2004, pp277, 278).

When the concepts transmit from culture to culture, its meanings also change in use, even if there is a linguistic agreement to them. And since these concepts were live heritage, only its uses in different contexts do interpret its methods and uses, viewing every speech to its reality, and how it uses its concepts of seeing this reality and deal with it (Aboud, 2005, p 86).

The definition of the concept is usually formed through several basic dimensions. The first dimension lies in the determining the linguistic concept while the second dimension lies in the social, cultural and civilization context imposed by that concept while the scientific limitation of the scientific heritage is determined with it belongs (Lailah, 2005, p 340).

The concept of citizenship in liberal contemporary Western discourse laden with new significances and implications, revealing what is going on in the context of this discourse of debate and controversy between its different currents and trends to prove the essential role played by concepts and their transformations, renewal, developments and the disappearance and appearance once again, taking into account the relationship between the contexts of multiple concepts and principles or foundations that control concepts in the context of the various intellectual discourses, and within the same intellectual discourse (Aboud, 2005, p 77).

The concept of citizenship is variable and controversial, as mentioned earlier, and governed by the philosophy of time and place, but in its original root it does not exceed three major aspects, which is on the political right to participate in government, the right of accountability of rulers and the right of observing them (Al-Ahmadi, 2011). The truth is that the value is not in the terminology alone, but in the content carried by, and then its reflection in the real practical life (Abdullatif, 2011, p 81).

There are several approaches to the definition of citizenship. Researchers in the field of citizenship usually focus two approaches, namely the (liberal approach), which defines citizenship as a legal status its bearer usually gets a set of rights. The second is the (Republican approach), which defines it as a behavior and the value gained by doing a set of responsibilities. As a result of the emergence of two types of

citizens; liberal citizens who care about his rights only without doing any duties to meet his rights. This is called the passive citizen in the western citizenship literature, whereas the republican citizen is the one who carries a set of duties towards the state and society in exchange for the rights he enjoys. This is termed the active or participant citizen in the literature of citizenship (Al- Maamari, 2010, p 4).

The talk about citizenship requires involving it from two sides; (linguistic side) which reveals the significance of the linguistic concept, and the extent of agreement on such significance from one language of the other; while the other side is the (historical side), which provides us with the historical development of the idea and its relation to the struggle of man to gain their rights, which was previously talked about in the previous title. The search in the assets of language and terminology of citizenship in the Arab and Western is not required by the different reference systems, from which these concepts are derived, but is added to the difference of the fields of knowledge, which was a direct reference to each term and determined to the significance of the two cultures, Arab and Western. Hence the importance of consolidating the concept and searching it in the framework of intellectual incubators with its reference starting points, according to which the researcher a historical reading of the term. Since the significance of citizenship in language is not unfolded except under two conditions: first: the concept that was earned in the knowledge field through known historical conditions. Second: involving it into interacting relationships with similar terms to show and distinguish its dissimilarities and differences from these similar terms (Al-Amer, 2005, p 6).

In the Arabic language, citizenship and citizen are taken from home: The home inhibiting in a "man's home and place", while citizenship is the infinitive of the verb and inhabits in the sense participated in the establishment and inhabitation of place because the verb parallels (fa'al) in Arabic language (Mansour, 2010, p 2).

Although the term 'citizen' in the West was developed as a concept by Western thinkers, but it is not a Western characteristic without universal meaning, but it is a universal concept which can be applied to all regions of the world. In the Arab region, the word 'citizen' is the name associated with the root of the word 'homeland', which was used by Arabs

since the pre-Islamic era. It refers to one's permanent place of residence, or dwelling in which they live (Faour and Al-Masher, 2011, p7). While citizen is a man who lives on the soil of his homeland, carries his nationality, obey all rules and regulations and has all the rights guaranteed to him by the system (Al-Darwish, 2010, p 2).

Based on the above-mentioned, the citizen can be defined as a human individual, a full member of the State; and the definition of citizenship as a basic legal status in the modern state. The individual stands in front of the state as a citizen before being someone else. His membership in the state is not in his community or in the family, nor in any of the other possible affiliations. This situation is the legal basis which determines the mutual relationship between him and the state (Al-Rabadi, 2008, p 116).

"To be a citizen, in the sociological sense, means to enjoy the rights necessary for the agency and social and political participation. To act as a citizen involves fulfilling the full potential of the status. Those who do not fulfill that potentially does not cease to be citizens". Moreover, in practice, political participation tends to be more of a continuum than an all or nothing affair; it can fluctuate during the individual's life-course, reflecting, in part, the demands of caring obligations which can also be interpreted as the exercise of citizenship obligations (Lister, 1997, pp.35-36).

The definitions of citizenship are so vast so that they cannot be displayed all in this context, and through this space. Therefore, the researcher will choose what serves his studies from these definitions trying to include all aspects of treating the concept of citizenship politically, socially, emotionally, physically, legally, educationally... etc.

From a psychological perspective, citizenship is defined as a sense of belonging and loyalty to the homeland which is the source of the basic needs of gratification and self-protection from the fateful dangers. Thus, Citizenship refers to the relationship with the land and the country (Abdalbagi, 2010, p1). Citizenship is a sincere sense of belonging to the homeland and faithful work to its prosperity and stability (Akdr, 2005, p7).

Citizenship is defined as the ability to exercise civil rights democratically such as the right of elections, performing duties, participating in political life and the ability to respect the values and norms of democracy. It is a characteristic of citizen that determines his national rights and duties, known as the individual rights and performs his duties through the National Education. Citizenship is characterized, in particular, with the loyalty of the citizens of his country and his service in times of peace and war, and cooperation with other citizens in achieving national goals (Radia, 2009, p 3).

From political dimension, citizenship the citizen's attribute who enjoys the rights and is committed to the obligations belonging to the homeland imposed on him. In the Dictionary of Sociology citizenship has been defined as a status or social relationship that exists between a natural individual and political society (state) and through this relationship the first side (Citizen) serves loyalty while the second side (state) provides protection to the first. This relationship between the individual and the State is determined through the existing regimes. Citizenship is also synonymous with the ability to make decisions and to prepare citizens to participate effectively in a democratic society (ibid, p 3).

"Citizenship acquires meaning only in a political system where the citizens' role is active and participant. A democratic system with liberal traditions allows for greater freedom and scope to the citizen to play an active role as compared to a system where the state tends to be totalitarian and the government tends to be authoritarian. Even in a system without liberal background, the restrictions imposed on the liberties of citizens make them passive and helpless spectators in the political sphere. The need to play safe 'conduct' by keeping themselves away from politics makes them lose all initiative and drive which is the characteristic feature of a democratic system"(Joshi, 1977, p1).

According to the British Encyclopedia, citizenship is "the relationship between the individual and the state, as determined by the law of that State, including the rank of freedom and the accompanying responsibilities and confer upon political rights such as voting rights and public office. The circuit has distinguished between citizenship and nationality, which are often used in the context of synonymy as

Nationality includes, in addition to citizenship, other rights such as protection abroad (Mansour, 2010, p 2).

In the American Encyclopedia (Collier), citizenship is a complete form of membership in a political group. In the political encyclopedia, citizenship is the status of the citizen who enjoys the rights and abides the obligations imposed on him for his belonging to the homeland (Al-Shraideh, 2005, p 3).

Researchers in sociology go to the definition of citizenship in modern society typically (any theoretical model) as a social relationship that exists between individuals and political society (state), where the state provides economic, political and social development protection of individuals through the law and the Constitution which equals among individuals as normal human entities, the individuals from the other hand provide loyalty to the state and resort to law to get their rights. The advantage of this definition that, in addition to being theoretically typical, is at the same time, systematic study of procedural allows measuring citizenship and determines the levels, dimensions, prediction, evaluation of prospects and evaluating their performance in any society (Abdel Hafez, 2008. p 10).

Citizenship can also be defined from three angles:

1. Education about Citizenship: It focuses on the knowledge by providing students with knowledge about their history, their government and their society, economic regulations, cultural, and political life. According to this context, the teacher is the Centre of the educational process while the students have a passive role in the learning process.

2. Education through citizenship: The emphasis here is on learning by doing and through active participation in learning activities inside and outside the school.

3. Education for Citizenship: Here the focus is on providing students with a range of knowledge, values, and skills, in order to actively participate and productive inside and outside the school in public life (Al-Maamari, 2004, p 11).

The conclusion that citizenship is a term that refers to the belonging to a nation or a country. In other words, it means full membership and equal participation in society, including the consequent rights and duties, which means that all the people live above the soil of the homeland are equal without any discrimination based on any criteria such as religion, sex, color, economic level, political affiliation or position of thought (Mansour, 2010, pp. 2, 3). Accordingly, citizenship is a political association, not ethnic or religious. That's to say, it is the product of democratic systems created by the nationalist state (Al-Waqayan, 2008, p 4).

Citizenship, simply and without complication, is the affiliation of Man to a spot of land, any person who settles permanently within the country and carries its nationality, be involved in the governance and is subjected to the laws issued by it, enjoys equally with the rest of the citizens set of rights and adheres to perform a range of duties towards the state to which he belongs, and so the citizenship represents the structure of a comprehensive consists of a network of relationships and the factors that will organize individual's relationship with his state in a way that works to generate a sense of security and create a sense of belonging to the homeland in the depths of the same individual, which means that citizenship does not reflect social, geographical and environmental state, but psychological state on the citizen too (Al-Rabadi, 2008, p 115).

The essence of the previous definition of citizenship, which cannot be that final definition, nor is the claim that it's comprehensive to all other definitions, an organic relationship between the individual and the homeland, rising on the basis of a set of values, based on a set of conditions and safeguards, arranges a set of reciprocal rights and duties on both sides, and then they take many applications that vary in different societies and historical periods (Zarnooqh, 2005, p 311).

A wide range of debates regarding citizenship mainly reflects the complexity and the dynamic nature of this concept. In other words, the wide range of views and interpretations of citizenship suggest that 'the concept of citizenship is therefore still in a process of change and development' (Turner, 1990, p.212). Thus, it is somehow difficult to introduce a definition of citizenship that can be agreed upon by all theorists and scholars. Therefore, citizenship remains a contested concept

(e.g. Lister, 1997; Lister, 2003; Gunsteren, 1994; Faulks, 2000; Turner, 1993; Miller, 2000).

1.5.2.2 Characteristics of Citizenship:

(Khamees, 1995, p 5) Has reported the most important characteristics of citizenship in secondary school stage:

1. Understanding and appreciating the responsibilities and duties of citizenship in the community.

2. Knowing some of the regulatory institutions the individual deals with, such as the state, the government, the three main authorities, and its competency.

3. Understanding some of the ways that organize the community such as the Constitution and the law.

4. Awareness of certain contemporary social problems.

5. Understanding and appreciating the rights and duties of citizens in the community, and in all social groups to which they belong.

6. Representing democracy and trends, the desired and necessary behaviors and skills for peaceful personal relationships with others.

7. Awareness of forms of mutual co-operation between individuals, groups and nations.

   And citizenship has three key characteristics:

1. Having a role and responsibility in making the rules of the community.

2. Having a role and responsibility in the common life and values of a community.

3. The ability and act of engaging with others in common tasks of importance to the community (Report on a stakeholder consultation New Delhi, 2009, p7).

The characteristics of the political and social upbringing process in this (secondary) stage is the growth of cognitive abilities such as the ability to recognize the causes, consequences and justify political choices

and social values, the emergence of social concentration to substitute concentration on oneself, which means the ability to accommodate the structure of the social system as a whole and its relationship to social institutions which constituents him, and the recognition that social work is the way to solve social and political problems (Al-Toukhi, 1994, p 368).

On top of that, individuals, in this age, begin to carry the duties of citizenship and some social and political responsibilities, start in trying to understand and discuss the problems of political and social conditions in their communities, search for answers for what revolves inside them of questions, experience new institutions such as political parties and organizations, media. These students are much closer to the pre-university education students to gain political and legal civic, the exercise of voting and other political responsibilities of citizenship and social and civil (Kassem, 2008, pp. 165, 166).

The secondary education is an important and dangerous stage in the educational hierarchy in Yemen for being mediated in the educational process that should last a lifetime and it is the most prestigious stages of pre-university education which are described as public and common education to all Yemeni growing up students. The basic function is to formulate for citizenship. It also differs in its nature of university education which is characterized by specialization and narrow academic tendency. This stage is paid with great interest from the state, society, and parents because of its importance in determining the students' scientific and professional fate, and its outputs reflect not only undergraduate education but on society as a whole as well.

From the above, it is clear that the characteristics of citizenship include three key dimensions:

1. The first dimension is cognitive characteristics such as cognitive knowledge of the institutions of society and its problems and issues, citizen awareness of the rights, duties and responsibilities, and understanding the role of law and its importance and functions.

2. The second is the sentimental characteristics like determination of democratic values such as freedom, justice and equality, respect and appreciates the opinions of others, and a commitment to hard

work and positive attitudes towards society and towards achieving peace at the family, local and world level, belonging to the community and paying loyalty to it.

3. The third dimension includes footwork characteristics such as the ability to contribute effectively in building society, the ability to examine the local and global pressing issues and possessing the basic skills for effective participation in political and social life.

The researcher has adopted a definition of (Kassem, 2008, p 165) of citizenship with some limitation .Citizenship is defined as a set of concepts, principles and forms of understanding, and the system of values and attitudes, and a group of habits, skills, and attitudes necessary for citizenship. It is seen as human rights between the individual, society, and the state. It is as a conscious, effective and responsible membership in the life of a community or group of communities in all of the political, social, civil and cultural aspects, and at all, local, national and global levels.

<u>Operational definition of the actuality of citizenship upbringing at secondary schools in the capital city of Sana'a:</u> The researcher defines the actuality of citizenship upbringing at secondary schools in the capital city of Sana'a as:

The degree obtained by the student on the level (knowledge and awareness, values and attitudes, climate and practices) of citizenship at secondary schools (12th grade) in the capital city of Sana'a, which can be inferred from the responses of the respondents to the questions of the questionnaire that has been built in this study according to the five dimensions (democracy / civil society / mechanisms and institutions of governance / citizenship responsibilities / universal citizenship).

1.5.2.3 Citizenship Dimensions:

The need to build a culture of citizenship to citizenship upbringing operates on four dimensions identified by (Kasiba Constantine) as follows:

1. The political dimension and it is engaging in the development of a culture of democratic governance in emerging so that the central

question how to judge and judge a democratic manner and if the transfer of the question to the educational context (school) can be drafted on the following method: How to be the way the conduct of the educational institution democracy or rather governed by the mechanisms of democracy?

2. The legal dimension through which the focus is on respecting and abiding the law. It is well known that the relationship of the individual citizen to the law in the Arab region is a relationship of fear rather than convention in the role of law in the regulation of public life. It is not surprising that the relationship of the individual in our region to the law in that manner as long as the individual citizen has not contributed in making that law neither directly nor indirectly. The strained relationship between the individual and the law discloses the repulsive relationship that reaches to hatred and rebellion against the laws. The issue is applicable to school law. A question of wonder arises for how the growing generation can build the confidence in the law and then exceeding that view which sees the law as a sword hanging on the weak students who come mostly from the popular and non-privileged families. In other words, how can students contribute in making school laws satisfactorily, respect it and committed to rights and obligations determined to them? The same question is applicable to the rest of the workers in the school field.

3. The ethical dimension which revolves in engaging the growing students giving priority to the public interests at the cost of the narrow personal interests. Giving priority to the public interest requires openness to others' ideas and opinions and use them in determining the public interest because the latter is set in an interactive participatory, not in an individual and subjective way. Accordingly, it is important to ask the following question: How do you raise to overcome narrow self- interests for the benefit of the public interest? So it is supposed to lead the child to think about education himself, and what he expects from others through the exchange of views as (Piagih) clarified that. The victory for the public interest can be achieved only through the exchange of views and openness to the ideas of others and this issue is not easy and

not naturally. It's a result of meaningful and conscientious education. It a worthy considered here that the hostile relationship that governs Yemeni student, for example, to the school furniture, which makes the development of public interest culture is an absolute priority.

4. An emotional dimension which focuses on the development of the desire to live together and through the development of a sense of belonging and love to the homeland, and the rejection of hatred and racism. From the educational field language, the fundamental question is the following: how to grow up pure patriotism, free from all forms of intolerance? Piaget has pointed out that such education requires the development of cooperation and sharing among growing generation and estimate the effort of others. That education may lead to quite contrary results when respect is imposed from one part only; from the strong to weak, from large to small, from teacher to student.

The work on these interdependent and integrated dimensions in any educational system is the core of citizenship upbringing. That education aimed to perpetuate the culture of citizenship and replace the culture of the parish. But it does not appear to the degree of simplicity. Challenges that encounter it are many, varied and touch the various components of the educational system starting from the administrative method of management down to the construction of the school curriculum (Balrashid, 2011, pp. 4, 5).

(Al-Mahrooqi, 2008, p 3, 4) has referred to six multiple dimensions to the concept of citizenship vary depending on the angle that is dealt with. These dimensions are as follows:

1. Cognitive/cultural dimension where the knowledge represents the essential element in the quality of the citizen the institutions of society seek to establish. That does not mean, however, that illiterate is not a citizen takes up his responsibilities and loyalty to the homeland, but the knowledge is a means available to the citizen to build up his skills and competencies that are needed. The National Education runs from the culture of the people, taking into account the cultural specificities of the society.

2. Skills dimension. It means the intellectual skills, such as critical thinking, analysis, problem-solving ... etc., where a citizen who has these skills can distinguish things and be more rational and logical as he says and does.

3. The social dimension: It means the social competence in coexistence with others and working with them.

4. Affiliation dimension or national dimension and is intended to instill or up bring students' belonging to their culture, their community, and their country.

5. The religious or ethical dimension, such as justice, equality, tolerance, freedom, the (Shura) and democracy.

6. Place or environmental dimension: a material and humanitarian frame where a citizen lives. That's to say the local environment where the citizen learns and deals with its members. That cannot be achieved only through knowledge and orations in the classroom, but to participate in the local environment and volunteering in environmental work.

In this regard, it is possible to identify four key dimensions of citizenship that enjoy a large degree of dynamism and close coherence under the current context of globalization and carries a variety of variables namely:

1. The civil dimension of citizenship, which refers to the way of life of citizens in a democratic society. It includes a set of values that include freedom of expression and equality before the law, freedom of assembly, association and access to information. In addition to the restrictions on the ability of the government in making decisions regarding citizens, groups and institutions with special interests in the community.

2. The political dimension of citizenship, which refers to a set of political rights and duties to ensure that the individual enjoys the right to vote and be elected political participation and to hold public office.

3. The social and economic dimension citizenship, which refers to a set of relations that bind between members of the community in a specific social context, requiring the need for the enjoyment of loyalty and belonging and social solidarity as well as their rights to enjoy prosperity and economic efficiency, such as: the enjoyment of the right to work, a minimum level of means of livelihood, and live in a safe environment.

4. The cultural dimension of citizenship which refers to the extent of awareness of the common cultural heritage of the community, as well as recognition of the dimensions of cultural diversity, the rights of minorities, confirmation of the principle of legal equality and the protection of the individual from all forms of discrimination that appear because of his membership in a group or a particular class in society (Yagob, 2012, p 15).

A) Democracy: A group of concepts, principles, values, attitudes, habits, behaviors and skills which are necessary for activating democracy as a system of governance based on citizens' participation in all aspects of life.

B) Civil Society: It refers to concepts, principles, values, attitudes, habits, behaviors and skills which are necessary for voluntary organizations which are independent and non-profit aim at serving the society and participate in decision-making in political, economic, social and cultural fields. This culture is needed to support citizens' political and civil various participations.

C) Mechanisms and Institutions of Governance: It refers to a group of concepts, principles, values, attitudes, behaviours, habits, and skills which are necessary to support governance institutions which are related to rightful relationships between the citizen, society, and state.

D) Citizenship Responsibilities: It refers to those concepts, principles, values, attitudes, habits, and behaviours, which are necessary to support citizenship responsibilities that are vital for effective, responsible and conscious society in all aspects of life.

E) Universal Citizenship: It refers to a group of principles, values, habits, and behaviors that activate individual's membership in the

universal community and make him or her participate in universal issues on the basis of the concept of universal citizenship.

1.5.3 Upbringing:

The way in which you are treated and educated when young, especially by your parents, especially relation to the effect that this has on how you behave and make moral decisions.

Upbringing Meaning: The process of learning and teaching and education based on social interaction and aims to give the individual's behavior, suitable standards and trends for certain social roles of being able to keep up with his group and social compatibility with them and gives him social nature, and easier for him to integrate into the social life.

1.5.4 Secondary Schools:

It is the stage that follows the basic stage and the duration of study is three years. It is a rule that prepares the students for doing business, small jobs and at the same time prepare students to pursue educational peace in universities and colleges (Obeid, 1976, p 19).

1.5.5 The Capital City of Sana'a:

It is the capital of the Republic Yemen and landmarks of civilization and its population around (8.9 %) of the total population of the Republic of Yemen. It is divided into 10 districts .It gains its importance as the political and historical capital of the Republic of Yemen .What adds beauty to the capital and makes it gains Arab and worldwide fame is maintaining the heritage of the old Sana'a and its unique architecture. This makes it become a part of the global historical cities. The capital is located on the line (21-15) north of the equator and longitude (12-44) east of GMT and at an altitude of 2150 meters above sea level. The capital area is about 390 square kilometers. The population of the capital according to the results of the census for the year 2004 (1,747,834) is growing at a rate (5.55 %) per annum (electronic official page for the Office of Education in Sana'a on the net).

1.6 Assumptions of the Research:

1. Citizenship has become a key element, a social contract in a citizen's relationship with the state, and its relationship with other citizens who share this country.

2. Taking care of educational citizenship by the state clearly, shows the status of citizenship in promoting stability and development in these countries.

3. Education for citizenship necessitates gradual means to activate citizenship, involving all educational institutions and non-educational in harmony and cooperation to achieve a fruitful result to the country.

4. Teachers do not have adequate knowledge of the values of citizenship and its education.

5. Teachers and school cooperation with the government promote citizenship upbringing among students.

6. The training of teachers by the school or the government on how to instill and promote the values of citizenship among students gives positive results for the development of citizenship in the community.

1.7 Objectives of the Research:

8. To identify the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a.

9. To investigate the existence or non-existence of differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to a variable of sex (Male / Female) on the level of all fields and dimensions.

10. To examine the existence or non-existence of differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to a variable of section (Scientific / Arts) on the level of all fields and dimensions.

11. To find out the existence or non-existence of differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to a variable of the type of school (Governmental / Private) on the level of all fields and dimensions.

12. To compare the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to all variables the study in the field of knowledge and awareness.

13. To compare the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to all variables the study in the field of values and attitudes.

14. To compare the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to all variables the study in the field of climate and practice

1.8 Hypotheses

1.8.1 Research Hypotheses

28. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

29. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy.

30. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society.

31. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance.

32. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities.

33. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship.

34. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

35. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy.

36. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society.

37. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance.

38. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities.

39. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship.

40. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing.

41. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy.

42. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society.

43. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance.

44. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities.

45. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship.

46. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

47. There is a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

48. There is a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

49. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes.

50. There is a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes.

51. There is a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes.

52. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

53. There is a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

54. There is a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

1.8.2 Null Hypotheses

28. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

29. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy.

30. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society.

31. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance.

32. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities.

33. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a

about citizenship upbringing in the dimension of universal citizenship.

34. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

35. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy.

36. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society.

37. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance.

38. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities.

39. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship.

40. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing.

41. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy.

42. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society.

43. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance.

44. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities.

45. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship.

46. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

47. There is no significant a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

48. There is no significant a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

49. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes.

50. There is no significant a difference between students studying scientific and Arts sections at secondary schools in the capital city

of Sana'a about citizenship upbringing in the field of values and attitudes.

51. There is no significant a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes.

52. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

53. There is no significant a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

54. There is no significant a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

1.9   Scope & Limitations of the Research

1. 9.1 Scope of the Research

1. 9.1.1 Scope of Area:

The research work is related to 812 students in secondary schools in the capital Sana'a, Republic of Yemen.

1. 9.1.2 Scope of Content:

The research work is related to identify the actuality of the citizenship upbringing in secondary schools in the capital Sana'a.

1. 9.1.3 Scope of Unit:

The research work is related to secondary schools students (12th grade) in the capital Sana'a.

1.9.2 Limitations of the Research

1. 9.2.1 Limitations of Area:

The area of research is limited to only secondary schools students (12th grade) in governmental and private schools in the capital Sana'a.

1. 9.2.2 Limitations of Content:

The research work is limited to the content of actuality of citizenship upbringing in secondary schools in the capital Sana'a.

1. 9.2.3 Limitations of Unit:

The research work is limited for only secondary schools students (12th grade), in the capital Sana'a.

1. 9.2.4 Limitations of Time:

The results of this research work are limited for the year 2013-2016 the research period.

1.10 Epilogue:

In this chapter, part of the conceptual framework has been presented through an introduction, need, significance of the research, research title, operational definitions of important words in research title, assumptions, objectives, hypotheses, scope & limitations of the research, and epilogue.

CHAPTER II

REVIEW OF PAST RESEARCH AND RELATED LITERATURE

2.1 Introduction

2.2 Review of Pre/ Past Research

2.3 Review of Related Literature

2.4 Epilogue

CHAPTER II

REVIEW OF PAST RESEARCH AND RELATED LITERATURE

2.1 Introduction:

Educational studies dealing directly with social change are conspicuously absent studies have been attempted to investigate the changing system of education urgent need for research as aspects such as the role of education introducing social change resistance to social change, teachers as instruments of social change, measurement of effective of school as an agency of social change etc. for improving quality of education the research is powerful. The past facts written and recorded by the earlier writers guide and help a lot. This chapter is deal with the review of related research works and related literature.

Citizenship is one of the renewable old issues that is soon to impose itself when dealing with any dimension of the human development concepts in particular; and the comprehensive reform and development projects in general.

The importance of citizenship arise nowadays, in order to maintain the identity of each community in the light of dangers of globalization, and its institutions; and this does not mean that the solution lies in retreating on the self, and to get away from the world, which has become a small village. But rather, it means how to give the immune for each individual through upbringing him/her on national education which focuses on providing knowledge, values, principles, and skills which can interact with the modern world without affecting the national character.

There are many institutions that work on the formation and development of citizenship for individual as a family, places of worship, school, and the media; but the school is the most important institution in the preparation of children, and teach them citizenship. The first steps of upbringing cultural citizenship process in the family which is the cornerstone and the first and basic premise for upbringing the values and principles, rights and duties in the hearts of their children, either in treatment, advice or guidance, and as family plays vital role in promoting

of citizenship growing, the school has also equal important and vital role, and a prominent and vital role in the completion of this cultural project, depending on two main pillars: teacher and curriculum.

Since the citizenship concept expands and permeates at the same time in all the individuals' practices and way of their thinking which leads to relationship criterion between the individual and society; surrounded by the cultural and legal framework which frames the mechanisms of citizen's participation in public affairs and to maintain the public national interest. Therefore, the mechanisms to develop and strengthen the principle of citizenship in its various dimensions and multiple levels of exercise become the whole community issue where responsibilities overlap and intertwine to become a national task governed and regulated by the context of harmony.

This chapter has been divided into three main parts.

1. The first part describes the review of related research works with its objectives and findings. This part includes a review of past research.

2. The second part describes the difference between pre-research and existing research.

3. The third part various source related literature describing of the citizenship upbringing.

2.2   Review of the Pre/Past Research:

2.2.1 Approach:

After collecting the previous studies which are relevant to the current study, the researcher found that there are so many studies and the comment on each unit separately will expand the field with respect to the previous studies. Then the researcher chose to list all the previous studies and comment on them in general. He preferred to arrange and organize them according to particular perception. There are (65) studies where the researcher classified and arranged these studies of each type in a separate section. The first section (14) studies for the (Ph.D.) theses, the second section (12) studies for the (Master) studies and the third section (39) (studies for the scientific researches).

Then the researcher ordered them according to the most recent studies as follows:

2.2.1.1 Noah, H. M. A. (2013), Organizational confidence with secondary schools' principals and its relationship to the behavior of organizational citizenship of teachers at (Holy Makkah), Umm Al-Qura University, Saudi Arabia, Ph.D.

A) Objectives: Identifying the degree of practicing the organizational confidence with secondary school's principals at (Holy Makkah) from the Perspective of the sample of the study. Also, it aims to identify the degree of secondary Schools' principals practicing of the behavior of organizational citizenship from the perspective of the study sample that consists of principals and teachers. Also, the study aims to state the statistically significant differences between the means scores of organizational confidence practicing at secondary school's principals at(Holy Makkah) from the perspective of the study sample according to the variables of (job- qualification-years of experience).Moreover, stating the statistically significant differences between the means scores of secondary schools' principals practicing of the behavior of organizational citizenship for the perspective of the study sample in terms of (job-qualification- years of experience). Finally, detecting the presence of statistically significant correlation relationship between the degrees of organizational confidence practicing with secondary schools' Principals at (Holy Makkah), and the degrees of secondary schools' teachers practicing of the behavior of organizational citizenship.

B) Procedure: Three types of descriptive approach have been used (survey comparative-correlative). The researcher has used a questionnaire in order to collect information about the study. This questionnaire has three sections; the first section has general information about the study sample, the second is about measuring the degree of practicing the organizational confidence at secondary schools' principals for the perspective of the study sample and the third section is about measuring the degree of secondary schools' principals practicing of the behavior of organizational citizenship at (Holy Makkah).

C) Findings: The practicing a degree of organizational confidence with secondary school's principals at (Holy Makkah) from the perspective of

the sample of the study was high. The order of its elements was as follows:

1. The Values prevailing within the organization, creativity and Self-realization, administrative policies and information availability.

2. The practicing degree of the behavior of organizational citizenship with secondary school's principals at (Holy Makkah) from the Perspective of the sample of the study was high. The order of its elements was as follows: Civility, dedication to work, civilized behavior, sportsmanship, and cooperation.

3. There are statistically significant differences between the means responses of the study sample concerning the practicing of schools' principal to organization confidence in terms of the job.

   The differences were in favor of schools' principals. However, there are not statistically significant differences between the means responses of the study sample concerning the practicing of schools' principal to organization confidence in terms of (qualification-years of experience).

4. There are statistically significant differences between the means responses of the study sample concerning the practicing of teachers for the behavior of organizational citizenship in terms of the job.

   The differences were for the sake of teachers. However, there are no statistically significant differences between the means responses of the study sample concerning the practicing of teachers for the behavior of organizational citizenship in terms of (qualification-years of experience).

5. There is a statistically significant correlation at the level (0.05) between the scores of public confidence in regulatory practice (total score) for secondary school principals and degrees of exercise parameters secondary to organizational citizenship behavior.

2.2.1.2 Al-Suwailem, M. S. (2012), the role of the students' affairs administrations in the Saudi universities in developing the citizenship spirit for the students, Umm Al-Qura University, Saudi Arabia, Ph.D.

A) Objectives: The study aims to find out the extent of practicing development of citizenship spirit by the students affair administration in the following scopes: (socially, culturally, activating the spirit of discussion, informational, educationally, according to the number of visits and tours, politically, economically, technically and sporting) as recognized by the students and the officials of the students affairs administrations in the universities of Umm Al-Qura and King Abdul Aziz.

B) Procedure: The researcher used the descriptive method.

C) Findings: The results of the study showed a decrease in the role of the students affairs administrations in developing the citizenship spirit from the point of view of the students in all the axis (socially, culturally, activating the spirit of discussion, informational, educationally, according to the number of visits and tours, politically, economically technically and sporting).

2.2.1.3 Al-Madkhaly, M. O. A. (2011), the role of the high school in developing citizenship values for students in the Kingdom of Saudi Arabia, Imam Muhammad bin Saud University, Saudi Arabia, Ph.D.

A) Objectives: This research aims to identify the Islamic rooting perspectives for the values of citizenship and the concept of citizenship in contemporary thought, and reveal the challenges and constraints facing the development of the values of citizenship and try to find appropriate solutions that contribute to it, by identifying the ideal role assigned to secondary school in Saudi Arabia in the achieving and development of the values of citizenship for students, and monitoring of the reality of high school in the development of citizenship values and stand on the contribution of secondary school teachers in Saudi Arabia in the development of the values of citizenship and the contribution of classroom activities and classroom management of high school in Saudi Arabia in the development of the values of citizenship.

B) Procedure: The researcher used the descriptive documentary approach through careful collection of the available keen records and documents related to the problem of search and then a comprehensive analysis of their contents made to reach the conclusion outcomes of evidence in regard to the research problem to answer the research questions.

C) Findings: First: Results concerning managers: The governmental and private high secondary schools agreed that encouraging students to respect teachers and follow their directives is lead to the development of citizenship values among students in high school, and considered as one of the most important elements in developing citizenship values.

The teachers directing of the behavioral system inside the classrooms came in a low position, which leaves negative effects on students because of the limited availability of the model teachers role, it also undermines the development of the citizenship value of for secondary school students.

Secondly: Results concerning teachers:

1. Governmental and private high secondary school teachers agreed through their responses that the most important elements in the development of the citizenship values for high secondary school students are " try of teachers to be models for students in ethics and dealing, and to motivate students to love science and education attainment and fair competition between them, which obtained the largest degree of the scale of the development of optimal (5) degrees of rating categories to gauge the optimal situation for high school in the development of the citizenship values, which is considered as one of the most interested values in developing the citizenship values.

2. The phrase which obtained the lowest interests of governmental and private high secondary school teachers is " I participate with Students in taking part in occasions & national events", this got two degrees of rating categories to gauge the optimal situation for high school in the development of the citizenship values, and it obtained a weak interest in the development of the citizenship values for the high secondary school students.

3. The first importance for the governmental high secondary school teachers is to "encourage students to participate in the committees of non-classroom activities for the development of the citizenship values, which got two degrees of rating categories to gauge the optimal situation for high school in the development of the citizenship values.

4. The values which had a weakness of interests in developing the values of citizenship are "Urging students to participate in charity and volunteer work inside and outside school" which got two degrees of rating categories to gauge the optimal situation for high school in the development of the citizenship values.

5. Governmental and private high secondary school teachers agreed that the most important challenge faced by the teachers of the high secondary schools is "weakness of applied ethics and the Islamic principles in the school, which affects the development of citizenship values in students.

6. One of the greatest challenges facing teachers of both governmental and private secondary school: Some traditions alien to the society in food, clothing, and the drink, which are incompatible with the values of citizenship.

7. One of the greatest challenges facing teachers of both governmental and private secondary school: "fascination with the values and customs of foreign countries they visit during their tourism travels.

8. Governmental and private of high secondary school teachers agreed that some electronic games and some websites and programs of some satellite channels earn negative attitudes and encourage students to violate the country's savings and its properties, which considered as a major challenge to the citizenship values of in students.

2.2.1.4 Al-Qahtani, A. S. A. (2010), Citizenship values among youth and their contributions towards promoting preventive security, Naif Arab University for Security Sciences, Saudi Arabia, Ph.D.

A) Objectives: Dangers represent examples threatening national security, stability, and development .Prevention against such dangers is, therefore, inevitable. This requires a joint participation between public and police. The present research seeks to identify the relative contribution of such values among university youth to promote preventive security.

B) Procedure: The present researcher has employed analytical-descriptive approach. Pursuant to this approach, he has used two more techniques to collect needed data – documentary and survey. Based on his opted research sample, he has also used questionnaire.

C) Findings:

1. Two national values participation and legal compliance- stand between higher levels on cognitive and passionate dimensions.

2. Two national values participation and legal compliance-average to weaker levels on behavioral dimensions.

3. Two national values participation and legal compliance are considered values of paramount importance towards contributing the promotion of preventive security.

4. The variance of statistical evidence exists in levels of values among students commensurate to different variables - specializations; academic; and participation in university activities.

2.2.1.5 Al-ghamdi, A. A. H. (2010), Citizenship values in secondary school students in Makkah and their relationships with the ideological security from an Islamic educational perspective (field study), Umm Al-Qura University, Riyadh, Saudi Arabia, Ph.D.

A) Objectives:

1. To identify the concept of citizenship and the related Islamic values.

2. To identify the concept of the ideological security and its significance in Islam.

3. To explore the relationship between citizenship values and the ideological security in a sample of secondary school in (Makkah) via field study.

B) Procedure: The descriptive approach was used as it matches the study requisites.

C) Findings:

1. There were correlations between citizenship values and ideological security in ((12th grade)) school students (high rate).

2. There were incorporeally significant correlations for citizenship values and ideological security concerning the statements of the first, second, sixth and seventh axes among students who join the public school in the private building for students in public school in private buildings.

3. There were incorporeally significant correlations for citizenship values an ideological security concerning the values of glorifying (Alharamin Alsharefian) between religious (Sharia) and scientific specialization for religions specialization students.

4. There were incorporeally significant correlations for citizenship values an ideological security concerning all the research execs attributed to the demographic structure of the different citizenship in the four different residential areas.

2.2.1.6   Ashore, W. H. A. (2009), The effectiveness of a proposed program for reinforcing citizenship among kindergarten children in the kingdom of Saudi Arabia, Umm Al-Qura University, Saudi Arabia, Ph.D.

A) Objectives: Four hypotheses are stated and they can be summarized as follows: There is no significant difference at the (0.05) level between the means of the experimental and control groups in the post-test when comparing the total grade points in all of the three measuring parts of the test (social, religious and historical).

B) Procedure: Quasi-experimental design was applied, the subjects were divided into control and experimental group, both were given a pre-test and post-test.

C) Findings: There is a significant difference between the means of the total grade points on the three measures (social, religious and historical) for the experimental and control groups in the post-test. Those findings indicate that the proposed program had a positive effect in enhancing the citizenship of kindergarten children.

2.2.1.7 Al-Maamari, S. N. A. (2009), Citizenship education in initial teacher education in the sultanate of Oman: An exploratory study of the perceptions of student teachers of social studies and their tutors, Glasgow university, United Kingdom, Scotland, Ph.D.

A) Objectives: The main purpose of the present study was to identify the perceptions and practices relating to citizenship education within the initial teacher education programs for social studies in the seven Colleges of Education. In particular, the research considers the following three issues:

1. The policy context of citizenship education in the educational system in general and in teacher education in particular.

2. The perceptions of stakeholders: The policy-makers, the tutors and the student teachers about citizenship and citizenship education. The perceptions about citizenship education were explored in terms of the rationale, goals, content and approaches of introduction in the curriculum and pedagogy.

3. The practices of citizenship education by the tutors and the student teachers in order to identify to what extent the perceptions of citizenship education are applied in reality.

B) Procedure: By adopting a methodology an interpretive paradigm, which assumes that educational phenomena can be understood from different viewpoints. Therefore, policy documents were first analyzed in order to locate citizenship education in Omani educational policy. Then, thirteen policy-makers from both the ministry of education and teacher education institutions were interviewed to explore their perceptions regarding citizenship and citizenship education. In addition, the

perceptions of student teachers of social studies in their fourth year and their tutors from seven colleges of education were surveyed and then a small sample of them was interviewed to deepen their responses in the questionnaires.

C) Findings: The study came up with a range of interesting findings of the meanings of citizenship and the current provision of citizenship education in school education in general and teacher education in particular. The data showed that citizenship in the Omani context is, as is the case in other contexts, a multifaceted concept with the emphasis being attached to citizens' duties. The participants were convinced that citizenship is not a static idea; rather, it has always been influenced by the world's development. Therefore, the stakeholders, except the student teachers, clearly acknowledged that citizenship in the era of globalization has two dimensions: national citizenship and international citizenship.

With regard to citizenship education, the study revealed that the participants viewed citizenship education as a means to build national pride and unity which are necessary to maintain stability in the country.

Both the tutors and the student teachers experienced the limited and traditional implementations of citizenship education in the preparation program of social studies. This result related to the dissatisfaction of the policy makers, especially from the Ministry of Education, about the inadequate preparation of teachers to develop citizenship.

Overall, the present study revealed a gap in the intentions of educational policy the requirements of teaching citizenship education in the schools and the actual practices of teacher education preparation programs. Therefore, the study provided a framework to develop citizenship education in initial teacher education.

2.2.1.8 Mathebula, P. T. (2009), Citizenship education in South Africa: A critique of post-apartheid citizenship education policy, University of the Witwatersrand, Johannesburg, South Africa, Ph.D.

A) Objectives: The conception of education for citizenship does not guide the practice in terms accessible to the school's democratic community. State policy's concept of students' democratic participation and representation does not reflect a representative model of democracy

in South African schools. Furthermore, the extant policy does not envisage democratic citizenship education that is enjoyed by a significant proportion of the South African learners. This minimalist conception of citizenship and of citizenship education is not appropriate for the South African context.

B) Procedure: The study used a content analysis approach.

C) Findings: The recently proposed compulsory citizenship education programs are not compatible with compulsory citizenship education that is designed to promote active, critical and inquiring South African citizens. These value-based education documents promote obedience, if not unquestioning loyalty, to the South African government. Moreover, neither the bill of responsibilities nor the school Pledge offers possible strategies for getting from where we are to where we ought to be. In the final analysis, post-apartheid citizenship education policy's lack of conceptual clarity, coherence, and consistency can be attributed in large part to the conflicting forms and conceptions of citizenship in South Africa. The goals of citizenship education in South Africa would be better served by cosmopolitan ideals, that is, preparing South African learners to act on a local, national and global scale.

2.2.1.9   Allen, M. E. (2008), Citizenship education: The search for meaningful delivery within an English high school, University of Glasgow, United Kingdom, Scotland, Ph.D.

A) Objectives: This research provides insight into some of the problems associated with launching a centrally-imposed initiative at the school level. It adds to the literature on citizenship education by providing a variety of evidence from the perceptions of an educational community, as well as offering information on the possible effectiveness of differing approaches to citizenship education.

B) Procedure: While this research uses a case study approach it also draws upon a sample that extends beyond the immediate school community - this is done in the quest to provide an understanding in the stimuli for active citizenship and probes the perceptions of Members of the Westminster Parliament in office between 2003 and 2004.

C) Findings: While many of the findings are generated from a mixture of interviews and questionnaires, a period of quasi-experimentation within the classroom also provides data for discussion.

In particular, it indicates that efforts to generate a culture of active citizenship might have greater appeal when schools can create not just confident, secure and value-conscious young people, but ones who move in circles outside of their comfort zones. This project also demonstrates the potential value of a mixed-methods approach to practitioner research. As a separate feature, it adds to the knowledge-base on political socialization.

2.2.1.10 Al-Mahdi, Y. F. H. (2006), Organizational justice and teachers performance of citizenship behavior in the general secondary schools in Egypt, Ain Shams University, Cairo, Egypt, Ph.D.

A) Objectives: The research problem can be summarized in the following main question: How can the relationship between organizational justice and teacher's performance of citizenship behavior in the general secondary schools in Egypt be activated? This main question is divided into the following sub-questions:

1. What is the supposed theoretical model of the relationship between organizational justice and teachers' performance of citizenship behavior?

2. What is the level of teachers' assessment of organizational justice in the general secondary schools in Egypt?

3. What is the level of teachers' performance of citizenship behavior in the general secondary schools in Egypt?

4. To what extent can the theoretical model be identified with the actual relations existed between organizational justice and teachers' performance of citizenship behavior in the general secondary schools in Egypt?

5. What is the proposed model to enforce the organizational justice and enhance teachers' performance of citizenship behavior in the general secondary schools in Egypt?

B) Procedure: The research uses the structural equation modeling (SEM) in the context of the descriptive method.

C) Findings:

1. Previous studies have highlighted the important role that the organizational justice may play in the effectiveness of teachers' performance, especially the performance of citizenship behavior that targets school effectiveness as an end final.

2. Despite the emphasis on the importance of recognizing the organizational justice in the school work environment as a parameter key to the performance of teachers to conduct citizenship, but the current reality of the work of secondary school general in Egypt refers to the existence of some deficiencies which may impair the perceptions of organizational justice and reduce the performance of teachers to conduct citizenship in general secondary schools in Egypt

2.2.1.11   Hudson, A. (2006), Implementing citizenship education in a secondary school community, University of Leeds, United Kingdom, Ph.D.

A) Objectives: The discourse about globalization and the debate as to whether it represents a new reality or a continuation of existing trends is explored. The thesis contends that globalization poses important challenges and threats which make citizenship education an urgent necessity in the twenty-first century.

B) Procedure: This thesis uses a case study to investigate the impact on a whole school community with a special focus on citizenship. It begins by exploring conflicting meanings attributed to citizenship and citizenship education.

C) Findings: The study found that students had begun to see citizenship education as being use from a global and multicultural perspective, a local perspective, as democratic representation, as participative learning, for developing economic awareness and for challenging racism. In addition, the project had shown its potential to transform relationships within the school so that it was beginning to become a community of

practice for citizenship. Significantly, it had affected the young people's sense of identity and promoted their notion of agency.

2.2.1.12 Mustafa, A. M. T (2006), The effectiveness of a program of activities to strengthen education for citizenship in social studies in the preparatory stage, Ain Shams University, Cairo, Egypt, Ph.D.

A) **Objectives:** The study aimed to answer the following questions:

1. What is the image of the program of activities in social studies in the preparatory phase to strengthen the idea of citizenship education؟

2. What are the main dimensions and sub-dimensions of education for citizenship, which should be available in the social studies curriculum for the preparatory phase؟

3. What is the proposed program of activities in Social Studies for the preparatory phase, in the light of the dimensions of citizenship education?

4. What is the effectiveness of teaching some this program subjects on the students' awareness of the rights and duties of the citizen and the dimensions of citizenship education which are included in the proposed themes?

B) **Procedure:** To answer questions about his research the researcher used both experimental and descriptive approaches.

C) **Findings:** The study found many of the results perhaps the most important are:

1. The study identified dimensions and components (main and sub) education for citizenship and that could be addressed in the social studies curriculum in the preparatory phase.

2. The study presented a proposal program of citizenship education for the preparatory phase, it was presented in the form of educational activities has had an active role in increasing the effectiveness and impact of the proposed program.

3. The research found that the use of activities has had an influential role in encouraging the students and their participation in achieving the goals set for the proposed program.

2.2.1.13   Khamis, M. A. (1995), Effectiveness of a developed curriculum approach to national education in the development of some aspects of education for citizenship characteristics of students at the secondary level, University of Alexandria, Alexandria, Egypt, Ph.D.

A) Objectives: The problem of the study was to answer the following questions:

1. What is the interest of the national education curriculum in high school necessary aspects for learning the characteristics of citizenship؟

2. What is the proposed for perception national education curriculum high school in the light of the necessary aspects of learning the characteristics of citizenship؟

3. What is the effectiveness of the teaching of some units of the proposed approach in the development of academic achievement and the trend towards citizenship among the students of the first secondary grade?

B) Procedure: The study used a descriptive approach and experimental approach, it also used the method of content analysis.

C) Findings: Results revealed the following:

1. There were statistically significant differences in the scale of the trend towards citizenship as a whole, for the benefit of students in the experimental group.

2. There were statistically significant differences in each of the five dimensions to measure the direction (of public freedoms, political participation, attention on internal issues, awareness of social problems, and participation in solving social problems) for the experimental group.

2.2.1.14 Joshi, V. S. (1977), Preparation for citizenship, Aurangabad, India, Marathwada University, Aurangabad, Ph.D.

A) Objectives: The present study, therefore, is an attempt to know whether the school, through its textbooks, teachers and instruction have influenced the attitudes of students and whether the values accepted as aims of teaching are accepted or are acceptable to students. It is a study based on questionnaires and limited to a small locality, Aurangabad, and adjacent rural areas. Both teachers and students were served questionnaires, and sometimes they were interviewed and the findings reported.

The hypotheses which formed the basis of the present study and which were to be tested were:

1. That the teaching of history and civics made students politically aware.

2. That the teaching of history and civics made students accept to values of socialism, democracy, secularism and national integration.

3. That the teaching of history and civics developed among the students' critical ability and an inquisitive attitude.

These hypotheses were based on the objectives laid down as guidelines for preparing the textbooks in history and civics, by the state board of Secondary Education. The contents of the textbooks, the role and attitudes of teachers, the mode of teaching and the attitudes of students were all scrutinized in testing the validity of these hypotheses.

B) Procedure: Questionnaires were prepared for both students and teachers to elicit the required information. The method followed here is a combination of stratified sampling and interval (systematic) sampling. The questionnaires were served to students of selected schools (both general and supposedly belonging to particular communities) on a systematic sample basis, with a random start. Seventeen schools and four colleges from Aurangabad were selected to draw samples from various communities. Many of these institutions are generally believed to belong to certain communities and cater primarily to their needs. Outside Aurangabad, rural areas, and Taluqa places generally believed to be

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backward were selected and four schools and one college were visited. Within the school in the respective classes, every tenth student was served questionnaires.

C) Findings: A study of the new responses revealed greater consistency and critical ability among the new respondents. The impact of the Emergency was quite evident from their replies. They because more assertive of their freedom and rights, more suspicious of the governmental authority, more aware of judicial restraints and protection, more cautious in giving vast power to the government and more democratic in temper and spirit. On social questions, they retained their conservatism in general and on federalism and national integration they stood for local autonomy and more powers to the local and regional bodies as against the central authority. Their faith in socialism appeared to have declined. These then could be described as the expressions of the new mood and confidence generated by the general elections of 1977.

2.2.1.15   Al-Qahtani, M. A. (2013), The degree of school administration contribution in strengthening citizenship among high school students in the city of Taif, Umm Al-Qura University, Saudi Arabia, M. Ed.

A) Objectives: The study aimed to identify the degree contribution to the school administration in promoting citizenship among high school students in the city of Taif.

B) Procedure: The study followed the descriptive and analytical approach.

C) Findings: showing results that the dimensions (first and third) won their respective weight relative significantly, and dimensions (second and fourth) won their respective weight relative moderately, and this enhances the importance of recognizing the degree of contribution to the school administration in promoting citizenship among students' secondary schools in the city of Taif, Saudi Arabia.

2.2.1.16   Mlibari, J. B. A. (2013), The degree of contribution of educational supervisor in giving middle school teachers ways to enhance the values of citizenship in students, Umm Al-Qura University, Saudi Arabia, M. Ed.

A) Objectives: The study aimed to:

1. Identify the values of citizenship, which should be strengthened among middle school students.

2. Detection methods used by the educational supervisor to provide teachers with ways to enhance the values of citizenship among middle school students.

3. Stand on the differences statistically significant - if any - between the responses of the study sample and in accordance with the following variables: (current nature of the work, the area of specialization, academic qualifications, and years of service categories).

B) Procedure: the researcher used the descriptive approach.

C) Findings: The main findings of the study were the following:

1. Degree study sample responses on the first axis statements that measure the degree of importance of the values of citizenship, which should be strengthened among middle school students in Makkah, the degree of (large), where the averages ranged between (3.93 -3.38).

2. Degree responses of study sample around phrases second axis which measure the degree of contribution which can educational supervisor to gain teachers intermediate methods to strengthen the values of citizenship in students, from the standpoint of Supervisors educators and teachers middle school in the city of Mecca was a degree (medium) and in accordance with the criterion of the relative weight as the value of the arithmetic average year (2.93) and standard deviation equal to (0.75).

3. Phrases first axis which measure the degree of importance of the values of citizenship, which should be strengthened with intermediate students there are significant differences between the views of the study sample according to the variable nature of the work, for the benefit of supervisors educators, while there are no statistically significant differences depending on the variable area

of specialization, and depending on the variable qualification, and depending on the variable years of service categories.

4. Phrases second axis which measures the degree of contribution which can educational supervisor to gain teachers intermediate methods to strengthen the values of citizenship in students, there were statistically significant differences between the responses of study sample according to the variable nature of the work, and for the benefit of supervisors educators, there were statistically significant differences between the responses of study sample variable depending on the area of specialization, and for the benefit of scientific disciplines, there are no statistically significant differences between the study sample responses depending on the variable qualification, and depending on the variable years of service categories.

2.2.1.17 Al-faifi, M. A. K. (2012), Citizenship values of Saudi university students: A field study, Umm Al-Qura University, Saudi Arabia, M. Ed.

A) **Objectives:** The study aimed at discovering the following points:

1. Identify the most important values of citizenship should be available to universities students Arabia.

2. The status of Saudi university students 'commitment to these values of citizenship.

3. The extent of citizenship values' difference among Saudi university students according to the following variables: place, specialization, grade and parents' educational level.

B) **Procedure:** Analytical descriptive method.

C) **Findings:** The most important findings the studies reached were:

1. Citizenship values for Saudi university students were achievable.

2. The behavioral domain of citizenship values was low among Saudi university students, whereas the cognitive and affective domains were high among Saudi university students.

3. There were statistical differences at the level of citizenship values' commitment among Saudi university students according to the variable of place (city & countryside) for the sake of countryside' students.

4. There were statistical differences at the level of citizenship values' commitment among Saudi university students according to the variable of grade (first-grade &fourth grade) for the sake of fourth-grade' students.

5. There were statistical differences at the level of citizenship values' commitment among Saudi university students according to the variable of specialization (theoretical & practical) for the sake of practical specialization' students.

6. There were statistical differences at the level of citizenship values' commitment among Saudi university students according to the variable of parents' educational level (illiterate & educated) for the sake of educated parents' students.

2.2.1.18 Osman, R. S. S. (2011), the Rules of Nationality and Citizenship from an Islamic Perspective, An-Najah University, Palestine, M. A.

A) Objectives: This research addresses the issue of nationality and citizenship from the perspective of Islamic (Fiqh). The researcher discussed how Islamic scholars (Foqahaa') divided the world into two "Houses" or "Dar": Dar Al-Islam (House of Islam), Dar-Al-Harb (House of War). The researcher also explained the basis on which this division was built and the consequent provisions of this division.

Moreover, the researcher talked about the types of human beings in terms of religion and belief, their relationship with the Islamic nation and the provisions that apply to them when they enter the Dar Al-Islam.

The researcher then discussed the issue of nationality and citizenship from a legal point of view for the purpose of comparing this perspective with the Islamic Fiqh.

B) Procedure: The researcher used the descriptive method.

C) findings: The researcher found after conducting this research that Islamic (Fiqh) had already been ahead of all man-made regulations and systems with respect to laws enforcement and legislation; it really outperform all human legislations in this respect.

The laws that Islamic (Fiqh) has set really organized the Islamic society by spreading the values of justice and equality among Muslims themselves on one hand and with other people on the other.

2.2.1.19 Saqr, S. M. J. (2010), The political culture and its impacts on the concept of citizenship among Palestinian university student, Al-Ashur University, Gaza, Palestine, M. A.

A) Objectives:

1. The concept of citizenship when Palestinian youth adversely affected due to the lack of clarity or deformation of the political culture.

2. Multiple sources of political culture and different university students led to a defect in the values of the components of the political culture and the lack of clarity.

3. The existence of a state of indecision and duplication of the students about their awareness of the principles of citizenship.

4. There is a close relationship between political affiliation (party) and between the components of the Palestinian political culture.

B) Procedure: This study of the survey, and depend on the method of analysis, therefore, the researcher used the historical method and descriptive analytical method.

C) Findings: Conclusions and recommendations reached by the researcher, the most important of them are as the following:

1. There is a lack of confidence and satisfaction of the Palestinian political culture.

2. The Palestinian political culture is distorted and not clearly defined for students.

3. The thing that created considerable disparity and variation in the degree of loyalty by one group of the society and that gives an indication that there are great imbalance and distortion in loyalty due to the fact that the basic references for the students are parties and not the Palestinian liberation organization.

4. The primary source of political culture for the students are factions and parties.

5. Also a case of hesitation and duality made by the students about their awareness of the principles of citizenship, as well as to the reflection of the political division that clearly touches the community structure because of the varied perspectives of students on this issue.

6. The Clear imbalance is centralized in the reference and tendency towards the political system which abolished the feeling that the Palestine Liberation Organization (PLO) is the basic reference for the Palestinian people and led to the loss of a sense of identity.

7. Large distortion in the values and components of the Palestinian political culture was reflected negatively on the concept, principles, and values of citizenship.

8. The multiplication of the political culture resources to the university students and their variations led to finding a disorder in the values and components of the political culture and its ambiguity.

2.2.1.20 Bahakim, T. A. B. (2009), the role of Islamic awareness programs at the ministry of education in developing the values of citizenship among high school female students, Umm Al-Qura University, Saudi Arabia, M. Ed.

A) Objectives: Knowing the participation extent of Islamic awareness programs at the ministry of education in developing the values of citizenship among high school students.

B) Procedure: The research depended on the descriptive curriculum. Then two tools were prepared for the research: A value standard for the

good citizenship, and a questionnaire. A group of statistic means was used for analyzing the data.

C) Findings:

1. The Islamic awareness programs in the secondary school stage for girls in the (Holy Makkah) take part in promoting the good citizenship values for girls' students in the secondary school stage with a great and good grade, but they never scored a weak grade.

2. The order of the domains of the good citizenship values came in accordance with the Islamic awareness participation of its development as follows: The faith domain which came first. Second, the social domain .Third, the political domain, Forth the economic domain. Then, the cultural domain which took the last position of the domain order.

3. The means of promoting the good citizenship values through the Islamic awareness activities in the secondary school stage in the (Holy Makkah) promote the good citizenship values with a high and good grade but they never scored a weak grade.

4. The study referred to the fact that the Islamic awareness programs in the secondary schools for girls in the (Holy Makkah) suffer from some of the handicaps which in the return prevent the development of the good citizenship values for the secondary school stage for girls in (Makkah). The most prominent one of the handicaps that the Islamic awareness instructor faces overburdens, with the participation of some of the mass media which plant the negative values.

2.2.1.21   Maliki, A. H. D. (2009), the role of teaching the citizenship education subject in developing citizenship values in primary school students at (Alleeth) governorate from the teachers' perspective, Umm Al-Qura University, Saudi Arabia, M. Ed.

A) Objectives: This study aims to achieve the following objectives: identifying the role of citizenship education in the promotion of citizenship values in the pupils of the primary school, realization of citizenship education objectives through teaching, identifying the extent of availability of citizenship values in citizenship education, courses;

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identifying the role of the teacher in inculcating and promoting citizenship values in the pupils, and shedding light on the contributions offered by these courses in modifying the behavior of pupils.

B) Procedure: The researcher followed the descriptive methodology; the researcher used the following statistical techniques: frequencies, percentages, arithmetic means, standard deviations, Z-test, one-way analysis of variance, and the (Scheffe) test.

C) Findings: The study reached the following results:

1. Agreement as to the extent of the citizenship education objectives being realized through teaching it at the primary school was at a medium degree with the general mean reaching (18.3). And agreement concerning the extent of availability of citizenship values being present in the citizenship education courses at the primary school mentioned in the study's tool was at a large degree reaching a general mean of (28.3). As to concurrence regarding the role of the citizenship education teacher in inculcating and developing citizenship values in pupils of the primary school as mentioned in the study's tool was at a large degree reaching a general mean of (34.3). Consent with respect to the extent of contributions of citizenship education courses in modifying (ameliorating) pupils' behavior as mentioned in the tool of the study was to a medium degree coming to a general mean of (13.3).

2. There were no statistically significant differences between the mean scores of study's sample with respect to the extent of citizenship education objectives being realized through teaching citizenship as well as to the extent citizenship values being present in the citizenship education subject. Also, the differences were non-existent regarding the role of the citizenship education teacher in inculcating and promoting citizenship values that could be attributed to experience in teaching. There were no statistically significant differences between the mean responses of the sample regarding the role of the citizenship education teacher in instilling and promoting citizenship values and also regarding the extent of citizenship education objectives being realized and the extent of contributions being extended by citizenship education courses in

straightening (shaping) pupil's behavior that could be attributed to academic qualifications and specialization.

3. There were statistically significant differences between the mean responses of the study's sample in respect of the extent that could be of the citizenship values being available in the citizenship education subject ascribed to specialization in the bachelor study and the differences were in favor of the social sciences specialty.

2.2.1.22 Al-Saad, K. N. A. (2008), Secondary school principals' techniques to reinforce students' citizenship in the kingdom of Saudi Arabia, King Khalid University, Saudi Arabia, M. Ed.

A) Objectives: The purposes of this study were to identify the real state of the techniques practiced by secondary school principals to reinforce students' citizenship in the Kingdom of Saudi Arabia, to determine the obstacles that prevent achieving citizenship reinforcing, and to suggest the means that will improve principal's techniques at this field.

B) Procedure: The researcher used the descriptive analytical method and the researcher used the statistical program of social sciences (SPSS) to analyze the study data. The reliability of the study questionnaire assessed by (Alpha Cranach's) coefficient and showed the value of (0.83). The internal validity assessed by Person's correlation coefficient and it showed a high item-total correlation.

C) Findings: The major findings of this study were as the following:

1. The present state of the secondary school principals' practiced to reinforce students' citizenship in its five dimensions is average and the general rate of different dimensions is (2.97).

2. The ratio of the obstacles that prevent achieving students citizenship reinforcing is (2.91).

3. All the suggested means had a high evaluation by the study's population except the first one.

4. There are significant differences among study's population around the techniques practiced by secondary school principals to reinforce students' citizenship according to the current job.

5. There are significant differences among study's population around the ratio of the obstacles according to education certificate.

2.2.1.23 Al-merhbi, Y. A. H. (2008), The factors that affect citizenship values of secondary students in (Amran) governorate, Sana'a University Sana'a, Republic of Yemen, M. Ed.

A) Objectives: The aim of this study was to identify the factors that affect citizenship values of secondary schools in Amran governorate (consciously and practically) according to their points of view.

B) Procedure: The researcher used the descriptive survey method as a research design.

C) Findings:

1. The level of factors that affect citizenship values of secondary students in Amran governorate, was around the average of (3.42) in consciousness and practice sides.

2. The factors that highly affect citizenship values were (1) religious factors (mean = 4.34) and (2) educational factors (3.73) while the moderate factors that impact citizenship values were (1) social factors (mean = 3.41), (2) economical factors (mean = 3.20) and (3) political factors (mean = 2.98). Finally, the least impact refers to communication and information (2.86).

3. The results of T-test revealed that there are no significant differences between factors that affect citizenship values of male and female students. Whereas there are statistical differences in the effective factors on the values of citizenship. These differences are due to sex (masculine -feminine) on a female in the practice of the four values.

4. There are no statistical differences in the effective factors on citizen values according to specialty (Scientific/Arts) in comprehension of the first, the third and the fourth. But there are statistical differences for these values according to a specialty in the second value (Scientific). We could find statistical differences (Scientific /Arts) for the four values of citizenship.

5. There are statistical differences in the effective factors on citizenship for the change of the case (rural/urban) on comprehension and practice.

2.2.1.24 Hajri, F. A. M. (2007), Degree of Kuwait university students' assimilation of citizenship values and university role in developing It, Amman University, Amman, Jordan, M. Ed.

A) Objectives: The aim of this study identify the degree of basic stage teachers' assimilation of citizenship concepts and its relation with some variables such as sex, academic year, and nationality. As well as, examine the university role in developing students' citizenship concepts.

B) Procedure: The researcher used the descriptive approach to its relevance to this study.

C) Findings: The study concluded the followings:

1. The degree of Kuwait University (KU) students' assimilation of citizenship concepts in the state of Kuwait was high.

2. The belonging dimension was the highest assimilation degree while the democracy dimension was the lowest one.

3. There were no significant differences at ($\alpha \leq 0.05$) in (KU) students' assimilation of citizenship concepts that can be attributed to sex, academic year, and nationality.

4. There were significant statistical differences at ($\alpha \leq 0.05$) in (KU) students' assimilation of citizenship concepts that can be attributed to university colleges, and in favor of humanities colleges.

5. The university role in developing students' citizenship concepts was high.

6. The most important role of (KU) was in developing democracy concept while its role in developing belonging concept was the latest one.

2.2.1.25 Al-Refai, N. S. M. (2007), Muslim schools and the teaching of citizenship, Huddersfield University, United Kingdom, M. A.

A) Objectives: The teaching of citizenship in both Muslim and state schools faces a number of challenges such as time provision, resources, staffing, training, administration, and assessment. In Muslim schools, the religious perspective is taught alongside the national curriculum for citizenship instruction. However, teaching the Muslim perspective on citizenship involves certain difficulties in terms of curriculum development and resources.

There is at present, therefore, a great need to revise and develop the citizenship curriculum in both Muslim and state schools.

B) Procedure: A combination of interviews and questionnaires was used to gain information from 332 pupils (199 in Muslim schools and 137 in state schools), 28 teachers (15 in Muslim schools and 13 in state schools), 8 head teachers (5 in Muslim schools and 3 in state schools), and 6 community and religious leaders.

C) Findings: Most of the pupils in the sample believe that studying citizenship helps pupils become aware of their role in society, and to become good citizens. Citizenship lessons seem to be enjoyable for the majority of pupils, although these views may be based on sample selection and bias.

Muslim pupils appear to have a preference for instruction on citizenship to be given by a Muslim teacher who reflects Islamic values. In Muslim schools, pupils are subject to religious influence in terms of prosaically behaviors and positive attitudes towards others, whatever their ethnicity or faith. These schools appear to be rather successful in building their pupils' value systems. Islamic Studies and lessons in the Quran are often used to support the teaching of citizenship, and this too appears to be quite successful.

Muslim schools are therefore judged to have the potential for the development and evolution of a new form of Muslim national identity within Britain through citizenship education, in useful and meaningful ways.

2.2.1.26 Ahmed, A. M. A. (2006), Methods of social control relationship to the development of the concept of citizenship, a case study of non-formal education institutions in the area of (Albsateen) in the Arab Republic of Egypt, University of the Arab states of the Arab Organization for Education, Culture Institute of Arab Research and Studies Department of Educational Studies, Cairo, Egypt, M. Ed.

A) Objectives: The study aimed to answer the following questions:

1. What are the main features that are characterized by methods of social control in non-formal education institutions in the area of Albsateen؟

2. What is the reflection of social control methods in the development of the concept of citizenship in the non-formal education institutions Albsateen area؟

3. What are the different viewpoints of experts and beneficiaries in determining the impact of social control methods in non-formal education institutions on the development of the concept of citizenship?

B) Procedure: The researcher used the descriptive method to analyze the content of some of the activities and regulations of non-formal education institutions, and tools that used are a researcher is a personal interview and content analysis.

C) Findings: The study found several results, including:

1. Awareness and practice of democratic values such as: justice, liberty, equality, difference, power, duties, privacy, ownership, participation, right, patriotism, human rights, law, tolerance, mutual cooperation, personal responsibility and civil self-control, self-esteem , freedom of opinion and expression, the right to form political parties, associations and trade unions.

2. Respect for the public interest and the expression of its commitment to voting, volunteering, criticism, demanding change

and reform, limiting the removal of any citizen of the country, right in the elections.

3. Application of scientific knowledge in a functional daily life, the natural human right to live.

4. Use diverse thinking skills such as critical thinking, problem-solving, decision-making, the overall vision, creativity, strengthen the evidence.

5. Social skills acquisition through communication, crisis management, to reach consensus, collaborative work.

6. National participation and a desire to participate and a sense of social commitment.

2.2.1.27 Al-merhbi, Y. A. H. (2013), The responsibility of social institutions in building the values of citizenship to their children and raising them, The International Conference, which was held under the title: current issues in education &social sciences, (25th &26th May 2013) Dr. B.A.M University, Aurangabad, Scientific research, 769-771.

A) Objectives: The study aimed to identify the responsibility of social institutions in building the values of citizenship of children and their upbringing.

B) Procedure: The researcher used the descriptive method.

C) Findings: From the results that came out of the researcher that the social institutions in general if it worked compatibly, beginning from the house, even the university, and environment, taking care of mental capacity for the youth to provide them with opportunities for growth, to enjoy freedom as a child in the house, as a student at the school or at the university. Therefore, he will be able to taste the value of freedom as a citizen of his country, as a Lord in the family, as a representative in parliament or as a soldier in the battlefield, or a member of society bestowing it to others, ruler or ruled in the state, or a minister in the ministry, or a manager in his office, and in the rest of the positions of responsibility.

2.2.1.28 Al-merhbi, Y. A. H. (2013), The role of a family and school in the development of patriotism and citizenship values in the children, national journal of extensive education and interdisciplinary research, government college of education, Aurangabad, Scientific research, 60-67.

A) Objectives: This study seeks to identify the concept of patriotism and citizenship and the difference between them. It is an attempt to identify the role played by the family and the school as the most important two institutions in the community represented in the upbringing of children on patriotism and citizenship values.

B) Procedure: The researcher used the descriptive method in the study of the role required from the family and the school in the development of values of patriotism and citizenship in the hearts of children.

C) Findings:

1. The family has a big role in raising children on patriotism and citizenship through several means.

2. The school educates children patriotism and citizenship through Children's education are two types of behavior (rights and duties) with everyone in the community.

3. The individual acquires national loyalty through his family first, then school, then from the whole society until the individual feels that he is a part of the whole.

2.2.1.29 Al-Ahmadi, A. S. S. (2012), The level of awareness on the issues of global citizenship education among the students of colleges of education in Saudi universities, Journal of the Arabian Gulf, Saudi Arabia, Scientific research, 201-256.

A) Objectives: This study aimed to identify the level of awareness (knowledge, direction) issues of education on global citizenship among the students of colleges of education in Saudi universities, and its relationship with some variables: cumulative average, study level, specialty, age, sex, country of the headquarters of college where student, taught a life abroad for more than six months. In addition to providing a set of recommendations and proposals related to the results of the study.

B) Procedure: The researcher used the descriptive survey method.

C) Findings:

1. The results of the study indicate deficiencies in the study sample knowledge of the issues for education on global citizenship.

2. Students' trend towards global citizenship issues a positive direction degree (high) by the scale of the study.

2.2.1.30   Al-shamani, S. L. (2012), the role of the faculty members at Taybah University in promoting good citizenship values among their students, Journal of the Arabian Gulf, Scientific research, 139-176.

A) Objectives: This study aimed to identify the role of faculty members at Taybah University in promoting good citizenship valuesamong their students.

B) Procedure: The study used a descriptive analytical method.

C) Findings: The study found that the estimates of the faculty members in the exercise of their role in promoting the values of citizenship to their students came largely on the value of belonging and respect for the laws, while it came medium within national symbols, and showing no statistically significant differences due to the variable sex and variable competence scientific, while there found statistically significant differences due to the variable nationality in favour of the Saudis.

2.2.1.31   Yacob, M. et al. (2012), Citizenship from the perspective of human rights in the national education curriculum in Arab countries: A case study of Jordan, Egypt, and Lebanon, A scientific study submitted to Raoul Welinberg Institute for Human Rights Studies, Amman, Jordan, and Scientific research, 1-32.

A) Objectives: The problem of the research can be asked in the following main question: "What is the most prominent values of citizenship from the perspective of human rights contained in the books of civic and national education and last class in the ranks of high school in the States study sample (Jordan, Egypt, and Lebanon)? And the above main question leads to the following sub-questions:

1. To what extent the national civic education include the citizenship values from the perspective of human rights in the books of the last stage of secondary education in the study sample countries؟

2. How to introduce the concept of citizenship from the perspective of human rights in the curriculum of civic and national education in the last grade of secondary grades؟

3. What are the similarities and differences among the study samples in the area of citizenship education from the perspective of human rights in the decisions of the civic education and patriotism؟

4. What are the areas of strengths and weaknesses in the education and civic curriculum society in the states of study sample from the viewpoint of stakeholders and those concerned with so?

B) Procedure: The research team used a content analysis approach to answering the study main question and its sub- questions.

C) Findings:

1. A small number of values of citizenship included in the syllabus and unfitted with the role they can play in the process of acquisition values to students .There are also patterns of values is not mentioned at all and the other almost absent in spite of the relative importance of citizenship both in terms of the integration of the values of citizenship or at the level of the necessity in solving the problems of society and considering the future developments.

2. Imbalance in the degree of emphasis on the values of citizenship from the perspective of human rights, both among the States themselves or between the values contained in citizenship.

3. The content of the values and style of presentation does not help students to be aware of citizenship and its role in building the society and the state, and that what was expected of the research team.

4. Using syllabus of the national education emotionally charged terminology and varying the use among states study in the

community, which indicates the dominance of the state to citizens and their dependence on them.

5. The limited presence of the terminology related to people with marginalized groups in the syllabus of the national and civic education levels.

6. There is a difference in teaching methods courses and national, civil and social development in the three countries.

7. The analysis of courses under study pointed out that they turned in their approach to the values of citizenship, mainly to the integrative entrance to the values of citizenship in the various units of study, though at the same time and there are very few references to some of the values of citizenship in independent subjects alone.

8. The analysis of the syllabus of national education in the States study sample and the results of interviews they tend intentionally or unintentionally to devote political and social and social patterns rights existing in these countries.

2.2.1.32 Barakat Z. & Abu Ali, L. (2011), Manifestations of Community Citizenship in the Curriculum in Social Sciences from the Viewpoint of the Teachers, scientific research submitted for the fourth conference of the Jerash Private University, Jordan, Scientific research, 2-72.

A) Objectives: The purpose of this study was to investigate the manifestations of community citizenship in domains of social, legal, economic and political in the Palestinian social science curriculum (history, geography, civic education and national education) from the viewpoint of the teachers of these courses.

B) Procedure: The researcher used the descriptive analytical method to achieve the goal of this study is to identify the most important manifestations of community citizenship in social sciences from the perspective of teachers, using the questionnaire as a tool to collect the data necessary for this purpose.

C) Findings: Showed the following results:

1. The most five manifestations of community citizenship in the curriculums in the social domain were as follows:

A. Solving problems through dialogue and discussion and not by violence.

B. Building a good relationship with neighbors and relatives.

C. Accepting positive criticism.

D. Avoid talking about someone in his absence.

E. Respecting the old people and woman.

2. The most five manifestations of the community citizenship in the curriculum in the legal domain were as follows:

A. Reporting any abuse legal.

B. Cooperating with the police and security agencies to solve problems.

C. Respecting the system and not in violation no matter what.

D. Providing guidance and advice about the system and the importance of commitment.

E. Do not resort to the mode of solving the problems.

3. The most five manifestations of the community citizenship in the curriculum in the. Economic domains were as follows:

A. Using public transport rather than private cars or taxis.

B. Using the scientific thinking in work rather than random.

C. Encouraging the provision of water and electricity consumption.

D. Avoid throwing extra food and drinks.

E. Respecting time is not wasting it without benefit.

4. The most five manifestations of the community citizenship in the curriculum in the political domain were as follows:

A. Pride of belonging to the homeland.

B. Awareness about the duties towards the nation readiness to perform them.

C. Appreciating the efforts of state agencies in the service of the individual and society.

D. Homeland and political and social leadership pride.

E. Call to maintain the manifestations of nationalism unity.

5. Proportion arrangement of community citizenship domains, depending on its currency spreading in curriculum according to teachers' estimates as follows:

A. The social domain. - The political domain.

B. The economic domain. - The legal domain.

6. There are significant differences between the means of the teachers' estimates for aspects of community citizenship in curriculums due to the sex variable in the political domain aspects in favor of male teachers. While results showed, on the other hand, no significant differences between these means on social, legal, economic domains, and the total.

7. There are significant differences between the means of the teachers' estimates for aspects of community citizenship curriculum due to the scientific qualification variable to all areas of citizenship; in favour of teachers from the campaign diploma community college on the social domain, and for the teachers of the campaign graduate on the other domains and the total.

8. There are significant differences between the means of the teachers' estimates for aspects of community citizenship curriculum due to the stage education variable on social and economic domains, in favor of teachers in the preparatory and the secondary stages, respectively. While results showed on the other hand, that there are no statistically significant differences between these means due to the educational stage variable on legal and political domains.

2.2.1.33 Mortaga, R. Z & Rantisi, M. M. (2011), Content evaluation for the civic education curriculum for grades 7th, 8th, and 9th spotlighted through citizenship values, a scientific study, Journal of Islamic University, Gaza, Palestine, Scientific research, 161-195.

A) Objectives: The aim of this study is to prepare a list of citizenship values appropriate for civic education curriculum for grades 7 -9 in the light of Palestinian context. It also aims to specify the availability of such values in these curriculums.

B) Procedure: In addition to using content analysis, the researchers used the descriptive method.

C) Findings: The study revealed a shortage and imbalanced citizenship values in this curriculum. While human rights, political values, and social responsibilities were highly common values, environmental awareness, national unity and openness to other cultures were the least common ones though they are of high importance.

2.2.1.34 Al-Karawani, K. (2011), Contemporary trends for citizenship education, Al-Quds Open University. Research presented to participate in the conference and citizenship curriculum, Gaza, Palestine, Scientific research, 1-33.

A) Objectives: This study aimed to explore the contemporary trends for citizenship education, in addition to the disclosure of their nature and their suitability for citizenship education in Palestinian society.

B) Procedure: The researcher used the historical approach to its suitability for the purposes of the study.

C) Findings:

1. There is a relationship between the value system and orientations of young people, whether they are students of schools or universities around the concepts of duty, order, dialogue, discussion, and cooperation, curiosity and independence.

2. Studies have shown that most of the Arab youth are satisfied with the performance of the duties entrusted to them in the framework of the citizenship by (86.9%) while those who have shown that they are getting their rights are only (55.3%).

3. The Arab youth understands the values of citizenship in general, and exercise it moderately, and sometimes significantly.

2.2.1.35   Al-Zaher, A. N. S. (2011), Organizational citizenship behavior in King Khalid university, Scientific research published in the scientific magazine, King Faisal University, Saudi Arabia, scientific research, 331-393.

A) Objectives:

1. Understand the concept of organizational citizenship behavior and its types.

2. To highlight the factors leading to the activation of organizational citizenship behavior.

3. Determine the degree of organizational citizenship behavior from the point of view of faculty members at King Khalid University.

4. To reach suggestion of proposals for the development of the practice of organizational citizenship behavior in King Khalid University.

B) Procedure: The researcher used the descriptive analytical method.

C) Findings:

1. Research results showed that the degree of organizational citizenship behavior with faculty members, on the whole, is not the hoped-for instance, tend to practice medium and weak practice in some voluntary behaviors.

2. There are no differences between the views in all dimensions of organizational citizenship behavior with respect to variable function.

3. The presence of minor differences between the views in the dimensions of organizational justice and leadership support with respect to variable college.

4. There are minor differences in the dimensions of career belonging and job satisfaction with respect to variable experience.

5. There are no differences in the rest of the dimensions with respect to a variable (experience, and college).

2.2.1.36 Ghalib, A. H. (2011), Indicators of the role of the teacher's curriculums in the development of citizenship stage pupils in basic education in the Republic of Yemen, Sana'a university journal for educational and Psychological science, The Republic of Yemen, Scientific research, 48-91.

A) Objectives: Research aims to achieve the following:

1. Provide a clear vision of the concept of citizenship and its characteristics, and related concepts.

2. Identifying indicators and the reality of the teacher's role in the development of citizenship through the national education curriculum the Arabic language, Islamic education and sociology.

3. To identify the indicators of the teacher's role in the acquisition of the concepts of citizenship to realize the highest degree of awareness of the values of citizenship.

4. To submit proposals to activate the concepts of citizenship in the light of the results of the research.

B) Procedure: The researcher used the descriptive analytical approach to achieve the objectives of the research.

C) Findings:

1. The results of the research indicates the weakness of the role of the national education curriculum the Arabic language, Islamic education, and social studies teachers, in the development of the concepts of citizenship, and does not, in turn, required when average (3), in all areas of utility, the indicators of role his put him at the intermediate level.

2. Low-grade acquire pupils the role of the teacher in achieving curriculum concepts of citizenship and national values and national loyalty, in all areas of the tool.

3. Clear deficiencies in the role of curriculum and educational institutions in the teaching and learning processes and the formation of the values of citizenship, in all areas of tools.

2.2.1.37 Daoud, A. A. (2011), Role of the university in the development of the values of citizenship among students (field study at the university of Kafr El-Sheikh), a scientific research published in the International Journal of Educational Research, the United Arab Emirates, Scientific research, 252-282.

A) Objectives: The study aimed to identify the concept of citizenship and the basic components of citizenship, and stand on the role of (Kafr El Sheikh) University in the development of the values of citizenship among students, and reaching proposals to activate the role of the university in the development of the valuesof citizenship among students.

B) Procedure: The study used a descriptive approach.

C) Findings: The study found the most important results:

1. There are no statistically significant differences between the averages of the study sample in their response to the role of the university in the development of the values of citizenship among students.

2. There are statistically significant differences at the level of significance (0, 05) and in favor of human faculties.

2.2.1.38 Zidane, M. M. Q (2010), the contribution of youth centers in strengthening the values of citizenship among young people. Descriptive study comparison between young people and their services and programs, youth centers, University of Imam Muhammad bin Saud Islamic University, Saudi Arabia, Scientific research, 1-26.

A) Objectives: This study aimed to:

1. Identify the contribution of youth centers in strengthening the values of belonging and loyalty among young people.

2. Identify the contribution of youth centers in strengthening the values of social responsibility among young people.

3. Identify the contribution of youth centers in strengthening the values of rights and duties towards the preservation of the environment.

4. Finding a proposed viewpoint to strengthen the contribution of youth centers to promote the values of citizenship among young people.

B) Procedure: This study relied on comprehensive social survey method and the methodology of the social survey sample.

C) Findings:

1. There found some deficiencies relative to the contribution of youth centers in the development of citizenship values among young people. This shortcoming in not contributing youth centers in the development of the values of belonging and loyalty to the community, as well as the lack of contribution of youth centers in the development of social responsibility, and also not contribute to youth centers in the development of rights and duties of the Protection on the environment.

2. The study revealed the importance of finding an effective role for care institutions of young people, either youth and clubs centres care or departments of (Youth Welfare) in universities and other educational institutions in the developing, strengthening and consolidating the values, culture and behavior of citizenship through the efforts of the team and who contribute through activities, programs and projects to achieve these objectives.

2.2.1.39   Al-Barwari, N. A. & Bashiwah, L. A. (2010), Integration of the role of community institutions in instilling the values of education, citizenship, and prosperity for all, Journal of the Science of humanity, Algeria, Scientific research. 123-146.

A) Objectives:

1. Shed light on the role of community organizations in the provision of the basic pillars of a decent life, including enriches the tributaries of society, and its role in the provision of science for all.

2. Clarify the social institutional relationship of the state that efforts to achieve sustainable development in accordance with the regulations and international standards.

B) Procedure: Researcher relied on content analysis approach to intellectual production within the axes, in addition to the inductive method.

C) Findings: The research approaches found a set of indicators on the community's need for the role of state institutions in achieving the infrastructure for the provision of welfare and social justice and knowledge production effectively, which makes human happiness than, and the fact that education is the cornerstone of any well-being, it is necessary to share society organizations in achieving education for all forms and levels, and following effective policies community-based learning and deepen the knowledge in its various forms.

2.2.1.40 Abu Hashish, B. M. (2010), The role of colleges of education in enhancing the values of citizenship among students teachers in the Gaza Strip, a scientific study published in the journal Al-Aqsa University, Palestine, Scientific research, 250-279.

A) Objectives: The study aimed at identifying the status role of education colleges in (Gaza) governorates in developing citizenship values towards teachers' students and finding out the differences among teachers and their responses in light of university differences and belonging.

B) Procedure: The study is based on analytical descriptive approach and depended also on a questionnaire which was adapted.

C) Findings: The study indicated the following conclusions:

1. Averages of statements role education colleges in (Gaza) governorates in developing citizenship values towards teachers' students was between (2.1 -4.8).

2. There is a significant difference between the average of (Al-Aqsa) university students' degrees and an average of Islamic university students degrees with regard to the role of education colleges in

developing citizenship values and the differences were to the side of (Al-Aqsa) university.

2.2.1.41 Bouziane, R. (2009), Education and citizenship: Reality and reform strategies in a globalizing world sociological study analytical educational to citizenship some educational institutions in (Annaba) / Algeria, a scientific study, Journal of Humanities, Algeria, Scientific research, 36-78.

A) Objectives: The study raises two issues:

First: General theory is: What is citizenship?

Secondly: Applied especially: What is the relationship between citizenship educational institution, and what is the role of the Algerian educational institution (school fundamental model on) in support the mechanisms contribute to the formation of citizenship and sense of civil values?

And then has been addressing this issue in part applied standing in the educational process and components, which were based primarily on a teacher's (actor socio-educational) and school administration, books, educational materials.

B) Procedure: The researcher used the techniques of sociological research its three operations (observation, interview, and questionnaire).

C) Findings: Results resulted: That reflect the values of citizenship between principle and practice, is still known vary, the latter which is expanding out of the gap between the constitutional provisions on human rights and respect for the citizen and the extent and actual practice it.

There is also a strong relationship between citizenship and educational institution based on the development of a sense of belonging and positive participation and contributes educational institution Algerian intermediately-effective in laying the foundations of citizenship at the level of principle (educational content) and application (practice).

2.2.1.42   Al-Naeem, A. A. (2008), Citizenship in the content of the syllabus of the national education at the primary level in the Kingdom of Saudi Arabia, a scientific research scientific journal published in King Faisal University, Saudi Arabia, Scientific research, 193-228.

A) Objectives: This study aimed to analyze the content of national education books for fourth fifth and sixth primary school grade, in the Kingdom of Saudi Arabia, and to identify the books in this section of the values of citizenship, and what should be included in these books from the values taught to students.

B) Procedure: The researcher used a content analysis method.

C) Findings:

1. The national education books for the primary stage still focus on ready-made knowledge as a source of information, and the basis for the education of the student, and the absence of some of the contemporary values and concepts of citizenship significantly in the content.

2. The non-inclusive teaching of values in all modules for each grade, and a clear variation in the distribution of values in one book, and the distribution of value between books.

2.2.1.43   Al-msharfi, E. I. (2008). The effectiveness of a program on citizenship upbringing and human rights on the orphan child, scientific research presented to the Second Conference of care of orphans, Bahrain, scientific research, 55-87.

A) Objectives:

1. There are no statistically significant differences at the level (0.05) between the mean scores of the supervisors "research sample" in the pre-application and the average score on the post- application of the test grades in the theoretical aspect of the program.

2. There are no statistically significant differences at the level (0.05) between the mean scores of orphaned children "sample" in the pre-

application and average grades in the post-application for citizenship education and human rights.

B) Procedure: The researcher used the descriptive method and experimental approach.

C) Findings: Average scores of orphans in the two applications pre and post educational citizenship and human rights, "the practical side of the program," It is clear from this that the training of orphans on the practical side of the program has led to the development of values education on citizenship and human rights a higher level of pre-measurement, and that the differences between medium of the two applications statistically significant at the level (0.05).

2.2.1.44   Al-Waqayan, F. M. (2008), Citizenship in Kuwait. Its political and legal components. Current challenges, the future Center for Strategic Studies, University of Kuwait, Scientific research, 3-72.

A) Objectives: The aimed research to answer many questions, concerning the path of evolution and the reality of the concept of citizenship in Kuwait and in dimensions (legal and political) in particular, because there is an organic relationship between the two concepts.

B) procedure: Research seeks in systematize scientific, to keep track of problems that affect the concept of citizenship in Kuwait of its spatial and temporal dimensions since the beginning of the formation of political, community and even the present time, through the dialectical relations between the individuals themselves and between individuals and the state included first in the many books that dealt with the history of Kuwait; secondly, constitutional provisions and legal texts.

C) Findings:

1. In Kuwait, There is no one concept of a civil and democratic one coherent citizenship, but there are many forms of which are embodied in the form of binaries, each top-ranked and the other less tidy, it's found in the following: national quality given to a man more rights than women, Legal citizenship granted to founding Kuwaitis more rights of naturalized Kuwaitis citizenship open the doors of religious Muslims and closed the doors belonging to other religions, as well as civilian citizen exclusionary

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recognize the rights of Kuwaitis while stripped stateless slice due to naturalization and decades-long resident of the most basic civil and legal rights.

2. There is no institutional strategy vision for what is known to integrate community and national levels in Kuwait, access to full citizenship are not linked to the concept of belonging to the nation and the awareness of its history and culture, as it is linked to sacrifice for the homeland or to respect the law and constitutional, society's values but build on the links relational with interests purely within the framework of a purely political, as there are no effective institutions in Kuwait and information, education, legislative to enshrine the concept of community integration on the ground.

2.2.1.45 Hamadan, S. S. N. (2008), the family's role in the development of the values of citizenship among young people in light of the challenges of globalization, Scientific Meeting of the Saudi family and the contemporary changes, Saudi Arabia, the University of Imam Muhammad bin Saud University, Scientific research, 30-84.

A) Objectives: The study aimed at the following:

1. Rooting the theoretical concept of citizenship and belonging.

2. Identify the challenges of globalization and its reflection on the values of citizenship.

3. Determine the role of the family in promoting the values of citizenship.

4. To identify the role that could be played by the family in promoting the values of citizenship.

5. The methods which can activate the values of citizenship among young people to face the challenges of globalization.

B) Procedure: The researcher used the descriptive method.

C) Findings: The study found that the role played by the family in the upbringing young people is built on the following:

1. To strengthen and deepen the identity of belonging.

2. Educational social responsibility.

3. Education democracy

4. Education to prepare for life.

5. Educational innovation.

6. Educational integration and interdependence.

7. Unit curriculum.

2.2.1.46 Telvt, A. M. & Khawaldeh, H. N. (2007), The degree of representing middle school students in the Kingdom of Bahrain to the values of good citizenship that are included in the social studies books, Sana'a University Journal for Educational and Psychological Science, The Republic of Yemen, Scientific research, 103-134.

A) Objectives: This study aimed to know the degree represents middle school students in the Kingdom of Bahrain to the values of good citizenship are Included in the social studies books.

B) Procedure: Researchers used a content analysis method.

C) Findings: The results indicated the following:

1. There is a discrepancy in the distribution percentage of the values of good citizenship on the three dimensions.

2. The values of the arithmetic average of the sample study represent the values of good citizenship was below the expected level of positive assimilation.

3. There are statistically significant differences at the level of statistical significance (0.05) in the represents degree the respondents to the most prominent values of good citizenship in the Kingdom of Bahrain, according to sex, in favour of females, while there did not appear statistically significant differences at the level of statistical significance (0.05) in the degree represents the respondents highlighted the values of good citizenship in the Kingdom of Bahrain variable depending on the grade.

2.2.1.47 Miamar, S. D. (2007), Citizenship education and planting a culture of civil society, Khwarazm for scientific publication and distribution, Jeddah, Saudi Arabia, Scientific research, 2-18.

A) Objectives:

1. Understand the concept of citizenship and what revolved around its definitions.

2. Understand the concept of civil society and its historical roots what revolved around the concept of the discussions.

3. Get the methods, content and objectives, and other factors in the education of citizenship and instill a culture of civil society.

B) Procedure: The research focused on the theoretical descriptive analytical method.

C) Findings: The study is based on the results:

1. The adoption of a separate article for education good citizenship and active civic culture and serious, civil behavior considering the school over the years according to the chronological age of the students and their abilities.

2. Adoption of integrating paragraphs concerning the subject of civil society within some of the material to connect the vertebrae civil society paragraphs of these materials, especially social studies, and the adoption of certain topics and civic culture of good citizenship and civil behavior.

2.2.1.48 Bany Saab, W. K. K. (2007), Curriculum role in the development of good citizenship values. Physical education curriculum is an example, scientific research submitted to the symposium the role of physical education in the promotion of good citizenship, Riyadh, Saudi Arabia, Scientific research, 5-53.

A) Objectives: The objectives of the study determined to answer the following questions:

1. What are the values of citizenship provided by the national education curriculum certified to be taught in schools of the Kingdom of Saudi Arabia for the academic year 2006/2007?

2. What are values of citizenship developed by physical education curriculum certified to be taught in the schools of the Ministry of Education in the Kingdom of Saudi Arabia for the academic year 2006/2007?

3. What is the degree of harmony between the values of citizenship provided by the physical education curriculum, and the values of citizenship provided by the national education curriculum?

4. What are the mechanisms used in the development of citizenship through physical education curriculum?

B) Procedure: For the purposes of this study, the researcher used the descriptive analytical method.

C) Findings: The following results:

1. There is harmony in the values the development of citizenship (National Education) provided by the physical education curriculum in public education in the Kingdom of Saudi Arabia, with the development of citizenship values provided by the (National Education) books supported in public education (grades from the fourth to the ((12th grade) boys.

2. Physical education curriculum of the public education in the Kingdom of Saudi Arabia supports the development of values of citizenship provided by national education approved the books in public education (grades from the fourth to the (12th grade)boys.

3. Physical education curriculum uses a variety of mechanisms and methods to support the development of citizenship values.

4-Physical education curriculum works in line with the national education curriculum.

2.2.1.49 Hashim, N. A. (2005), Mechanisms of activating organizational citizenship in the Egyptian school, Journal of Education, Department of comparative education and department of education, faculty of education, Ain Shams, Cairo, Egypt, Scientific research, 243-319.

A) Objectives: The study aimed to answer the following questions:

1. How can regulatory citizenship be activated in Egyptian school in order to achieve the development of its performance and increase its effectiveness?

2. What is meant by organizational citizenship behaviors? What are its most important characteristics?

3. What are the dimensions of organizational citizenship behaviors and reasons to do in educational organizations?

4. What are the determinants of organizational citizenship behavior in educational organizations?

5. What are the mechanisms of activating regulatory citizenship in Egyptian school?

6. What is the current reality of the Egyptian school problems, which hinders the performance of their employees to organizational citizenship behaviors?

B) Procedure: The researcher used the descriptive method, so he set up the study of the theory of organizational citizenship behaviors educational organizations, and the preparation of an analytical study of the reality of the practice of organizational citizenship behaviors in Egyptian schools, and the suggested mechanisms to activate the citizenship at the Egyptian schools.

C) Findings: The researcher reached at the conclusion of his research into four themes including a matrix of the proposed organizational citizenship behaviors performed in the Egyptian school represented in:

1. Organizational citizenship behaviors directed towards the school in general, as concerning the performance of duties assigned to the individual, and a willingness to sacrifice their own concerns for the

sake of the school, and ensure the integration and participation in working groups.

2. Organizational citizenship behaviors directed towards co-workers, aid, and cooperation with others, and accept constructive criticism from co-workers, and observance of human schoolmates.

3. Organizational citizenship behaviors directed by the teacher to the student, as giving the teacher the opportunity to students and encourage them to independent thinking, and commitment to the ethics of dialogue with requested, and teacher development to the ability of analysis and critical thinking has requested construction.

4. Oriented organizational citizenship behaviors of school leaders about the school staff, as the maintenance of public order, and deal fairly and equitably with teachers, administrators and students, and to ensure the deepening of the concept of shared responsibility.

2.2.1.50 Al-Cherkaoui, M. A. (2005), University students' awareness of some of the values of citizenship. Field study, Journal of Studies at the university, Ain Shams University, Cairo, Egypt, Scientific research, 113-193.

A) Objectives: The study aimed to answer the following questions:

1. What is the level of awareness of (Zagazig) university students some of the values of citizenship؟

2. What is the relationship between the level of awareness of (Zagazig) university students the values of citizenship and some other variables such as specialization, sex, place of residence, and the father's level of education, and family income level؟

3. What is the proposed scenario for the role of the university in developing the students' awareness of the values of citizenship?

B) Procedure: The study used a descriptive approach to determine the level of awareness of students the values of citizenship, and the associated differences, and the impact of this awareness of a set of variables.

C) Findings: Although the outcome of the study that there is an awareness among the students of the university values of citizenship, but they made it clear that there is a deficiency in the role of the university in the development of this awareness, and found there are differences in the levels of awareness, which indicates that the university count develops awareness of the values of citizenship has requested.

2.2.1.51 Al-Habeeb, F. I. (2005), Citizenship education: contemporary trends in citizenship education, research presented at the thirteenth meeting of the leaders of the educational work, Baha, Riyadh, Saudi Arabia, Scientific research, 3-44.

A) Objectives: The study targeted the following:

1. Shed light on the terminology associated with citizenship, homeland, national, and national education.

2. Stand on contemporary trends in citizenship education, through some international experience, and the experience of the Kingdom of Saudi Arabia in the upbringing of citizenship.

3. To reach a proposal to raise the appropriate citizenship of the Saudi environment.

B) Procedure: The study used a descriptive approach to identify the contemporary trends in the education of citizenship, and a comparison of the experiences of some countries, and the experience of the Kingdom of Saudi Arabia in the education of citizenship, in order to reach a proposal to raise adequate citizenship of Saudi society.

C) Findings: The researcher concluded, among other findings:

1. The national recipe is deeper than national citizenship, or national higher degree is than citizenship.

2. The loyalty is the real belonging national affiliation and is the actual or real side of citizenship.

3. There is general agreement among experts that the achievement of good citizenship represents the main objective of the educational system established by the Islamic education under the education (good man) in all Islamic countries for the following imperatives:

1. The national necessity to develop a sense of belonging and identity.

2. The social necessity for the development of knowledge, abilities and values, and attitudes and participation in community service and knowledge of their rights and duties.

3. International need to prepare citizen according to the variables circumstances international.

2.2.1.52   Al-Sabih, A. N. (2005), Citizenship as perceived by high school students in the Kingdom of Saudi Arabia and its relationship with some social institutions, research presented at the thirteenth meeting of the leaders of the educational work, Baha, Riyadh, Saudi Arabia, Scientific research, 2-35.

A) Objectives: The researcher determined study problem in the following questions:

1. Do the (12th grade) students see that they have rights at home and they have duties to their homeland?

2. What rights that students see it to them by virtue of that they are citizens?

3. What duties that students see it on them by virtue of that they are citizens?

4. Are students satisfied with what they got from the rights and what they have done of duties?

5. What do the students' perception of their rights and their duties as they receive in the family, the school and the mosque about citizenship?

B) Procedure: To answer the questions, the researcher prepared a questionnaire that included a number of measures and questions are:

A measure of citizens' rights, and duties of a citizen scale, a measure of the extent to high school students in Saudi Arabia to perform the rights and duties of citizenship, a series of questions about the satisfaction of secondary school students in Saudi Arabia for their performance of the rights and duties of citizenship.

C) Findings: The study found the following results:

1. The study showed that (80%) of students are aware of the rights and obligations of citizenship.

2. The study showed that the sample has a high level of satisfaction with the performance of duties (89.8%) while the proportion of satisfaction with the collection of rights (55.3%) only.

3. The study showed that the students' citizenship high, especially in the sense of duty and perception is supported by the percentage of those who believe that the defines of the homeland, and obedience to the rule the (Promotion of Virtue) and maintain public property, and maintain the reputation of the country is a duty on them exceeded (90%), and this confirms that these three institutions (family, school, mosque) teach a part of a citizenship and duties of a citizen. The rights of the citizens did not appear in the study, including as measured by a scale and rights between the three significant social institutions correlation, statistically.

2.2.1.53 Al-Amer, O. S. (2005), The impact of cultural openness on the concept of citizenship among young Saudis (an exploratory study), Presented to the scientific study of the Third Annual Conference, Al Baha, Saudi Arabia, Scientific research, 3-64.

A) Objectives: The study aimed in its field scope to identify the nature of young people's awareness of the dimensions of the concept of citizenship, and to explore the differences of statistical significance in accordance with the following variables: (sex, type of education, place of residence, family income level, and education level of the father).

B) Procedure: The study used a descriptive analytical method, for the analysis of relevant literature to identify the concept of citizenship and its relationship to the concept of belonging and monitoring the most important contemporary global variables that cast a shadow on the principle of citizenship.

C) Findings:

1. The results of the study indicate the existence of a clear failure in the role of many cultural and educational community institutions in the

formation and support the development of awareness of citizenship values.

2. With regard to differences of statistical significance due to the variables of sex and type of education, place of residence, and the level of family income, and educational status of the father and the sources of the political culture of the differences function statistically came in some dimensions of citizenship in favor of a college education, and residence in the cities, and the level of income increases (SR 7000) a month and the father winning a university degree, and young people who rely on satellite TV and the Internet as sources of political culture.

2.2.1.54   Akder, F. M. H. et al. (2005), The role of the curriculum in the secondary stage in the development of citizenship, Presented to the scientific study of the Third Annual Conference, Al Baha, Saudi Arabia, Scientific research, 2-28.

A) Objectives: The first objective: To identify the reality of the foundations and principles of the development of citizenship in the school curriculum for girls' education through the syllabus of the following subjects specifically: The religious sciences, social studies, and language Arabic, and English.

The second objective: Based on what the study reveals based on facts related to the first objective can be served for the development of citizenship at secondary school students.

B) Procedure: The study used a descriptive analytical method in accordance with the nature of the study.

C) Findings: The study found out that courses subject of the study contains an adequate concepts of citizenship, and this means that there is no need for its members to the syllabus of its own, but there must take all necessary measures to enable the teachers - in all specializations - to develop it through making the concept of citizenship their prior concern and work to achieve it through the use of special strategies in the field of teaching.

2.2.1.55   Al-Gari, S. A. A. (2005), Implementing technology to improve citizenship, Presented to the scientific study of the Third Annual Conference, Al Baha, Saudi Arabia, Scientific research, 3-38.

A) Objectives: This study aimed to present a project containing numbers of samples and ideas using some available techniques to develop the citizenship for students of all grades starting from the primary, intermediate, and secondary up to an academic degree. The content of these samples and so the practiced activities have been shown along with the aimed goals.

B) Procedure: This study used the applied methodology to provide multiple models for ways to use technical means to consolidate and develop citizenship among students and upgrading them.

C) Findings:

1. Rely on traditional methods of narrating and explaining the information makes it difficult to comprehension and understanding them, but may lead to confusion and fugue in the mind of the receiver. In addition to that, it may cause of boredom. And for avoiding that, it is advisable to diversify the appropriate display methods and multiplicity.

2. The exploitation and recruitment of technology (which has become a necessity progress of human activity) in the development of citizenship away from the old means and routines; uselessness of endoscopy only, and the futility of relying on national substance or method in a course given to pupils currently manner that exists may affect negatively on how to receive and view this subject and not to achieve the objective of which it was decided.

2.2.1.56   Saad, A. Y. (2004), Citizenship and development to students in pre-university education insightful comparison, the National Center for educational research and development division of research information educational, Cairo, Egypt, Scientific research, 8-83.

A) Objectives: The study aimed to achieve the following

1. Identify the reasons of citizenship education in the face of the challenges of the twenty-first century.

2. Identify the experiences of some developed countries in the development of citizenship among its students.

3. Poll teachers and educational leaders in the school's role in the development of citizenship.

4. Applying proposal to activate the role of the school in the development of citizenship.

B) Procedure: The study used a number of approaches (descriptive, comparative approach), as are the tools used: questionnaire for teachers opinions and educational leaders in schools and education departments on ways to activate the citizenship and test to measure the attitudes of citizenship among junior high school students.

C) Findings: The study found conceived proposal to support and develop the Preparatory school citizenship through four key themes:

1. Teacher.

2. School administration.

3. Curriculum and courses.

4. Educational activities.

2.2.1.57   Makrom, A. A. (2004), The expected contributions of university education in the development of the values of citizenship, the journal the future of the Arab education, Cairo, Scientific research, 47-129.

A) Objectives: The study aimed to answer the following questions:

1. What is the expected contributions of university education in the development of the values of citizenship?

2. What considerations governing the responsibilities of the university in the development of citizenship with the students?

3. What are the problems that hinder the effectiveness of the university achieve its hoped role in the development of citizenship among the students?

4. What type of forces and factors affecting of the effectiveness of the representation of the values of citizenship among university students?

5. What are the requirements to activate and support the contributions of the university in developing the values of citizenship among students?

B) Procedure: Nature of the study necessitated the use of descriptive approach through:

1. Study of the theory: to clarify the parameters and limits of the contributions of the university in the development of the values of citizenship among students, and to identify some of the considerations governing the representation of the values of citizenship and supporting factors associated behaviors.

2. Field study: Learn to see all of the university students the teaching staff about the considerations governing the role of the university in the development of the values of citizenship among students, and various entrances to activate and support the contributions of the university in this area.

C) Findings: The results of the study consisted in two aspects:

A. The results of the study by supply intellectual hubs theoretical study which shows including:

1. That democracy is the intermediary chain between "belonging, citizenship"

2. Citizenship as value depends on the behavior of the individual in the context of the rights and duties equation.

3. There is a relationship between the "values of citizenship and performance efficiencies".

B. The results of the study in light of what was found from the analysis of the results of the field study, and it turns out in which:

1. The point of view of the sample meets at one point in defining the concept of citizenship, including determines the individual's affiliation and loyalty to the community as a base to fulfill its responsibilities to support community issues, and development orientations.

2. The behavioral signs associated with the values of citizenship means participation in social life, as well as the obligation to preserve the achievements of the community and its efforts to support and add to.

3. The absence of awareness of the values of citizenship and responsibilities associated with them leads to the growth of many of the problems that hinder the process of development in the community.

4. There is a degree of awareness of the importance of the values of citizenship in community support efficiency in Egyptian society.

5. Broaden the base of democracy in society is as the main premise in the development of the values of citizenship and belonging.

6. A range of forces and factors that affect the composition of the values of citizenship among university students, they are respectively (home, media, university environment, community peers, party affiliation). The study did not give other influencing factors such previous stages of education, and factors associated with foreign hegemonic and globalization, despite the great influence in the formation of the values of citizenship among university students.

2.2.1.58   Faraj, H. A. (2004), Education and citizenship. (Analytical study), the future of the Arab Education magazine, Alexandria, Egypt, Scientific research, 69-102.

A) Objectives: The study pointed out a set of questions that can be answered to get a clear vision of education and its relationship to citizenship, namely:

1. What does citizenship mean in democratic societies?

2. What is required of education for citizenship tendencies, abilities, and virtues?

3. Why should the school play a role in education for citizenship?

B) Procedure: The study used a descriptive approach, to clarify and demonstrate the concept of citizenship and its relationship to education.

C) Findings: The researcher found out that education for citizenship should not be imagined by anyone just as teach children the basic facts relating to state institutions, as well as the principles and rules of the constitutional organization and governing all activities of life, or teach them lessons in citizenship and their roles and duties, or to explain to them the importance and value of social cohesion and national unity ... and so far. But education for citizenship foremost essentially means and to instill, cultivate and deepen in the minds of our children. Those virtues and habits, skills and attitudes necessary for nation building. The issue, then larger, deeper and broader than just teaching young academic subject here, or part of the study material there.

2.2.1.59 Yusuf, M. & Salamah, H. (2004), Sample survey of schools, universities, youth on citizenship and political participation, the social magazine, published by the National Center for Social and Criminological Research in Cairo, Scientific research, 6-87.

A) Objectives: The study aimed to answer the following questions:

1. What does the concept of citizenship mean among young people, and what are the rights and obligations associated with them from their point of view?

2. What are the rights that already obtained by young people, and what are the rights that are considered unrealized both political rights or civil?

3. What is the attitude of the State through its various institutions to influence positively or negatively in the sense of citizenship among the masses, from the perspective of young people?

4. What indicators of belonging among young people, which can be identified by knowing their preferences between what is foreign and what is the national commodity for the product, cultural, and media, as well as their attitude on the issue of immigration?

5. What is the concept of democracy among young people, and what levels of political participation they have, and what their assessment of the various institutions of political socialization?

B) Procedure: The researchers prepared a survey form includes three main areas: citizenship, participation and belonging, under each area lies a number of questions totaling (52 questions).

C) Findings: The researchers found through analysis of the study data the most important results as follows:

1. The country of most respondents is the place where they were born and have lived in it. The citizenship is arrested for the homeland, and loyalty to him, and defend it and sacrifice for it.

2. The right to education is more of the rights of the respondents feel they get while the political participation rights are less of the respondents felt that they receive.

3. The most important rights that they see that they must get was their right to work, reflecting the sense of the problem of high unemployment.

4. For the volunteer work, the overwhelming proportion of the research sample is ready to do voluntary work of various kinds.

5. Media socialization institutions occupied the forefront of that plays a key role in the process of political socialization of young people in this sample, the majority opinion, despite what the media usually flattening, mostly promotional, printer service authority, which owns the media.

2.2.1.60   Abu Daff, M. K. (2004), Citizenship education from an Islamic perspective, published research on the Internet have been entered on the site in August 2013, the site is http://www.vob.org / Arabic, Scientific research, 3-28.

A) Objectives: The researcher aims to achieve the following objectives:

1. Define the concept of citizenship education in Islam and the statement of objectives.

2. Detection of attributes active citizen in Islam.

3. Detection of the most important principles guiding the relationship of the good citizen around him.

4. Clarify the most important duties of a citizen approved by Islam towards others.

B) Procedure: The researcher used analysis method as a curriculum sub-descriptive approach.

C) Findings: The researcher concluded that the consolidation of the positive values of citizenship requires taking, into account the following:

1. Treatment forms of belonging and the negative loyalty to the land or tribe or people or sex.

2. Emphasis on the Islamic concept unique to the nation and citizenship and compare it to other deformed concepts training him on criticism in the light of the Islamic standard.

3. Treatment of manifestations of extremism and intolerance committed to the homeland, which is show through the concentration of some educational curriculum in the Arab countries on the development of narrow national spirit in the hearts of learners, through fortuitous each statement diameter without regard to other countries.

4. The emphasis on the practical side of patriotism and belonging to it, based on the practices and actions, not just words, or empty emotions and feelings of its content.

2.2.1.61 Al-Khamisi, M. A. & Al-Sheikh, H. A. (2003), The effectiveness of modules based on some of the concepts of community participation in the development of the direction of second preparatory graders towards citizenship, Education World magazine, Cairo, Egypt, Scientific research, 5-83.

A) **Objectives:** The study aimed to answer the following questions:

1. What is the effectiveness of the modules based on some of the concepts of community participation in the development of the direction of second preparatory graders towards citizenship?

2. What is the content of the proposed educational modules for the development of citizenship?

3. What is the effectiveness of the existing modules on the direction of second preparatory graders to the development of the trend towards citizenship?

B) **procedure:** Researchers used in this study, an experimental approach based on the study of the same group, as a descriptive approach was used in the preparation of educational modules and research tools, analyze and discuss and interpret the results, and in view of the recommendations and proposals.

C) **Findings:** The study concluded the following results:

1. There are effective educational modules in the development of citizenship to the students in the study sample.

2. Use of educational modules earns students the skills of self-education and work skills through the collaborative team, as well as time management and effort, which develop their sense of responsibility, and appreciation of the values of work, all of these are the values of citizenship.

2.2.1.62 Al-Amer, O. S. (2003), Citizenship in the contemporary western thought. A critical study from an Islamic perspective, the journal Damascus University, Damascus, Syria, Scientific research, 223-267.

A) Objectives:

1. What are the concepts of citizenship and political contents in the contemporary Western thought؟

2. What are the most prominent its political and social rights associated with the concept of citizenship in western thought?

3. What are the aspects of criticizing citizenship in western thought from the Islamic point of view?

B) Procedure: The study relied on Islamic perspective approaches the systematic study is the light of the concept of consideration and analysis of its issues identified within the limits of the study.

C) Findings:

1. There is a set of circumstances surrounding the concept of citizenship based on distance (equality and freedom) put restrictions on the validity of European countries and need to be reviewed for their suitability for western countries themselves.

2. There is inattentiveness of treatises to the nature of other communities its cultural and institutional, components and then the possibility of change for communities that are not on its image, including the foundations of culture and thought patterns and bases and even systems and institutions, and this cannot be achieved due because the legacy of historic and stock cultural, spiritual and psychological of its communities.

2.2.1.63   Saad, A. Y. (2002), the concept of citizenship issues in educational texts between empowerment and methodologies of packing the contents of an analytical study, Education world magazine, Cairo, Egypt, Scientific research, 17-75.

A) Objectives: The problem of the study questions the following:

1. What is the attitude of ministerial experience (methodologies empowerment) and (the contents of the packaging), which is addressed to integrate the concept of citizenship issues within the basic education courses?

2. Were they have been integrated into the concept and the content of the texts citizenship issues within the educational textbooks were integrated, coherent and consistent?

3. Did the combination way responded to problems and challenges of the Egyptian reality about issues of citizenship?

4. Did This mechanism take into account the foundations and corners of citizenship as referred to by the mental moral and thus provided a real possibility for the dissemination of the culture of citizenship through educational texts, within the stage of basic education books?

B) procedure: The study used a descriptive approach, the tool content analysis to analyse the content of guidebooks (letter of intent) in form and substance to the concept and issues of citizenship, the study restricted its research to three books of eight guidebooks assessed on students of the basic stage, reflect their titles relate to direct the concept and issues of citizenship, namely, (book on human rights and legal awareness, and a book of women's rights and children's rights, and the book of education for citizenship and national unity).

C) Findings: To sum up the findings of the study is referred to by analysing the content of guidebooks (letter of intent) and textbooks (applied model), which came in the negative, which confirms that this experience has been in the direction of method tactical on mobilizing students to the trends of specific, not in the direction of enabling them to methodologies necessary for the formation of awareness of the components of citizenship, or to acquire the skills of practice on the ground for reasons including: the rule of logic view issues in isolation from the public context, and the lack of clarity and conceptual coherence towards the issues involved, and random integration, random search for topics and lessons appropriate to the compact issues.

 2.2.1.64   Al-Shamiri, S. A. (2001), Equal citizenship (Yemen as a model), Beirut, Lebanon, a book of citizenship and democracy in Arab countries i 1, Center for Arab Unity Studies, Scientific research, 225-253.

A) Objectives: The study aimed to answer the following questions:

1. What is the equal citizenship?

2. Are the Yemeni constitution and relevant laws to the subject of citizenship sufficient to install the principle of equal citizenship?

3. What are the barriers that hamper the principle of equal citizenship? And how they can overcome these barriers?

B) Procedure: The study was based on a case study approach, and the situation that is the subject of the study is of equal citizenship under the growing democracy in the Republic of Yemen.

C) Findings: One of the most important findings of the study as follows:

1. The weak state of law and order led to the weakening of the principle of equal citizenship.

2. The deterioration of living life formed a heavy burden on the practices of democracy and hampered the equality on the ground.

3. The absence of a democratic culture or its weakness led to further abuse of the dignity of citizens and breach of citizenship and equality.

4. Yemeni traditional structure has helped others to do the actions of non-responsibility, where malpractice formed under the umbrella of tribal and clan and family one of the obstacles in the face of equal citizenship.

5. Corruption threatens the pillars educational of society and supports the inequality between citizens.

2.2.1.65 Ibrahim, S. H. & Ibrahim. N. H. (2000), Developing curriculum for the development of citizenship in the third millennium of students at the secondary level (experimental study), the National Center for Educational Research and Development, Division of Research Curriculum Development, Cairo, Egypt, Scientific research, 6-81.

A) Objectives: The study aimed to answer the following main question:

1. What is the role of the secondary school curriculum in Egypt in the development of citizenship among students to meet the challenges of the twenty-first century?

The main question leads to the following sub-questions:

1. Standard dimensions, which includes components of citizenship that should be available in the secondary school curriculum, which enables students to acquire and practice it?

2. What is the capacity of the secondary school curriculum Egyptian in its ranks and in all three specialties in their current status on the development of citizenship among students?

3. What is the possibility of proposing and building bags and educational activities self-administered started by students through which how to acquire or learn the elements of good citizenship?

B) Procedure: The researchers followed descriptive method (content analysis) to see the role of the curriculum and straightened it now stands at the secondary level in terms of development to the values of citizenship, as well as the preparation of the intellectual framework for research and construction of standard dimensions of citizenship and prepare bags and educational activities.

C) Findings: Evidenced by the results of the study as follows:

1. The curriculum in secondary education from the standpoint of the study sample of teachers, mentors, and parents, they do not develop the students' responsibility towards himself, or his school, or community, and not upgradable common sense and develop among students, or tolerance of intellectual pluralism and the multiplicity of cultures, or the acceptance of others, nor does it encourage the spirit of volunteerism and initiative among students.

2. The study confirmed that the curriculum at the secondary level does not include the little rare subjects that can develop citizenship among students and that from the perspective of a number of teachers and mentors in secondary education, parents, and thus the curriculum does not approach in the secondary definition of students' rights and the responsibilities and duties of citizenship,

and also do not develop their awareness by their experience, nor by their community and their world, where the advancement of knowledge abstract to develop their culture memory at the expense of a culture of innovation, and made available to the students a chance hopes knowledge, addressed critically, making them able to classify, and summarize that knowledge, and transmission of the impact of learning and employ them in life situations that can improve their reality and the reality of their community.

2.2.2 Difference between Pre-Researches and Existing Research:

After reviewing the previous studies and the extent of their relationship with the current study, the researcher found out the following comments, which are arranged in the form of points in an overall view of all previous studies as follows:

1. Citizenship upbringing is no longer a requirement for specific states alone, or may be due to their political, economic, social or cultural position. It has become a necessity for all states without exception whatever their political, economic, social, cultural position is. Every State seeks to bring up their children on citizenship until citizenship upbringing has become a common feature among all countries of the world. Although some countries have passed long promoting way in citizenship upbringing, and others are still at the beginning of the pathway.

2. The citizenship upbringing is a recognition of the rights of Man, who is equal with his brother in humanity despite the difference in religion, color, sex, culture or civilization, and the task of citizenship is to emphasize this concept and teach it within the same country and at the level of all countries of the world, and difference does not mean a conflict but rather a diversity, from which all can benefit.

3. Through a review of previous studies, the researcher found that citizenship upbringing has included most of the human life stages, a child in kindergarten, students in elementary school or middle, a student in high school or university, and a responsible citizen in the

community; and this confirms that citizenship upbringing is not specific for a certain age, but continues to be built and planted in an individual from a young age through the various stages of his life; although the focus was on citizenship upbringing in the early stages of human life until they arise and exercise it in the near future in order to be a good citizen in himself and an example for others.

4. Despite the interest and care of the educational institution on the citizenship upbringing at all educational levels as shown by previous studies, but there is special attention to education for citizenship in secondary school and university, even though more focus paid to the early stages and that indicates the importance of the secondary school stage as a constructing stage for the later stages if and training a student on the values of citizenship exercising them till he becomes a full-fledged member in the coming days.

5. The researcher tried to diversify his earlier studies from more than one country, although some countries like (Saudi Arabia and Egypt) have taken a share quite a bit of previous studies, the researcher, has tried to benefit from it by virtue of the fact that these two countries are the most influential countries in Yemen, in particular, the rest of the Arab countries in general. Saudi Arabia is a neighboring country to Yemen. They share in religion, language and culture, while Egypt may impact mostly in the aspects of educational virtue preceded in this area, and that the experiences of other countries, whether made by the researcher in his previous studies or other are sources of enrichment for all researchers to take advantage of them and try to make the right to build on the results reached by, and overcome shortcomings and avoid them, and the experience of any state in the citizenship upbringing is a human experience which benefits everyone and is not exclusive to this particular country.

6. Through a review of the previous studies, the researcher found that the studies cited by addressing the process of citizenship upbringing in all its aspects, education on citizenship is not carried out by an independent institution, but the process is common to all social institutions in general and educational institutions in particular. The school is an institution located in the scope of the researcher study is preceded with an upbringing in the family, and even shared with other institutions of this important task, and because the school is official

community institution to do the job all states have focused on it very much. The attention paid to the teacher as an example for the students as embodying the values of citizenship in words and deeds, to the approach which provides information and inspire the students to the responsibilities of citizenship in the present and the future. And the general climate in which the students live inside the school, and the cooperation of social institutions, and consistency and harmony of the efforts of the educational institution of teachers and curriculum and the climate the school supports it, will bear the efforts of citizenship upbringing to fruition, it would be the greatest investment any state plays to invest in man.

7. Despite the long history of the emergence of citizenship in the human world, but the interest in them and tries to expand the scope begin widely only in the twentieth century and the beginning of the twenty-first century, and despite the availability of theoretical framework of citizenship in all its aspects (political, economic, social, civil, and legal, ...), but there is a big gap which has not been bridged yet to move from the theoretical to the practical side of the values of citizenship, and this is what the researcher touched through his review to the previous studies which their results have proved that the degree of awareness of citizenship is high, while the proportion of the practice of citizenship is low.

8. A lot of previous studies seek to establish the citizenship according to their cultural and civilization background, which are part of human identity. Although it actually imposes on everyone's openness because the world has become, as they say, one village, and the influence and the impact have become the case, which touches everyone. This is what called theorists of citizenship to the expansion of the concept of citizenship from their national framework to the global framework.

9. The current study agreed with some of the themes of previous studies with regarding the actual citizenship upbringing in secondary schools, but the current study differs from previous studies in the time, place, the sample of the study and the sample size that will be applied to the study. The researcher will take into account the findings of previous studies and compares them with the results of the current study.

10. On the light of the results of previous studies, as well as the theoretical scope, the researcher can introduce a technique or mechanism for developing the citizenship upbringing in the secondary schools in Yemen which can be beneficial for that jurisdiction. As will the on top of that, the outcomes and results of this current study and its recommendations will promote and enhance citizenship upbringing.

2.3 Review of Related Literature:

2.3.1 The Evolution of the Concept of Citizenship:

2.3.1.1 David, M. (2004), Good Citizenship in America, published by the press syndicate of the University of Cambridge, United kingdom, printed in the United States of America, 3-18.

In fact, the concern for good citizenship, no matter how imprecisely defined, takes aim at something very important. That is, Americans understand not only that government officials should work properly but also that citizens must help assure the quality of public life. The point is self-evident: In a democratic citizen's role, yet if they rule badly, all will suffer. Thus, it is no exaggeration to say that not just constitutional checks and balances but also the practice of good citizenship have helped the nation to establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure liberty.

The author, in his introduction, assured on the importance of citizenship, and the need for taking care of it from everyone, whether they are state officials or citizens. He also cited the points relating to the citizenship in sub-headings, explaining all the concepts involved under each heading. The concepts are as follow:

1. A general concern.

2. The public and hidden transcripts.

3. Three kinds of citizenship.

4. Good citizens and good people.

5. Inclusion and empowerment.

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6. The office of citizenship.

7. Exceptionalism.

8. Citizenship and nationalism.

Researchers who intend to study citizenship to be aware of its long history and the great value of its deeper meaning and the necessity to understand citizenship in the context of the society in which they originated.

Citizenship is of the variables that have evolved over the sequential historical transformations since the beginning of the concept in the Greek civilization and the ancient Greek through the Middle Ages and Renaissance and Enlightenment and even the eras of major revolutions which emphasized the fundamental human rights in Europe, then globalization, which has sought to assert these rights and expand its effectiveness till forming global citizenship which exceed or negotiate in some aspects with the national citizenship. Sometimes a peaceful transition from national to global citizenship takes place, and sometimes the transition can be diagnosed that a person lives a state of crisis, which we might call a crisis of citizenship (Lailah, 2005, p 348).

In parallel with historical transitions made by the concept of citizenship, parallel transitions took place to the level of social and political framework for a variable citizenship, and the first transition in this regard is in the vastness system of rights and duties emphasized by the concept of citizenship, which was limited to the rights and duties of a political nature and legal, it has expanded to include the full package of rights and duties of the public social, economic, cultural and humanitarian, and since these political and legal rights were located on block of the relationship between the citizen and the state essentially, these rights are based on the community reference, which means that after the evolution of the state is the exact determiner of the nature of citizenship and the level of evolution, the national community has become the dynamic and active changing in this regard (Ibid, p 339).

The other concept of citizenship is determined by the citizen's right to enjoy all the political, legal, social, economic and cultural rights, which means that social contract is to be founded to emphasize that citizenship

in the nation is the source of all rights and duties, and also is the source for rejecting any bias with respect to the rights and duties according to any standard, whether sex, religion, race, wealth, language or culture (Ibid, p 354).

There is a set of characteristics that characterized the historical development of the concept of citizenship, and one of the characteristics of the western development of this concept lies in the separation of religious authority and this is reflected through two dimensions. First, the conflict between the church and state and the triumph of the state of the church linked the concept of citizenship with the state that the individual is no longer a citizen of the church, but a citizen of the state. The second dimension asserts that European evolution pushed to link citizenship with the state and set it free off any reference to intermediate regulations, notably the church and religious community. The second characteristic to complete the concept of citizenship in the Western sense was at the expense of the abolition of the middleware groups whether of the nature of the family, ethnic or religious group, so that the individual overcomes these intermediate configurations to become naked the state, which holds his upbringing according to comprehensive citizenship bases (Ibid, pp. 359, 360).

It is worthy confirmed that the historical transition process of absolute rule to restricted rule, and from affiliated citizen to the citizen is not an easy process , but a difficult shift, in which heads of kings were cut and path the blood of the people was shed, and the deep gratitude to accomplish this historic transformation that people in the circle of European civilization as they changed the way of thinking, from the satisfaction of subservience to the insistence on the active participation which achieves the people's interests and safeguards their dignity, and the heads of the people have been able to reach common ground formed a joint national targets of their people's struggle, which allowed adjusts the system of governance and rationalization in the circle of Western civilization (Ali, 2011, p 45).

The concept of citizenship is associated, as crystallized in modern political thought, with the national state on the one hand and democracy on the other hand; and its development is often associated with secularism (Al-Ghanoushi, 2010). The concept of citizenship reflects and

explains many of the internal political phenomena of any state, and the links within the nation are reflected in turn in the relations between fundamental and vital relation such as the issue of affiliation to the political group, identity and the relationship of the general culture to the law, and the relationship of law to religion, and the rights and controls political participation, democracy and human rights (Shaheen, 2005, p127).

Sociologists agree that the concept of political citizenship took its political nature after states have been formed and imposed its geographical boundaries. Here we can say that the concept of citizenship is limited in the political sense as depicted by the western political scholars and this, in fact, has narrowed too much the concept of citizenship and made it a political concept rather than a comprehensive human concept (Al-Shraideh, 2005, p7). Since the concept of citizenship is a controversial concept which is developed with the evolution of time and space; varies from nation to another and from one civilization to another according to the determinants of private perceptions and concepts (Al-Ahmadi, 2011).

Throughout human history, citizenship also remained an idea characterized by complexity, evolution, and movement (Al-Maamari, 2007, p 2). And citizenship is not a static concept but a sophisticated, which grows and advances depending on the status of the legal and political exploitation and social community. Hence, the 'citizenship' represents the historical memory records citizens' movement toward freedom and power, but at the same time, it lives a living linked to the development of societies (Fawzi, 2007, p 27). The concept of citizenship has seen a steady development towards expanding its base, deepening its meaning and increasing the rights arising from it (Al-Afandy, 2006).

It seems that the reconsideration of the concept of citizenship was the result of political and social shifts, indicating that the concept of citizenship is not static; it is rather dynamic and evolving concept impacts on world events and is affected by. In addition to that, citizenship is a tool to counter-tendencies which do not serve the trend or the dominant culture in somewhere or a particular community (Al-Maamari, 2008, p14).

Many people think that "citizenship" means "love of country", but the fact is not just that only, it is a Western concept began before Christianity with two Greek and Romanian civilizations, and it has a special meaning in these two civilizations, and there was a distinction between the content of citizenship in the two Greek cities of "Athens" and the "Esparta". Then it took another meaning at the stage of the Middle Ages in Europe, then it has a third meaning in the modern ages (Al-Taobh, 2012).

The history of the ancient concept of citizenship dates back to the Greek era of direct democracy, which is the basis of democracy in today's world, whereas its origin in the use of the concept of citizenship to the Greek and Romanian civilizations, where the words (Citizen) (citizenship) were used in these two civilizations to determine the legal and political status of the Greek and Romanian individual (Mansour, 2010, p3).

The development in the sixteenth and seventeenth centuries has resulted in the establishment of the national state; which emerged from the idea of belonging to a nation. The loyalty of citizens in most of these nations was addressed to the king or queen and was dubbed them (nationals). Democracy has begun to evolve in the early seventeenth century; which has led to the transfer of loyalty from the ruler to the nation, and resulted in the change of the affiliation and substituted the two terms citizenship and national to the word parishes (Ibid, p 5).

Historically, the concept of citizenship crossed a long history which evolved through the relationship between the individual and the state or the authority that belongs to them, and that relationship resulted in changes in the roles of the citizen and the change in those roles was not in a historical sync in various places (Al-maamari, 2006, p 22).

The prevailing concept in Europe today is, in fact, an extension of the concept of philosophical and cultural development founded in the eras of enlightenment by philosophers such as (Martin Luther King, and John Calvin, and John Locke), and the latter is one of the leading founders of rules and principles of constitutional democracy, and influenced a lot of the French Revolution philosophers from the likes of (Voltaire, Jean-Jacques Rousseau, and also Montesquieu, and George Bernard Shaw) and

others, has become the concept of citizenship in Europe today means specifically involved parties parallel to power and the citizen in public life in total and the premise that each party to the other duties and has in return rights(Al-Ahmadi, 2011).

The principle of citizenship has been embodied with the movement of human historical struggle for justice, equality and justice. That was before citizenship and the related political, intellectual and educational terms have settled down; and the escalation of the struggle that took the form of social movements since the establishment of the agricultural governments in Mesopotamia through the civilization of Sumer and Assyria, Babylon and civilizations of China, India, Persia and civilizations of the Phoenicians and Canaanites.

These civilizations contributed and led to political ideologies in laying the foundations of freedom and equality which exceeded the will of the rulers and paved the way to broad prospects for seeking rights to confirm his inborn nature and demonstrate the same right in effective participation in decision-making and to identify options which open the way for the Greek and later Roman political thought to put each established concepts of citizenship and republican government (which was meant until the American Revolution in the late eighteenth century, the unrestricted rule versus absolute rule and not republican government as we understand it today). Greek and Roman political thought confirmed at some stage on the need to compete for high and important positions and the importance of laying the foundations for public policy debate as something desirable in it (Al- Dajani, 1999, p5).

The researcher believes that it has a close relationship with the emergence of the civil and the concept of civilization, because citizenship as a positive concept was not materialized until the emergence of the city and its stability, ancient and modern. The more the state developed in civil and civilization, the more the evolution of the concept is positive, and vice-versa.

 (Al- Kuwari, 2001, pp. 6, 7) Seems that three major integrated shifts have occurred in Europe have laid the principles of citizenship in the contemporary national democratic state:

1. The emergence of the national state as a result of kings' conflict with the church which ended to the dependency of each parish for their king and gilded which was followed within the framework of the society in which the state and its national, historical and distinct cultures lie on.

2. Political participation, which was the result of mutual need between the state and its people and the resulting the recognition of the mutual rights and the participation in political work and supervising its movement.

3. The rule of law which spreads in the national state and formed to draft laws that regulate social political and economic relation and continued issuance of these laws to meet the needs of those communities. This issuance of these laws then shifted either gradually - as in Britain - or revolutionary as in France and America to the people who become a source of authority and legislation which is regarded the top of (citizenship).

This path was sought to be implemented by the dominating and effecting powers for their own interests, where the nationalities accumulate in the developed world (the European Union), as an example while the shattering of other nations, including third world countries and at the forefront of those countries (Arab and Islamic countries) are being broken down towards smaller and weaker units.

The idea of citizenship is inseparable of the liberal political philosophy that emerged in the eighteenth century, which linked citizenship with the emergence of the state as a social framework to protect the rights and freedoms of individuals and their property in the context of the rule of law. The nineteenth century has also witnessed the development of the idea of citizenship through the promotion of political rights after the adoption of the (Civil Rights), particularly the acceptance of the principle of public votes. In other words, the idea of citizenship cannot be separated from the philosophy of illuminations, which looked at the legitimacy of political power and the concept of the social contract based on the idea of the general will and the government tool to ensure freedom, not a tool of suffering, which was crystallized in the pillars of the democratic system as a system for the management of the conflict and

allows to free competition on the values and goals which concerns citizens. In the twentieth century, the idea of citizenship has expanded to include human economic, social and cultural rights since development took place after the adoption of the International legislation of Human Rights (Yagob at el, 2012, p14).

According to Marshall, there are three types of citizens' rights civil rights, political rights, and social rights. Marshall calls them the three elements of citizenship. It proves that in the opinion of Marshall the equality of the three rights is very important. Marshall has made England or other European nations as the basis of analysis of his theory and due to this reason, he took every example from England to prove his point of view (Yadav and Baghel, 2008, p79).

"In summary, Marshall sees the development of citizenship and of the class system in terms of the interactions between them. Through their antagonistic relationship citizenship and class inequality, each contributes to changes in the other. Unlike most theorists of class structure, Marshall recognizes the possible impact of citizenship on aspects of class inequality and, therefore on class loyalty and class resentment. Marshall sees such possibilities because he understands citizenship in terms not only of its legal and political dimensions but also of its social component. It follows that from Marshall's perspective citizenship is not simply a status, which detracts from class inequality but is in some tension with it, so that class conflict may possibly be about the nature and scope of citizenship rights. Any understanding of citizenship in the modern world, and in social and political theory, must, therefore, pay serious attention to Marshall's contribution" (Ibid, p88).

With reference to the history of citizenship and the path that was taken by it since the civil state citizenship in Greeks to the global citizenship (cosmic), about which talk begun nowadays, we can say that citizenship is the theoretical relationship between two parties: a natural person (individual) and the moral politician entity knew the state, so the first (individual) owes and a feels of belonging to the second (state), and the second is committed to providing protection for the first under the Constitution (or contract) which determines the rights and obligations of the parties, pursuant to the principle of equality before the law (legal personality of a citizen) (Balrashid, 2011, pp 1,2).

In the twenty-first century, the concept of citizenship has witnessed a development led it towards global trend and determined international citizenship specifications as follows:

1. The acknowledgment of the existence of different cultures.

2. Respecting the right and freedom of others.

3. The acknowledgment of the existence of different religions.

4. Understanding and activating different political ideologies.

5. Understanding the economics of the world.

6. Paying attention to international affairs.

7. Participation in the promotion of international peace.

8. Participation in the management of conflicts in a non-violent manner.

These specifications of the twenty-first century citizen can be better understood in the form of talents or abilities developed by the institutions of society to increase the effectiveness of the link between individuals on a personal level, social and local, national and international, and have it to the development of certain capabilities to resolve and regulate at the same time, the cultural differences, and face the problems and challenges as members of one global community(Al-Amer, 2005, p 8).

Citizenship (as a concept and as a cultural dimension) has been formed in the west space for a movement of a dual nature: the movement of endoscopic ideas with a long track seeks autonomy in its various dimensions. The social and political movement worked upon themselves to convert these new ideas into the horizon of verification in social and cultural reality. This data, from the theoretical viewpoint, has confirmed the importance and necessity of having an educational system that seeks to lay the foundations of citizenship, making it the subject of citizenship is greater than restricting it in the political corner (Radia, 2009, p35).

Although the concept of citizenship has emerged in ancient Europe, but its use and application in the Arab countries are recent. The Arab

constitutions have included a set of rights and duties that support citizenship according to the policy of comprehensive development seeks to promote Arab citizen and gives right concepts of authority and responsibility. Despite these constitutional articles, the problem still exists in the effective protection of the rights of man and citizen (Ibid, p 8). This is because the nations in the Arab region have not been formed as a result of the interaction of cultural, political and social elements as has happened in the West, but formed as a result of political decisions, and even political swaps (Al-Taobh, 2012).

The idea of citizenship has been given greater attention, especially when it moved from the idea of establishing a state of protection to promote the welfare state. some countries have taken important steps in the way of securing the civil and political liberties rights and goes a long way in the promotion of economic, social and cultural rights to confirm the vitality and dynamism of the idea of citizenship linking rights and freedom with justice, particularly in the social sense, especially since the citizenship does not upright with poverty, which is called "organic citizenship ". A citizenship which is based on:

First: on the basis of equal rights and duties before the law, without discrimination based on religion, color, language, sex, race, social origin, or any other reason.

 Second: the base of freedom as a higher value without which other rights of the human being cannot be achieved. It is the necessary entrance gate for the rights of political democracy, including the right of expression, the right to found associations and political parties, the right of belief, the right of political participation in the management of public affairs and having senior positions, periodic elections, the right to own property, freedom of movement and not to be subjected to torture, etc.

Third: the base of public national identity where subset identities can coexist in the space of equality, freedom and respect for other identities in the context of thorough public identity that means the recognition of diversity within unity, not discord and strife. These prevailing trends in the dominant culture tend to disrespect of privacy or undervalue the rights of the other components, whether ethnic, religious, linguistic, etc.

Fourth: the rule that is based on the idea of participation that cannot be achieved without the sustainable development process, economic, social, cultural and legal development as well as policy which is based on freedoms, civil and political rights base , which increase the knowledge and the capabilities development, particularly education, and securing the rights of women, respecting diversity, recognizing the cultural diversity, reducing class differences and achieving social justice (Shaban, 2010).

"Thus, citizenship is the capacity for influencing politics. To do this freedom and equality are the two essential conditions or the prerequisites of citizenship. The absence of special privileges and equality of opportunity are the two attributes of equality and guarantee of fundamental rights regarding freedom of expression, free movement, freedom of assembly and associations, freedom to choose one's way of life and even acquiring property within a limited range, make citizenship effective. In the absence of these conditions, the capacity of a citizen to influence politics is extremely limited and he can be coerced and terrorized to maintain silence and play the role of a passive spectator" *(Joshi, 1977, p1).*

With the change of the nature of the contemporary world in terms of the balance of power, mono-polar control ,the emergence of the political and economic alliances, the growth of social structures that incubates the alliances of liberal thought and crossing the geographical and political borders through the bridges modern technology offered, the focus on the individual's absolute options as a reference of life and political daily options in business circles, civil society and the public sphere, with all these public changes in addition to the changes surrounding Arabs and Muslims, the concept of citizenship has witnessed a clear change in its content, uses, connotations, individual consciousness to its principles, its associated values and behaviors, all gathered to represent either a tool of demolition or construction of the facade of the society and the state structure (Al-Amer, 2005, p 2).

2.3.2 The Importance of Education for Citizenship

2.3.2.1 Eid, F. H. (2007), Preparing Youth for Citizenship and Democracy: Young Bahrainis' Civic and Political Knowledge and Understanding, School of Education, University of Leicester, Kingdom United, Ph.D. 23-56.

The researcher reviews the literature on citizenship and citizenship education. It considers the role of the school in developing citizenship education particularly in the areas of human rights, political literacy, and democracy. As it's presented the theoretical background for the thesis and provides a preliminary framework by introducing the meaning of `Citizenship' and Citizenship Education'. It also considers the on-going debates concerning a local, national, and global focus for citizenship.

The researcher also highlighted the major concepts of citizenship and determined them with the following headings:

1. Meanings of 'citizenship'.

2. Citizenship theories and traditions.

3. Citizenship and identity.

4. Citizenship education.

5. The emergence of multiple citizenships.

The Concept of Citizenship Education: Goals and Purposes:

1. Good citizens and intended civic competency.

2. Civic knowledge: The foundation of civic competency.

3. Citizenship education as a response to perceived need.

4. The need for citizenship education in Bahrain.

Education in the twenty-first century is no longer an essential human right and the key to development, coexistence, peace and stability within and among countries. But it's also an inevitable means for effective participation in the societies and economies of the twenty-first century (Barwari and Pasheywah, 2010, p 16).

Learning experiences, successful sustainable development and leading Arab and international education to illustrate that education is the key to sustainable development and a springboard of Renaissance in any community has the will and determination to enter the world and create and produce riches and knowledge (Ibid, p 12).

The models of Ireland, Finland, South Korea and Singapore all emphasize that investment in education is the best investment. It has achieved tremendous success to its people sustainable economic development, despite its limited natural potential resources. The efficiency and increase of the effectiveness of civil and international organizations linked to the extent of its cooperation with other institutions (Ibid, p 14).

Education also contributes to the dissemination in the development of environmental awareness, and a better knowledge of rights and duties and to increase the sense of citizenship and illuminated participation in civic life. It is a common belief across the world today that education is the best way to combat poverty, and to provide basic education needs is an issue of global priority stressed by the world declaration of education for all (UNESCO, 2000, pp. 39, 40).

Since the consolidation of the values of citizenship requires reforming education and providing individuals with the knowledge, values and skills that affect the willingness of students to engage the public and help them to adapt to the changes and challenges, the education of the values of citizenship is usually located at the heart of the process of teaching students the necessary skills for the success of the democratic process. Moreover, democracy in Arab societies will not be consolidated, unless there is a culture of human right that teach citizens how to think freely, accepts and respects diversity and different points of view, seeks to participate and assumes and encourages the opposition (Yagob, 2012, p 5).

It is noticeable that the global educational arena has been witnessing an active movement in the area of citizenship education, the movement was driven by concerns preserving the essence of democracy in Western countries, but the motivation behind them in developing countries lies in the preparation of a generation of citizens support the

changes and political reforms taking place in those countries (Al-Maamari, 2004, p 2).

Most of the political sociology and education scientists agree that the goal of education is to achieve citizenship (Yagob, 2012, p 12). (Hilvessious) the great philosopher said that education can create a good citizen for the community, even if the education system changes on this basis, it is possible to direct the energies of the learner to the benefit of everyone (Al-Hajri, 2007, p 3).

Therefore, education on citizenship is any action that promotes citizenship by education. This education is based on three foundations:

1. It's a necessary approach for developing and consolidating a culture of defending citizenship and human rights and involves it in daily practices.

2. It's a necessary approach for the development and modernization of society. The recognition of citizenship is an introduction to all the democratic practices and every action intended to the development of the human element.

3. It's a response to a modern educational method that exceeds the "knowledge education" and raises to education where the learner practices citizenship, recognizes it as the right of others, and respects it as high - value principles (Ramdan, 2007, p 9).

Therefore, citizenship has become one of the compelling issues that address any dimension of human development or humanitarian, rehabilitation and development projects in general (Abu Hashish, 2010, p 251). The world entrance to internationalism stage, the increase of the citizenship and human rights speeches ,the emergence of the cooperation and interdependence importance, and it turns out that tolerance among nations of the world and its peoples and cultures is essential to reduce conflicts and wars, the necessity of Educational response for political, societal and economic shifts in its programs and tools, education citizenship has become an educational priority in most countries of the world, which initiated since the nineties of the last century to see its pathways and visions in education its citizens so that they can have a

significant role in the development of their communities (Al-Maamari, 2009, p 5).

Citizenship has also become the cornerstone in the modern era in building a modern state and is the entrance to the establishment of a pluralistic democratic system of governance (Al- Rabadi, 2008, p 110).

Thus, there is a global consensus on the importance of citizenship education, and the need to be studied in order to reach the most appropriate methods, strategies, and evaluation methods for their development (Al-Maamari, 2004, p 5). So that explains what citizenship receives of interesting on the following tracks:

1. Legislatively: it includes the constitutions of all countries of the world for the codification of rights and duties of citizens.

2. Educationally: where upbringing systems that seek to devote awareness of citizenship values and practices among young people in order to achieve national integration.

3. Politically: in the form of structures and institutional mechanisms to accommodate the participation of community members in the structure of the (National Democratic State) (Al-Amer, 2005, p 1).

The researcher agrees with (Fariha, 2003, p 9) when he said that citizenship upbringing is still in its first steps or the first steps of understanding its importance in the Arab world as a whole while many other communities consider it the end or goal of education as a whole. It is of no meaning if an engineer, a teacher a doctor or an accountant are m qualified by providing science only without contributing to building their characters as citizens, in turn, which extends beyond the boundaries of their profession, and sometimes beyond the borders of their state. Accordingly, education is the science or the arts of making good citizens in the opinion of some researchers.

"The debate in the Arabic world tends to focus on building citizenship according to the Western model. However, building citizenship requires a major shift from an authoritarian regime to a democratic state. Unfortunately, most Arab states are ruled by authoritarian regimes, which might be a problem in building a strong sense of citizenship. Although the Arabic League politically binds the

Arab states, it is difficult to establish a transnational Arabic Citizenship similar to European citizenship. This might be because citizenship at national level needs first to be consolidated before there can be an attempt to build a regional citizenship" (Al-Maamari, 2009, p 52).

The importance of citizenship and its upbringing rises into maintaining the identity of each community in the light of the dangers and threats of globalization and its institutions. This does not mean that the solution lies in retreating on the self or to get away from the world, which has become a small room, but it means to give the immune to each individual through upbringing him on the national education and providing him with knowledge, values , principles, and skills that can interact with the modern world, without affecting the national character (Al-Maamari, 2006, p 13).

Because citizenship is the basis for building safe society which has mature and public awareness of where everyone meets to reconsider the future of their one homeland partnership, all States today are in dire need of education for citizenship, especially if it comes to countries with a democratic system of governance, which includes Yemen, because popular governance expands the rights of individuals significantly, their duties are seriously complicated till it becomes necessary to use the effects of school to teach these rights and duties for the development of the spirit of citizenship in the souls (Radia, 2009, p 8).

Consequently, the importance of citizenship lies as continuous process to deepen the sense and the feeling of duty towards the nation and develop a sense of belonging and pride in the homeland, instill love of order and national trends, cooperation between members of the community and respect for regulations and instructions for this community (Al-Sayegh, 2005, p 6).

The importance of citizenship education in the following:

1. It supports the existence of the modern state, the national constitution and develops democratic values and civic knowledge.

2. It contributes maintaining the stability of society and develops decision - making skills, dialogue and respect for the rights and duties of the students (Al-Mahrooqi, 2008, p 4).

The researcher firmly believes that with the entrenchment of the concept of citizenship in the community, the community will easily be reformulated to be one unit at the same time the diversity and pluralism are respected because citizenship requires the presence of a variety and multiplicity but consistent spectra, attaining this harmony is made up to be called (good citizenship) as the framework of citizenship in the civilized perspective is based on the concept of free, compatible commensal and consensual groups with harmony and partnership (Ahmed, 2006, p 34).

2.3.3 Universal Citizenship:

2.3.3.1 Audrey, O. & Hugh, S. (2005), Changing Citizenship Democracy and Inclusion in Education, New York, USA, Open University Press, 5-25.

Change of citizenship addresses processes of globalization and their implications for citizenship education. Citizenship is a concept at the intersection of many theoretical frameworks. Changing citizenship, therefore, draws on a range of disciplines including sociology, political science, philosophy and human rights law.

The author turns to the shapes that citizenship changes through. There are national citizenship, global citizenship, and sympathetic citizenship with all its kinds and the relation of all of that with the global education. The author explained them and showed the difference between them through the following sub-headings:

1. Cosmopolitan citizenship.
2. Understanding citizenship (citizenship as status, citizenship as feeling, and citizenship as practice).
3. Evolving citizenship rights.
4. Narratives of citizenship.
5. Citizenship and nationalism.
6. Cosmopolitan citizenship.
7. Cosmopolitan citizenship and education.

2.3.3.2 Clougherty, C. H. (2009), A Critical Evaluation of the Nobis Project-A creative Process Approach to Service-Learning and Global Citizenship Education, department of theology and religion school of historical studies The University of Birmingham, Kingdom united, Ph.D. 20-28

The researcher discussed the argued need for global citizenship education followed by an examination of the potential practice of global citizenship and education; and the current practice of global and citizenship education. Also, he discussed these concepts and the relationship between them through the following addresses:

1. The need for global citizenship education.

2. Global + citizenship education: current practice.

3. Global Citizenship + Education: Potential Practice.

A. Is aware of the wider world and has a sense of their own role as a world citizen.

B. Respects and values diversity.

C. Has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally.

D. Is outraged by social injustice.

E. Participates in and contributes to the community at a range of levels from the local to the global.

F. Is willing to act to make the world a more equitable and sustainable place?

G. Takes responsibility for their actions.

4. Goals of service-learning and global citizenship education.

The differences between civilizations are not only real differences but also fundamental differences. Civilizations differentiate from one another in history, language, culture and traditions, and most importantly religion. People in different civilizations differ in views on the relationship between God and Man, the individual and the group, the citizen and the state, parents and children, husband and wife, and

different opinions about the relative importance of rights and responsibilities, liberty and authority, equality and hierarchy. These differences are the result of centuries, and will not disappear quickly. These fundamental differences spread more between beliefs and political systems, and those differences do not necessarily mean the conflict and violence, and then globalization and allegations of patrons and planners lack cultural specificities and the melting of the differences in the formation of the citizen in accordance with the format of values became a controversial issue at the same time, because the bulk part of the culture but are fundamental ingredients difficult to change, if not impossible, whether by conflict or by cross-fertilization reinforced by globalization. Therefore, the attempt of globalizing the concept of citizenship and the erase of personal cultural differences, blur the identities and privacy of Nations, due to conflict or political differences often come with reverse results through deepening and rooting these trends via its connections with deep political roots or mysterious culture, whether spiritual or historical, and as a result, one's cultural threat becomes a threat to one's religion or his predecessors, and thus a threat to the essence of his life (Al-Amer, 2003, p 225).

Until recent age, the concepts of globalization and citizenship were not discussed in one context of the of contemporary social analysis, so that studies of citizenship had previously been mainly focused on political and civil rights, immigration laws, and form of political participation, but it rarely touched on the cosmic economic and social currents. The analyses of globalization, however, is the prerogative of economists involved in macroeconomic studies, as well as social scientists interested in the cosmic sociology. Therefore, globalization refers to the fast concrete changes whereas citizenship refers to the social protection and the rebuilding of the spirit of loyalty and belonging (Al- Rabadhi, 2008, p 109).

As far as the dimensions of citizenship convergent with the essence of international human rights rules , as far as we approach the idea of global citizenship with the need to acknowledge the national, cultural and religious specificities . And even civilizational specificities although this particular does not eliminate the fact that there are common human civilizations (Hussein, 2008, p 12).

The participation of citizens in the management of their country has become the only guarantee for the rationalization of public policy and right political decision and its wisdom and achievement the public interest. The global reality emphasizes that whenever the scope of participation is widened, the more stability and development guaranteed, and the progress of societies depends on the participation and effectiveness of the forces that make up these communities either governmental or community, institutional or individual, formal or voluntary. Hence, a community can never be an advanced society where development lies on the state or government only, without the participation of the members of this society, and without considering the common interests everyone's responsibility (Kassem, 2008, p 19).

Citizenship, in the national sense, has its own values such as loyalty, love of country, serving the country faithfully cooperation and participation in public affairs among citizens. In its global sense, citizenship requires peace, humanitarian tolerance and respect for others' cultures, appreciation, and coexistence with all the people, as well as cooperation with other organizations, systems, groups and individuals in every vital area, such as food security, education, employment, and health. Citizenship in the global sense doesn't clear or cancel national sense of citizenship. Without the latter, there is no citizenship in the global sense. They both help the other (Abdel Hafez, 2008, p 17).

The mechanisms of different globalization work on the integration of the world in one pot and the formation of a global citizen who makes the planet a home for him. That is to say, mechanisms of different globalization go beyond the local level to the universal while the Arab countries have not succeeded in achieving citizenship at the local level, which doubles the size of the problem of citizenship and its construction (Yaqob, 2012, p 2).

The term of globalization, nowadays, has become borderless policy, borderless culture, borderless economy and finally "a borderless man". A man who universally commensurate and interacts with the global phenomenon (Globalization) (Al-Shraideh, 2005, p 12).

In this context, it is nice to have a citizen with global thinking and local acts and behaviors as it's said (Think globally and act locally), it

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brings no harmful openness before you nor does it deprive you your necessities (Ibid, p 12).

2.3.4 Citizenship as an Alternative:

2.3.4.1 Continuum Studies in Educational Research Tristan, Mc Cowan. (2009), Rethinking Citizenship Education A curriculum for participatory Democracy, Continuum International Publishing Group, New York, USA, 3-16.

The means of communication made the countries very close to each other in the one hand, and the individuals on the other hand. It became impossible that the human being will live isolated from the world around him, and this needs to be considered as a citizen of his country and also a global citizen. Such a thing demands that the citizen should have some rights and he has also some duties, and this is the idea of citizenship discussed by the author through the following points:

1. The notion of citizenship.

2. Rights and duties.

3. Universality and differences.

4. The local, national and the global.

5. Criticism and conformity.

God's laws assert that He bestows upon people their various humanitarian beliefs and traditions, and exceeds people's colors and tongues. They are all brothers, fathers, and mothers; though the meanings of human brotherhood gaps along between origin and branch terms (Mansour, 2010, p 1).

The theoretical rooting for the concept of citizenship and belonging shows that citizenship is the wider circle to accommodate various affiliations in the community as it develops standards that require individuals to certain duties and obligations check mergers and participatory in the interests of individuals and the nation. on the other hand, citizenship is characterized and ways of devoted public responsibility and objectives national, which can be achieved through frameworks formal structure of consciousness planned, supervised and evaluated by state agencies and accountability for breaches of its

principles through state institutions, each according to their specialization and the nature of their work, while the affiliation plays a role of the foundation in the formation of many powers ideological, cultural and social may not be controlled, as is done in families and tribes and clans, and through intellectual circles and other religious which may sometimes lead to practices hostile to the principle of citizenship itself (Al-Amer , 2005, p 14).

Because the relations between the people has no longer been religious relationships, but has become a political so that the co-existence does not necessarily subscribe to one religion, but it means to undergo the same political system, here is important to note that it does not also mean that the co-existence requires an offset of the rule of dominant religion and substituting with nationalism to be the reference (Al- Shraideh, 2005, p 3).

Citizenship does not stop to be of a legal political nature, but is the basis of social relations between citizens and groups in the modern democratic state, because the relations between human beings which are not based on religious rules or according to the ties of blood, ratios and strain but is purely political, what is meant by saying (to live together) not engage with others in the same religion, or consequential to the same King or undergo the same power, but the acquisition of prescription citizen belonging to the same political organization, so the relations between human beings in citizenship is based on the equal dignity for all, without discrimination (Al- Waqayan, 2008, p 6).

The concept of the citizen summoned building the institutions of citizenship (parties, associations, organizations) formed therein, and trains in the framework, which expresses their concerns. Founded - thus - Citizenship relationships have been established which broke the hierarchical kinship relations, to express human equality before the law, and to anticipate the potential of overtaking. And thus the citizen represents the public civil sphere, and that is the focal point of any qualitative exchange between humans , an individual value that same love to love others, and his research for his own benefits achieves the public benefits (Abdalbagi, 2010, p 3).

This means that State accepts the existence of these culturally distinguished groups, and recognition of their right to keep the

components of their own culture, as means to differentiate within the same society between political citizenship, which govern all individuals in the community, and citizenship culture that characterizes sub-groups within the community of the general culture which is referred to as the official culture, cultural citizenship requires therefore, acceptance of the other as a member of society with respect to their culture, which can hardly be achieved now in Western societies in relation to Muslim citizens, particularly those who are descendants of Arab descent, and denial of the customs and traditions characteristic of them, socially or religiously (Al-Rabadi, 2008, p 119).

The modern society defines distinction and differences based on the political , social, cultural location, where it becomes a business no matter how different denominations and persuasions one team brought together by common interests and turns the people of every profession - no matter how varied religions and races - one professional group gathered by common interests, and so on. In this case, the citizen can find a broader institutional pot from which he reflects the views and interests, problems and concerns. Formed by the specific form, and struggling on the ground in order to achieve them. Individuals are citizens they create links and civic organizations of their own free will express their convictions and their visions, and through seeking to achieve common interests. These civil institutions established on the basis of mutual trust and respect, and turn to the Government democratically run by its members. Where citizens learn how to practice democracy, elect and be elected, criticize and be criticized, ask and be asked, count and be counted. Acquire new civic culture based on debate, dialogue and acceptance of different other (Fawzi, 2007, p 71).

If citizenship is not over "multiculturalism" it will not have roots in the behavior of individuals and groups. In condition, however, that all cultural references based on supreme national interests, and does not constitute a breach of the assumptions of the nation. This is the supreme national interests but the interests of the total and not the private isolated interests that eventually lead to conflict in the intellectual community (Al-Shraideh, 2005, p 7).

Here, it must be emphasized that the terms of consistency do not mean never eliminate the "uniqueness "and" privacy", it means the

elimination of narrow personal accounts and conflicts nerve and supporters of exaggeration and extremism and all that violates national unity on the one hand and the march of civilization on the other.

Thus, we can say that a global citizen is a civilized person that considers the whole world as his land, and he is a person who refrains from focusing on tribal, ethnic or national loyalties. He is incredulous -in particular- in the use of these loyalties in measuring the ethical criterion, and will not feel any sense of superiority to cultural or ethnic identity, but he sees himself as part of several compounds pose potential identity. People can be taught to be global citizens and relatively tolerant. And unless the educational institutions take into account the need for new development of tolerance, the collision and conflict exists or increases and therefore, schools and universities should focus on a strong will on the general objectives of teaching children to become citizens more cosmopolitan and tolerant and be more prepared for global citizenship. This requires renewed attention to the objectives of educational institutions and integrating it clear with the global citizenship when determining its type and quality. This reflects the moral clarity that is expressed in the draft of the (Universal Declaration of Human Rights) as the best to create the conditions for lasting peace, and the global education can be successful for tolerance and human rights in the case that if it is carried out simultaneously in all places, and the progress in education for global citizenship must be attained at the same time in different places; because it is too dangerous to consider commitment on the part where children learn tolerance and universal values, while some countries spread hatred in the hearts of children (Abdalbagi, 2010, p5).

The complex of overlapping communities may be diagramed as concentric circles, as in figure I.

Circle 1: Represents the community of one's own home and family. This is the oldest and the most significant of all the communities in which one has a membership.

Circle 2: Represents the community of school to which the child gives major attention from early childhood to late adolescence. Next to the home or family community, it is considered to be the most influential in its effect on the growing young person.

Circle 3: Stands for the neighborhood. The neighborhood community is fairly well defined as comprising those families who send their children to the same school building, Who attend the local churches, frequent the same places of amusement, and who patronize the corner grocery and the local gas stations.

Circle 4: Represents the local community. For a typical family living in America today, there is likely to be a complex with a name like Chicago, or Springfield, or Lincoln country.

Circle 5: Represents the state community. Each state develops its own characteristics and serves its subsidiary communities in special ways.

Circle 6: Stands for the national community.

Circle 7: The kind of responsibility that the American citizen owes here is of a different sort from the loyalty and duty he owes to the United States and its political subdivisions (American association, 1954, p135 to 138).

2.3.5 Islamic Vision of Citizenship:

2.3.5.1 Ali, S. I. (2011). Citizenship in Islam, Cairo, Egypt, Dar Al-Salaam for printing and publishing, 13-54.

The author, in one of the chapters of his book, discussed the concept of citizenship and its dimensions through the following headings:

1. Citizenship linguistically.
2. The concept of citizenship.
3. Islamic perspective of citizenship.
4. The evolution of the concept of citizenship.
5. Dimensions of citizenship.
6. Citizenship and civil society.

In a recent study, (Mancilla, 2003) found, from studying the influence of religion (Islam and Christianity) on how Nigerians in the Kaduna State perceive themselves as citizens, that religion is still an influential factor in shaping citizenship, particularly in developing countries. Religion, according to the results of the study, causes conflict among citizens regarding essential issues such as rights, choosing leaders,

(Shari'a) and the secularity of the state. Consequently, this conflict results in difficulty in building a strong and united states. In fact, this influence of religion can be observed in another context, namely Northern Ireland. Sutherland (2001) states that religion affects building citizenship and national unity: *"Citizenship is difficult to cultivate when people have different attitudes toward the society in which they live and feel loyalty toward different organizations and different faiths"* (P 254).

It would appear that the universal declaration of Human Rights and the concept of citizenship now built upon it are the product of a secular outlook in which the importance and influence of religion are diminished, though not necessarily rejected. On the other hand, citizenship in Islam is based on the principles of the religion of Islam itself. The starting point in Islam's vision of citizenship is its regard for the human race. In the Quran, it is stated: "We have honored the children of Adam" (The Quran, 17:70). This is the foundation of Islamic ethics. *"Islam speaks less of human rights and more of human duties. With this approach, Islam links human rights to the obligations to God"*. The Quran reads: Whosoever saves one soul shall be construed as if he had saved the entire human race and whosoever kills one soul shall be construed as if he had killed the entire human race (The Quran, 5:32) (Al-Refai, 2007, pp.79،87).

The doctrine of Islam as reflected in the book of God Almighty (The Quran) has another criterion of citizenship, not based on ethnicity, nationality or geographical location, social status or economic level, but everyone at one level of dignity and human freedom, and do not feel superior to each other except by including progress each of them a head start by seeking private sectors in the field of humanitarian action useful supervisor, true to the verse: (people, I have created you from a male and a female and made you into nations and tribes so that the sight of God that God knows expert) (Qur'an, Al -Hojrat : 13).

And if a lot are writing and talking about (the citizen), the Islamic reference had to falls under its banner that instead of that term, they should use the term (human), based on that citizenship means the link with specific location and specific time and particular community, while Islam is not a special group without the other, nor place without a place, or a particular time, and then the term human, is the best and most appropriate (Ali, 2011, p 7).

In light of this, a hypothesis can be built: That the privacy of the Lord's approach to Islam has established a balanced building accommodates citizenship in the flanks intersections asymmetric affiliations of individual Muslim without neglecting the primacy of belonging to the Islamic identity and achieve supplies "(Abdullatif, 2011, p 68).

And the Islamic religion is characterized by the balance in terms of defining the rights and obligations, for every right there is a duty. (Unlike the concept of liberal, which focuses on the rights of individuals against the state), and this balance contributes to community cohesion, and the prohibition of infringement on the sanctity of others, thus ensuring their rights and ensure their protection from injustice or tyranny, and then preserving the integrity of Muslim community as a whole (Shaheen, 2005, p 134).

The fundamental message of Islam is one of justice, respect, and responsibility. We must be just to all, regardless of race, sex or creed. We must also accord respect to everyone and every legitimate social and political institution. We must finally take our responsibility for the environment seriously. Allah has entrusted us with this planet; we must discharge our duties as trustees by caring for it and bequeathing it to the next generation in such a condition, which if not improved, is at least not damaged (Badawi, 2003a, p 3).

In other words, Islam is not incompatible with the adoption of citizenship as a unit of building for the political group, but we do not find ad valorem cognitive and real problem between the principle of citizenship and the principle of religious brotherhood, brotherhood here is a moral association liberal of time and place, but citizenship is the association of coexistence between individuals living in the time of a particular place Set within a political unit called the State (Shaheen, 2005, pp. 83, 84).

As that Islam recognizes, acknowledges and allows a Muslim to love his country, his land, his home, his people and his clan because this is an instinctive love, and Islam acknowledges whenever innate (Al-Taobh, 2012) is.

From the above Pillars and values of Islam, it implicitly appears that live of the people must be conducted according to values such as collectivism, egalitarianism, charity, challenging inequalities and so forth. Although individuals' rights are acknowledged, the community is more valued in Islam. That is to say, membership of the community requires active participation on an individual's part. The individuals can only enjoy the benefits of membership when he/she conducts the perceived duties. (The prophet Muhammad peace be upon him) states in one of his hadith (speech) the following: 'If any of you sees something evil. You should set it right by your hand. If you are unable to do so, then by your tongue, and if you are unable to do even that, then denounce it in your heart. But this is the weakest form of faith (Al-Maamari, 2009, p 47).

2.3.6   Challenges Facing Citizenship:

2.3.6.1 David, M. (2004), Good Citizenship in America, Published by the press syndicate of the University of Cambridge, United kingdom, Printed in the United States of America, 109 -133.

The author pointed out that there are challenges facing good citizenship such as individual challenges, civil challenges, political and economic challenges, and many other challenges that are cited, explained and commented upon by the researcher through these points as follow:

1. Dilemmas of individualism.

2. Anti-republican economic.

3. Incorporation.

4. The wage of the work.

5. Downgrading skills.

6. The middle class.

7. Capitalist ideology.

8. The harmony of interest.

9. Political responses.

10. Civic dilemmas.

It is important here to emphasize that citizenship is not just a collection of texts and legal materials that demonstrate a set of rights for

members of a particular group. It may also be reflected in the constitution of this group and its laws, but also requires human consciousness within the group as an authentic citizen in his country and not just a resident who is subject to a particular system without taking part in decision-making within the system, consciousness of citizenship is considered the basic starting point in constituting human's vision human to himself, his country and to his partners in citizenship. Thus, practicing of citizenship as an activity within the community is not accidental or leveled as is the case for elections, but it is the process carried out regularly and continuously, in many small ways with little details, it is part of the manner of our daily lives, therefore, consciousness and practice of citizenship require a culture of citizenship education with every sense of values and the skills that needed (Mansour, 2010, p 18).

If the society denies individual's satisfaction of needs, the individual - may take a negative attitude, if not sometimes hostile to the community, since he may resort to alternative sources, to which he directs his attention and allegiance, may be unwanted sources sometimes, and it has bad consequences on both, the individual and the society (Al-Amer, 2005, p 12).

Citizenship is not just person's affiliation to homeland of his nationality, but it is the embodiment of an actual national unity and the manifestation of a clear meaning of loyalty and devotion to that land through the rejection of everything that threatens its being, unity and stability, a kinship strong in building a modern state and strengthen its rules and tight its parts (Abdullatif, 2011, p 68).

And citizenship is not a decision taken to face a situation or a grant was given once, but an extended process, progressing at times and retreat at another. Citizenship is not an easy choice, there are many enemies who are lurking for it. It is hard to imagine that citizenship without moves without being hindered by many obstacles. Citizenship is not a safe approach. Some believe citizenship in danger should be removed (Fawzi, 2007, pp. 65, 66).

So - it is not enough to say that for the political rights of the members of a particular group, texts are provided to decide that in special documents such as the constitution or announcements rights. It was noted that many countries have Constitutions that include ideal political systems, and lists of rights supposed to be enjoyed by nationals of those

countries - while this is far from being applied in practice. And then came the distinction between (the Constitution - the program), which includes something hoped in the future, near or distant, and does not regulate the relations of the rights and obligations that already exist - and the (Constitution - the law), which reflects a reality, it would be natural to apply the provisions regularly and continued as respect the rules of positive law. And that opinion does not justify the launch of a name (the Constitution) in the technical sense of the document only to this latter type. The mere compilation of texts to be programmatic (Constitution), it would be a distortion of the concept inherent to this document because it did not come as an expression of the movement which has been carried out in fact (Gladh, 2012, 56).

One of the challenges is that the concept of citizenship is no longer in its simple image, which means an attribute citizen who enjoys the rights and is committed to duties within the framework of the nation-state of nationality to respond to essential shifts that currently encountered by European Communities such as: emergence of the phenomenon of multiculturalism as a result of growing global migration with the advent of globalization, as well as exposed the foundations of the nation-state to vibration because of the growing tendencies of ethnic and national minorities, as well as the emergence of large regional political blocs like the European Union, which provided opportunities to belong to entities and larger political groups, setting questions about the state fate of citizenship under these new entities, in addition to the rapid growth of international civic community with all its difference, and that was taken back to the minds of the concept of global citizenship, which was and still is the dream of philosophers, thinkers, and last but not least enter individual like to imagine perfect embodiment of the freedom and dignity of the individual, in a severe crisis as a result of extremism in the exercise to limit the threat of format values governing the social contract, affecting solidarity, which represents mainly the base in any political community. And citizenship in its global sense does not permit or dismiss citizenship in its national sense without the latter, there is no citizenship in the global sense. So, both help each other (Abdalbagi, 2010, p5).

The changes witnessed by the world in recent decades of the last century, have led to the increase of interest in the development of

citizenship values among individuals as a safety valve for the coherence of the social constituency of the countries and peoples by providing individuals with the knowledge, values, and the social, political and moral trends that helps them to adapt to these changes and meet its challenges in the light of community privacy of each country and the people (Mortaga and Rantisi, 2011, p 162).

There is no doubt that these variables in addition to others which is characterized by a rapid pace have had some kind of imbalance and disorder in what young people think as values and believe in its concepts and the trends they adopt. This can obviously be clear through statistical analysis of the results of the study (Al-Amer, 2005, p37), where showed a contradiction in the structure of consciousness and the mental image of young people from some of the vocabulary associated with pluralism, and openness to the other, freedom and political participation, and the frequency at times between the uptake of thought arises through the means of communication and information between adhering to roots and settles in the conscience of the community of concepts and political, cultural, and social convictions, and this indicates that the processes of opening up put the Saudi youth (sample) and other young people in the Arab world on the cusp of intellectual crisis in touch paced appropriate in light of this momentum exciting and dispersed information, news and events, as evidenced also a state of intellectual conflict and between the ideological and intellectual currents present in the arena Nodal Saudi Arabia, both calling for religious dimension to the need to maintain the privacy and self-identity or currents of Western perspectives incoming calling for liberalization and openness regardless of conditions of religious, historical and cultural features of the Saudi society.

Also, civic education faces various challenges today in many societies, the most serious of what is known as the phenomenon of globalization, which carries implications significant threat for all communities; with globalization and the attendant repercussions of economic, cultural, social, and ideology, is no longer the world as it is the covenant before; cultural borders end route to the vanishing allowing the transfer of many of the ideas and beliefs which almost eliminate privacy in many societies, and thus no sense will remain for the place and date in the light of the pursuit to the globalization of education, and that is

dangerous to both developed and developing nations through the influence in the elements of citizenship and loyalty for its members (Al-Mahrooqi, 2008, p 2).

The situation faced by human societies has produced a new role for education in the face of these challenges, makes the new role of education in achieving them is a set of principles, such as inclusiveness for all aspects of human growth and appropriate with the characteristics of the learner and the needs and privacy of a society based on the heritage and openness of global experiences and cultures , and flexibility in dealing with global variables and humanitarian focus on human rights and the balance between the individual and society (Nasser, 2002, p 17).

The States attention to education for citizenship has been closely linked to social and political conditions. So, the states that are under the absolute regime of do not feel the need to pay attention to civic education because what is required by such kinds of governments is summed up in obedience and loyalty to the full, while we find governments that are restricted to parliamentary systems focused on the use of effects and teach schools to teach the rights and duties which constitute the true meaning of citizenship (Radia, 2009, p 36).

This makes school researcher to stand in front of a shortage of embodiment of citizenship values from school textbook as appeared obviously through the results of some previous studies, as an expression of the imbalance in the social hierarchy of values which experienced by the communities , and this is referred to by (Malik bin Nabi) in his book (between Rashad and wandering), where the stresses that when the community focuses on talking about rights without telling individuals about their own duties, ... and when it is prescribed in order to achieve his needs via easy and regulated methods, this is an expression of an imbalance in the social hierarchy of values which is reflected directly on the social behavior and gives new attitudes horizontally and vertically, creating behavioral practices contrary to the identity of society itself and its laws and contribute in different ways to dismantle the network of social relations (Ibid, p 28).

And the educational institution has a central role in building the human citizen which is identically equivalent to the role it has in

preparing the human for the job market. Which puts on the institution significant challenges because it's not just about the size of victories that became hung on the role of the educational institution in spreading the culture of citizenship, but it is more related to looking at the location of the school and its role in building a new social contract at the time during which a need to renew that contract in the Arab region seems a fundamental necessity (Balrashid, 2011, p 1).

One of the challenges facing citizenship is that it functions in a net of multiple and tangled relationships, no risk when it is said that the citizenship arising from the national sense, has many forms of relations. It is the relationship between the individual and the state determined by the Constitution and laws of the State that include the rights and duties such as voting rights and public office. A relationship between the individual and another individual determined by the rules of mutual and moral respect, and deterrent penal laws infringe individual to another individual. It is the relationship between the individual and society determined by the optimal rules for individual service to his community through the means available, whether it was within the framework of the law or within the framework of the customs and traditions in place that does not violate the applicable law in the country. It is a relationship between the institutions of civil society through the written programs, which constitute a plan for social security and social peace in the country (Ahmed, 2006, p 9).

In this context, refers (Arab Human) development reports to link the crisis of citizenship in the modern Arab state in ways that the upbringing of individuals and of the dissemination of knowledge which reproduces political and social values that hinder the building of citizenship in its contemporary concept, methods of domination and extra protection affect negatively on the growth of independence and self-confidence, as well as to increase and curb the negative of wonder and discovery initiatives and act. The curriculum developed by the state devoted submission, obedience, and dependency but does not encourage free intellectual criticism that motivates students to criticize political or social assumptions. In other words, the educational curriculum agrees with the production societal values that define and determine the nature of the different social roles according to the positions operated by each

individual and learn the appropriate roles for each center (Yagob, 2012, p 3).

It is the conclusion of the (Al-Subani, 2004, p 32) that teaching civic education in our schools lacks national targets that adopt it, or the lack of clarity of these goals, if any, and the lack of attention to its implementation which led to the cloning purposes from abroad and implanted in the womb of our societies without taking into account the reality of the abstract which we expect in the least rejection and failure to comply with it.

The educators confirms that the development of citizenship is one of the most important ways to meet the challenges and future developments, as the real future of the nation in light of global developments manufactured by the arms and minds of citizens, so to equip them with the values of citizenship is an essential foundation for post positive and effective participation in social, political and economic development (Ammar, 1999, p 5 -12).

At the end of this presentation, the most important challenges facing citizenship can be summarized as follows:

1. The sense of marginalization and lack of appreciation.

2. Cultural openness and means of different mechanisms, which leads to a fascination with the West and alienation from the culture of the nation.

3. Not satisfying the basic needs of the citizen especially material widgets (a decent life, job, health, etc.).

4. The spread of a culture of opportunism and consumption.

5. Lack of educational institutions and the media in its role in the promotion of the spirit of citizenship in the community.

6. The distinction of ideologies that staged by the consecutive stages of governance and management of the State in different periods of time, creating multiple types of awareness among the Arab peoples ,sometimes overlapped and sometimes clashed,

which may result in conflicts within the same country (Citizenship Club, 2008, pp. 78).

In order to meet these challenges, there must be a national united community, since the socialists think that the community which is strong in its solidarity is a community rich in citizenship, the erosion of the common meanings and public beliefs, and thus the emergence of individualism and excess materialization is a clear sign of shrinking the actual citizenship (Al-Shraideh, 2005, p1). And national unity is very important in strengthening citizenship bond. Unity is a sign of synergies not only between government and citizens but between the citizens themselves (Al-Maamari, 2007, p 6).

And a rich community of citizenship means that it is a strong community in solidarity where people pledge to sponsor their institutions, values, and morals by which their community is evaluated and characterized. That is the national / true citizenship. And for the individual, to be a citizen means to be linked socially with his heritage, history, culture, and homeland. Others feel citizenship and detection determined (it is not permissible for anyone to aspire to be more than a citizen, and not accept anyone to be less than that) also said that Abraham Lincoln (Al-Shraideh, 2005, p 17).

One of the factors of success in facing the challenges is that if the citizen feels belonging to a particular political community, he/she will be so eager to the necessity of the contribution in deciding his/her own affairs, and works to improve the quality of life in the community in question. And vice versa. If a person learns how to live as a conscious, interactive and participant citizen, this will lead to effectively participate in public life, so as to consider a contribution as (lifestyle) rather than (information) learned and repeated. If equality in rights and duties between citizens has been achieved, regardless of differences in color, religion, sex, or race; it leads- automatically - to higher national feeling for all the citizens, and this will positively reflect - on the level of social integration in society (Fawzi, 2007, pp. 24, 25).

There should be a set of basic factors for change in the educational process, such as equal educational opportunities and the fight against sexual, religious, social and ethnic discrimination (democratizing)

education not by turning it into a tool to reproduce the dominant ideology and cultural factors help to sovereignty (Al-fageer, 2001, p 198).

2.3.7 The Collective Responsibility of the Education for Citizenship:

2.3.7.1 Joseph, Z. Lawrence, J. S. Holger, D. (2009), Nation-Building, Identity and Citizenship Education Cross-cultural Perspectives, Library of Congress Control, Springer Science + Business Media B.V, 1-12.

It needs to be concluded that the modern construct of the nation state is under constant pressure from the forces of globalization. It is a paradox that cultural globalization is unleashing forces that tend to standardize lifestyles through commodities, information technology, and the mass media. Yet, at the same time, globalization creates opportunities for cultural resistance by 'powerfully entrenched local cultures.

Finally, the rise of global interculturalism, intercultural dialogue, and multicultural citizenship represents an evolving cultural integration and diversity, where an individual can belong to more than one cultural community, as well as to more than one state. Intercultural dialogue is one of the most effective means of overcoming politico-ethnocentric barriers, in order to include the other. Explain, global interculturalism can facilitate intercultural dialogue and cultural interaction both within the nations concerned, in order to promote an ethos of multiculturalism', and between them, in the sense of intercultural dialogue Nation State.

The author pointed out to the major points in the construction of citizenship which are as follows:

1. National identity.
2. Elements of national identity.
3. The role of historiography in nation-building.
4. Identity politics and dominant ideology.
5. Historical thinking as cultural capital.
6. Nation-building, identity, and citizenship education.
7. Cross-cultural perspectives.

Education became a community issue and no longer the issue of the elite, and therefore it is the responsibility of everyone within the state in addition to its interaction with its regional and international environment (Barwari and Pashjoh, 2010, p 4). The meaning here is that what becomes an anxiety for the members of the state, must take a national dimension in the act and interact (Al-Shraideh, 2005, p 9).

Good citizenship is not exclusive to place without the other, but this practice is required in every time and place at home and abroad (Ibid, p7). Solidarity and cooperation are a necessary demand for the embodiment of active citizenship beginning with the basis of tissue that connects the individual with his society and other community members and takes collective responsibility (Radia, 2009, p 29). So that the resistance of common interests and individuality kill soundly collective and social spirit (Ibid, p10).

The partnership between educational institutions and community institutions is attained on the basis that education is a shared societal responsibility undertaken by educational and societal institutions related to partnership such as family, the mosque, the media, and production and businesses enterprises that would lead precisely to activate the role of institutions of socialization towards achieving the values of citizenship and building educated community that has positive values, humanity, and participatory. the intellectual and political responsibility today requires working to clarify the facts of citizenship in the context of building a national and political life based on its all options, projects and plans to justice, which means participation, equality, responsibility, exchanging, perpetual openness and continuous contact with the components of society (Ibid, p 5).

It is confirmed that citizenship education is the result of a series of efforts made by the institutions of society both formal and informal, educational and non-educational, and it cannot entirely be learned in books and courses, but will depend primarily on the practices and applications that are carried out within or outside the educational institution. And citizenship education is an ongoing process, so it should work permanently on the composition of the citizen and the development of his consciousness with the system of his rights and duties, and the consolidation of his behavior and developing the level of his participation

in a dynamism of the society to which he belongs. Citizenship education, in essence, is education on the responsibility, as it is supposed to make the citizen responsible to the full, and actively involved in the community (Abu Hashish, 2010, p 260).

Official or non-official institutions cannot be excluded from deepening and raising the meaning of citizenship, but the roles of these institutions vary in terms of function and the importance that performed due to the nature of responsibility exercised by them in one hand, and on the other hand, the exercise of citizenship and development cannot be perpetual and continuous if these is no integration, synergy, and coordination between the different aspects of society, so that the values at hand - for example - in the curriculum must be supported by the values presented in the media as the national practices required level of social need and channels to activate its meaning through the Ministry of social Affairs ... So, all in order that the process and national responsibility work supported from each side (Al-Shraideh, 2005, p17).

"There is, nevertheless, great scope for the citizenship development society to produce material suitable for various age groups, for children and adults, who need to know more about citizenship in contemporary India and in the society of the future. Along with reading material, the society should sponsor programmers on the radio and television, arrange talks illustrated with slides and graphic aids and sponsor debates and discussion the rights, habits and attitudes of the citizen. In other words, conformal education in citizenship should be the area of work for the society" (Mitra, 1987, p 93).

The basic function of education is to educate students to be responsible and active citizens, and this task not only carried out by the school but backed by other institutions, including the family (Al-Maamari, 2010, p8). The assumption that the school is not the only institution acting in preparing individuals for citizenship is true, citizenship education can occur in several forms, inside the classroom and outside, there are other institutions affect the educational process, but the most famous specialists in the field of citizenship education agree that the school plays the prominent role in the preparation of young people for citizenship roles , even though the degree and nature of this effect vary (Al-Maamari, 2004, p7). Thus, the educational institutions become an

active instrument in laying the foundations of citizenship because they faithfully translate orientations of political and social philosophy dominant in the community to desirable social behavior (Al-Azzawi, 2012, p 4).

2.3.8   Citizenship Education:

2.3.8.1 Mark, A. P. & Halstead, J. M. (2006), Citizenship and Moral Education Values in action, simultaneously published in the USA and Canada by Routledge, 123-138.

The state of citizenship teaching in schools will be evaluated and reasons for the current situation will be considered. Recommendations for the development of citizenship will be made which enable due attention to be given to children's moral education. Different models of citizenship provision in schools are evaluated and subsequently the effective teaching of relevant texts, with a special focus on media texts, is described. Following this consideration of texts, the teaching of communication in the classroom is analyzed at the end by bringing together the approaches to texts and communication in the classroom and looking at the teaching of controversial issues. To begin, however, an assessment of the current state of citizenship teaching in the UK will be helpful.

The author brought the following headings and explained them in details. He explained how to teach citizenship through multimedia in the community as follows:

1. The state of citizenship teaching.

2. The extent of poor citizenship teaching.

3. Unexpected failure.

4. Problems of definition.

5. Models of citizenship provision in schools.

6. Citizenship by the audit.

7. Citizenship for moral education through the arts and humanities.

8. Dedicated citizenship lessons.

9. The assessment-driven model: introducing (GCSE) citizenship.

10. Whole-day-event citizenship.

11. Ethos citizenship.

12. What's wrong with 'invisible' citizenship?

13. Teaching cultural interpretation in citizenship and moral education.

14. Non-fiction.

15. Media texts and visual literacy in citizenship and moral education.

16. Teaching communication for citizenship and moral education.

17. Speaking and listening to cultivate moral reasoning.

18. Including all: honest voices.

19. Teachers' views and voices.

It is recognized that the values of citizenship are not slogans but it is the manner and the values to be applied. It is like all other values that can't be learned entirely from books, courses and lectures theory but will depend primarily on practice and application on the level of school, home, street, places of worship, and places of recreation, and institutions, party, and mass communication tools.

The concept of citizenship education is frequented on the tongues of educators and developers of curriculum in several seminars, conferences, and lectures held to enlighten the educators with the necessity of orienting the school to achieve its primary function which is the preparation of responsible citizens, the scientific suggestions began to search at how to include the curriculum to the dimensions of the concept, and perceptions of teachers and educators on citizenship and its education (Al-Maamari, 2009, p 4).

However, education on citizenship today became a topic of much attention from all communities with their different beliefs, affiliations and ideology, so that the interest in them is almost covers the continents of the world, from North America for the treatment of alienation, to Germany, to facilitate the integration process, to the newly independent States of the Soviet Union (formerly) and those which revolves in its orbit to facilitate and support the transition to democratic systems and activation of civil society, to South Africa to support a multi - ethnic society free of racism,

to developing countries to meet the challenges of democratic citizenship (Elewa, 2001, p160).

Those interested in education agree that education can lead and change society through its tools, and the curriculum is the most important tools of education, where the curriculum and loses its legitimacy and quality if it does not develop good citizenship among students (Ibrahim and Ibrahim, 2000, p78).

The stability of the society and its development does not depend on the ability of its citizens to read and write ... But their faith in the political, religious and social principles on the basis of which the systems of society are established, and this is expected from the community and on top of that (the school) to teach the child something of different ideas: such as citizenship and democracy (Radia, 2009, p18). Any education based on violence, abuse, oppression, domination, and the confiscation of freedom, is the shortest way of breaking down the individual, and the destructing the society (Alsorti, 2009, p7).

Through field research and previous studies the researcher concludes that there is a growing trend in different countries around the involvement of educational institutions in the process of preparation for citizenship and social responsibility, as the individual is entrusted with the process of change, and therefore must be prepared in a systematic way to deal with the variables of social, political, and secondary education at a mature stage and the end of the pre-university education should be given special importance.

And education affects in citizenship by planting its seeds and pledge to care, in order for the society to reap Best fruits, citizenship also affects in education by determining its values and objectives that need to be achieved (Al- Rashid, 2005, p72).

"A sense of good citizenship should be cultivated from childhood. It is our view that an active awareness of the responsibilities of a corporate existence should be taught to the children along with the preliminary lesson so that they may gradually imbibe the high principles of citizenship. Children should be taught to struggle agonist and overcome obstacles, and foster a healthy environment, physical and

social, to which man can rise to the highest social excellence and enjoy the fruits of culture and civilization"(venkataramiah, 1987, p39).

The researchers believe that citizenship education is carried out through multilateral institutions both governmental and non-governmental organizations, but the main responsibility borne by the official institutions that are considered sense of civilization for the preparation of the individual and the community building and management of change in the lives of human beings to achieve a better future (of the preparing committee, 2010, p 26).

It is also stated by (Jefferson) that the objective of the emergence of the public system of education and making it available to all is the setting for democratic citizenship in a new democratic society, education of responsible freedom, which although we are all born equipped with them are not found innate, they have to be pledged and cared for (Kassem, 2008, p79). And (Giamatti) thinks that the primary objective of the pre-university education is the development of citizenship and common assumptions about the configuration of Rights and Responsibilities (Ibid, p130).

When the idea of compulsory education is found, it is found on the basis that citizenship and values in our time require some common amount of the concepts, knowledge, skills, attitudes and values among sons of one homeland. Such common amount facilitates ways of communication between members of the society (Ahmed, 2006, p 41).

In the sense that citizenship education is education on the culture of performing duties before taking rights, and education on human rights and democracy through a comprehensive methodology linking knowledge, conscience and performance (Yagob, 2012, p12).

And as it is defined by (Al-Mujaydil, 2001, p24) civic education (citizenship) is: Providing the members of the community in a practical and effective way, the principles and skills of a desirable social behavior at home, school and the street and in public places and at work. As well as the principles of respect for others, and help him avoid what hurt him. And by creating a social conscience of each citizen based on the values of cooperation, justice, democracy and patriotism, jealousy for the state, and engaging all the energies to build and submit to his cultural performance

as part of human civilization and the preservation of the environment with all its components.

The committee of Creek report defines education for citizenship as It means three interdependent and interrelated things, which is that children learn from the beginning the socially responsible behavior at home, in the classroom and outside and towards those in power, and about each other. Moreover, they become engaged cooperatively in life, pay attention to their communities, through volunteer service and delivery, and to be very effective in public life through knowledge and values necessary for that (Mustafa, 2006, p 39).

And citizenship education is carried out according to three aspects agreed upon by educators as follows:

1. **Knowledge**: This part deals with the teaching individuals a certain amount of knowledge that increases their association with their homeland, and helps them to integrate into it positively, and increase their awareness of the issues of their community. From this knowledge: historical knowledge that shows the glories of home; and the importance of the country geographically and its international status; human rights and duties; highlighted political, social, economic, and environmental challenges of the society, and global issues, and to identify the important places in the community (police, civil defense, municipal, transportation, sanitation, court, social service institutions ...), and some political knowledge, such as local government and the political parties, the state and democracy, power and parliament. At the higher secondary stage, that is, for the age group 15 to 16 or classes IX - X, the horizons of the concept of citizenship should be broadened further. At this stage, the young people should know enough about constitutional rights, duties, and proceeding as well as about such institutions as the parliament, State legislatures, judiciary and the executive branches of the government, election and the party system, municipalities and local bodies. *"One of the objectives should be to encourage young people to participate meaningfully in the democratic processes in civic life or in other areas, including the educational institutions and place of work"* (Mitra ، 1987،p92).

2. **Values**: This concerns with finding a citizen retains the correct values to participate in community life, and to influence the ethics of young people, on the one hand; On the other hand, this part also concerns with making individuals more suited to engage in personal relationships mutually with others in order to strengthen social ties and the spirit of loyalty to the state, some of these values are: responsibility, tolerance and coexistence, the spirit of solidarity, productivity love of work , self-denial and provision of public interest, generations contact, national unity and non-discrimination, conflict management in a manner of non-violence, the family dialogue and giving enough time for the children, the spirit of cooperation and teamwork, honesty and dedication to work, openness and integration, maintaining the facilities, the creative initiative and voluntary work, renouncing bribery and nepotism, the respect and appreciation of manual labor, expressing attitudes and purposeful, constructive criticism - the demand for learning and research.

3. **Skills**: This aspect is linked to the concept of training personality, and providing personality with skills to play an active role in the community, as well as contribute to the ongoing development of the productive forces. These skills include communication skills and dialogue, arts of listening, thinking skills and creativity, and to identify the problems of gaining common solutions, and success in life, and teamwork skills (Citizenship Club, 2008, pp. 9, 10).

In the light of this, the development of the values of citizenship is more meaningful than just memorization of a specific policy or political socialization, it is the meaning through which the individual perceives his or her duties, role, and responsibilities towards society, including him to embrace the appropriate vision for national action through legitimate channels (Makrom, 2004, p 337).

General observation on the content of citizenship education can be noticed, which is that the content of citizenship education is associated with the definition of citizenship education itself, the narrow and traditional vision of citizenship is represented by visualization:

1. Which looks at a citizen as an electoral vote only.

2. While the perception conveys citizenship from the political point to social arena.

3. While that scenario conveys attention of local citizenship to global citizenship (Al-Maamari, 2004, p 17).

And some thinkers of citizenship who believe that a good citizen today is not that who does not violate the law, but who prevents others from violating the law; he should be involved. So citizenship may be superficial or deep, wide or narrow, and the narrow concept of citizenship refers to negative practices while the broad concept refers to the active and positive practices (Al-Maamari, 2007, p 5).

Based on the foregoing, citizenship education in its current status characterized by:

1. The shift from a narrow understanding of citizenship education as a civic education to a broader understanding of it as a target and the main task of the school.

2. Expanding the area of citizenship education to include the global dimension of global citizenship in addition to the local dimension of citizenship, national or local.

3. Expansion of the objectives of citizenship education to include three goals: knowledge, value, and skill, while it was previously focused on the goal of knowledge.

4. The content of citizenship Includes three even and coherent dimensions: the cognitive dimension, the skill dimension, and a moral dimension.

5. Viewing the content of citizenship through three forms: the official curriculum (materials separate entrance - Social Studies, integrative entrance-included citizenship in various subjects), non-formal curriculum (enrichment activities, out - of - school activities, etc.), hidden curriculum (interactions within the school, and educational management style).

6. .Teaching citizenship through non - traditional approaches such as social and contextual learning, this is based on activating the role of the student and prior knowledge.

7. Evaluating citizenship through systematic entrance based on inclusiveness, the multiplicity of tools, and the multiplicity of the participants in the evaluation process.

8. Engaging classroom climate to achieve citizenship, but after reviewing the climate in terms of finding a positive interaction among students and between teachers and students to each other.

9. Activating the school to be an environment for the exercise of citizenship through what they offer students as: Opportunities for dialogue, taking responsibility, the school administration. And activating the role of the teacher through the included programs prepared before and after the service courses in citizenship education (Al-Maamari, 2004, pp. 37, 38).

Citizenship education has become a basis for building a society in which the educational, social, formal and informal institutions integrate for the formation of the identity of the community and forming the orientations of its members in various intellectual and behavioral aspects. The school is considered the first social institution after the family, which greatly affects the socialization that has values and effective positive trend, which runs from respecting Islamic principles, social values, freedom of thought and freedom of opinion and expression (Barwari and Pashjoh, 2010, p 7).

Accordingly, the school is the first official institution that traditionally communities employ in the broadcast and promotion of their philosophy, as it includes values, attitudes, behaviors and visions of the world and human society (Kassem, 2008, p 128). The schools also are drafting citizenship workshops, and the cornerstone of democracy, including emerging a trip to the common national, cultural and civil identity.

Since the school a miniature society and relevant to the preparation and education of generations, it the best environments to teach students the skills, values, and behaviors with the support of family, community and their participation (Bani Saab, 2007, p7).

And that the school is a space for citizenship education, that is natural and does not need explanation and interpretation. When it is said

that students go to school, we refer to the four dimensions identified by the (UNESCO, 1999, p77) for Educational as: (learning to know), (learn to be), (learn to operate) and (learn to participate). In this sense, the school has a fundamental contribution to the long - term prevention of violations in its various forms, and in the establishment of national and international community where everyone enjoys recognition and respect (Ramdan, 2007, p13).

There are many fields if used well in school, no doubt this could raise the performance of teachers and students, such as participation in sports and social clubs, election and nomination, and the participation in environment protection and conservation …etc. (Arabi, 2009, pp. 14- 15- 16). In other words, the school education on the values of citizenship is an interactive education on equal participation by the rules and mechanisms of equal participation itself.

And the role of high school in the development of the values of citizenship is determined by creating appropriate educational climate or environment that encourages students to acquire these values, this role is also determined through a professor who must have set a good example for students and his role as educator, in the character of whom those values are embodied and he should be closer to democracy and the friendly relations between him and the students, respect them, listen to them and allow them to express their opinion freely. Besides student activities play an important and prominent role in the development of the values of citizenship in schools through the embodiment of the spirit of cooperation and volunteerism, tolerance, justice, equality and participation. Before that comes the role of courses and study plans in the development of the values of citizenship, including the Provisions of knowledge and attitudes make a significant contribution in this aspect (Abu Hashish, 2010, p 251).

This makes education for citizenship be affected by many factors, the initial of which are: What does the student learn in general and how does he learn so, the nature of the learning environment in the classroom and school actual climate ... otherwise, that will be considered the study of the traditional curriculum here or unit of study in a curriculum there. In this sense, the Education for citizenship does not represent and should not represent an independent component in the form of the academic subject

only, but should be viewed and treated as one of the goals and principles that form the entire school curriculum (Faraj, 2004, pp. 9, 10).

The researcher can come out with a summary of the molecules influencing factors in the development of the values of citizenship within the school that are related to the concept of indirect Education, also the school environment factors, which play a major role in this field are various: such as school organization, the moral constitution at the school, the impact of students to each other and educational activities outside the curriculum, the impact of visitors to the school, and meetings of boards of parents and teachers, the type and nature of the social relationships between teachers themselves, and between teachers and students, and the school's link with the environment, its problems and concerns of the nation, management style practice, and training students to assume responsibilities, all this   affect in a way or another in the values of citizenship among students (Al-merhbi, 2008, p 92).

That is why no matter how influential forces in the student, the teacher occupies pride of place among these forces, so that the effect of the teacher on the student goes beyond the scientific aspects to the psychological, and emotional ones, and from the important aspects of learning is that the impact of human being in a human being, choice of method, directing knowledge, highlighting the values, processing and coordination of the objective conditions and the forces acting in the students' attitudes, all this is in the first place on the teacher's faith in his message and his role in the development of attitudes and values and attitudes among students (Makrom, 1987, p 217). Who are affected by the values of the system and the knowledge and approval of social development through the behavior of the teacher and his actions in the actual attitudes in the school, in the classroom, or in a sporting or social event, in facing one of the multiple daily problems in the social life of the school (Osman, 198, p 96).

And the location of the teacher in the classroom or in the educational process is not site -neutral, but loaded with saturated values, and teachers are not negative carriers of values, but they add what they think of as valuable issues, and therein lies the danger of this role in the absence of agreement on a set of values and methods of development, and then it is within the scope of the profession of education there is a strong

current conscious with determining the responsibility of teachers as participants in the transfer or development of values, and they should encourage their students to choose from the values and that is in the context of a clear distinction between the non- controversial values, and values that remain Multi-select (Makrom, 2005, p 190).

The teacher is a model for his students, so, the role of the teacher in the school exceeds displaying lesson in the period, he is the valuable entity of transferring the cultural heritage, with the values he possesses to the students, a man who is looking for various meanings and values that will help the students to understand their outside community and comply with it. When the teacher raises the pursuit of values and attitudes, he creates in himself high moral ideals. And be in front of them as a model for complete moral geniality (Makrom, 1987, p 217).

The citizenship education is not something concerned with a syllabus and special professor, but enters into all courses and educational activities so that learners can acquire skills of good citizenship in everyday practice and the right positive trends related to their duties and their rights in an atmosphere characterized by justice, freedom of opinion and ways that consider the development of the skills of thinking and collaborative work (Kurdi, 2004, p26).

It must be emphasized on the national and citizenship are no longer the responsibility of Social Studies only, as was prevalent, it is the responsibility of all subjects, even though the degree of taking that responsibility is different, and instilling the values of nationalization and citizenship is also no longer the responsibility of the Arabic language curriculum, Islamic education and social studies alone as is prevalent among some, but it is a public responsibility shared by all the curriculum of the Arabic language, Islamic Education, Science, Mathematics, and English.

A study was conducted on the most school factors that give students' academic experience and desired trends concerning the valuable orientations for students and found that it is, the content of curriculum and courses, curriculum content as particular method interacts with teaching methods, the frank expression for teachers of their values in the classroom, the bidder expression of teachers for values outside the scope

of the classroom, students unity with some teachers first and then the former's adaptation for the values of the latter. To be added to that, the individual's goals and his realization of the nature of the expected results by the participation of experience (Al-Zaher, 2011, pp. 70, 71).

This makes everyone inside the educational institution look at materials concerned with political education as mere decorations or political deeds that do nothing but filling students' mind and attitudes with certain principles, slogans, and assembling them behind the political system (Kassem, 2008, p 152).

The curriculum must be a way to serve the individual and society, not an end in the gain of which, students are volunteered. Also, students, teachers, and other educational parties should be involved in the decision - making process related to the curriculum (Alsorti, 2009, p 27).

In any case, the trend to display the values explicitly indicates that the concept of citizenship is clear for the curriculum designers, and creating an associated culture with the target field is a clear demand for them. But the data suggest the opposite, which could confirm the assumption of the absence of the subject of the role of the curriculum to acquire the values of citizenship from the minds of those curriculum designers (Yagob, 2012, p 27).

It does not seem small; the construction of the school curriculum often became a technical process performed by experts as if the matter is related to drugs industry and the case that the issue is on the degree of complexity because it eventually determines the quality of daily educational practice. The higher the legal background of the school curriculum and explicit Herald is, its presence in the daily act will be more important (Ibid, p7).

The classroom environment should be well prepared for the success of the curriculum of citizenship education and the school as a whole must be an environment not for teaching citizenship, but a place for the exercise of citizenship. And for the school to succeed in the completion of that message, it should abandon its nature of bureaucracy and routine at the same time, and the school must turn into a learning organization proceeding from the fact that education for citizenship includes cooperation between all learning environments that are the

context of the school. The school was originally considered a small democratic society (Al-Maamari, 2004, p 30).

2.3.9 Citizenship Practice:

2.3.9.1 Audrey, O. & Hugh, S. (2005), Changing Citizenship Democracy and Inclusion in Education, New York, USA, Open University Press, 94- 115.

Practicing citizenship is considered the result sought by all the people who breed generations through education or other means. The author explained all things that are related to citizenship, identity, and community, and how citizenship can be practiced in light of these contradictions. He also pointed out to the importance of emphasizing on the common symbols that can be lived with, in the light of difference and diversity. He discussed such things through the following sub-headings:

1. Communities and identities.

2. Citizenship and community.

3. A feeling of belonging.

4. Gratitude towards and responsibility for the well-being of the community.

5. Shared symbolism.

6. Changing and evolving communities.

7. Reflecting on and reviewing community development.

8. Evolving personal identities.

9. Life politics.

The embodiment of citizenship values between principle and practice, still in variation, this disparity is widening in the basis of the gap between the constitutional texts devoted to the rights of human and citizen and the extent of its respect and actual practice (Radia, 2009, p1). When reconciliation with the self and with others is achieved and the national affiliation is fulfilled, citizenship transmits from just being written texts to practice that is translated to be the equality among

citizens which has a social and moral values, and a daily behavioral practice by citizens and that expresses the extent of their belonging, cultural awareness, progress of civilization and their political understanding through true citizenship education that prepared and developed them on that.

It could be argued that the National is the theoretical conceptual framework of citizenship. In the sense that the former is an intellectual process and the latter is a practical practice. And citizenship is participation. With this, the meaning of the theory is completed and integrated via application (Abdullatif, 2011, p71).

However, the citizenship stipulated in Arab constitutions is only an argument used to open the speeches, but did not know the application on the ground except occasionally and till we are now in front of the status of citizenship without citizens, because the quotation on citizenship in the constitutions is essential and necessary, but it remains a limited effect when it is not accompanied by the process of establishing a culture of citizenship, and its main values. Such a process is undertaken by several institutions on social education first and foremost educational institution (Balrashid, 2011, p1).

In theory, all the constitutions of Arabic states acknowledge the rights and obligations of citizens. Yet, in practice, citizens do not enjoy full rights (Al-Faqeer, 2001). The problem is that building citizenship requires the protection of a democratic political system, which exists in the West but not in the Arabic World (Al-karob, 2001) argues that democracy and citizenship are mutual. He claimed that democracy strengthened citizenship and vice versa.

"The public sphere lacks the deep sense of intimacy based on intense and frequent civil and political interaction but continues to reflect the everyday forms of intolerance and exclusion of the Dalit's. It is this sense the Dalit citizenship is an exercise in exile. Citizenship in India has achieved some kind of height through its incorporation into the constitutional documents, but it has yet to achieve depth" (Guru, 2004, p276).

The reference to the reality of separation between the values of declared citizenship and the reality of its practice remains, (the transfer of

power is peaceful) the value of constitutional, legal and part of the political system, but the reality utters rejection on that transition and clinging to it, and its inheriting became the actual value entrenched in the behavior of Arab-Islamic power except some very rare, and the transfer of leadership positions, as well as functional, and administrative positions of the opposition parties is also ahead of what is difficult, and freedom is a valuable slogan replaced by tyranny exercised by the ruling elite and the leader of the party, Lord of the family in the house, director and teacher at the school, and the minister in his ministry, and perhaps the absence of democratic institutions and (tools and mechanisms) by which nations amounted greatness, is among the underlying factors through which this authoritarian, exclusive, awful and frightening, ... Etc. reality is explained (Al-merhbi, 2008, p76).

And education for citizenship in its content is not (knowledge education), but (value education) primarily; and the interest of this education for the aspect of knowledge is not considered a final intention of this education, it is directed mainly to the convictions of the individual and the behaviors (Ibid, p2). Citizenship is not as well as the values and common principles and objectives wrapped around a human group without exercise, as there is no citizenship without the potential to ensure the actual practice on the ground (Al-Waqayan, 2008, p 5).

And democracy (as value) without practitioners (citizens) does not upright, and therefore, they must be found, prepared and encouraged. Citizenship, therefore, is the base from which any democratic development starts on the one hand, and meet the challenges of the outside on the other hand, and the citizens are the live and active actors (Morks, 2005, p1075).

The conference of education in Egypt, which was held on 26 January 1998 stated that the students' acquisition of the values of citizenship and its practice in the light of global developments is considered a national security issue (Kassem, 2008, p22).

The status of citizenship does not exist, of course, does not occur haphazardly, and is not given from an external source, but acquired in the same way as other values of life, and whenever there is interest in teaching and practicing it at all levels, there will be a cohesive society

where the members accept each other, and each individual takes his responsibilities, knows his rights and duties (Al-merhbi, 2008, p 63). Therefore, the one who has been taught and educated on the values of citizenship and practices it as a young boy, it will become a practical behavior for him as a man, because who grew up and had been taught on the values, principles, and practices, he cannot lose them mostly, and that bred slaves education is not supposed to be an advocate for freedom.

It is not enough to summarize the goal of citizenship on the preparation of the youngest for the role of youth in the future, and teaching of facts or values associated with this remote domain, but this must be based on a near meaningful aspect for the students, depends on the rights, duties and tasks that they face in the context of their relationships and their dealings with parents, teachers, and peers, where the actual participation is realized in those positions (Kamees, 1995, p 4).

The citizenship education is education that allows students to have the opportunity to exercise real responsibility and the impact on schools and communities. What we are seeking for is to encourage the active citizens of tomorrow, officials, and to support voluntary activities and democracy and the greater the number of activities involving students (such as the Government of students and other school activities) increases potential for student participation in community service (Kassem, 2008, p 98).

In England, the final report of the (Advisory Group on Education for Citizenship and the Teaching of Democracy in Schools) recommended in 1998 that: 'Schools should make every effort to engage pupils in discussion and consultation about all aspects of school life on which pupils might reasonably be expected to have a view, and wherever possible to give pupils responsibility and experience in helping to run parts of the school. This might include school facilities, organization, rules, relationships, and matters relating to teaching and learning. Such engagement can be through both formal structures such as school and class councils and informal channels in pupils' daily encounters with aspects of school life. To create a feeling that it is 'our school' can increase pupil motivation to learn in all subjects' (Eurydice, 2004, P 9).

When talking about the values of citizenship and how we teach it, it can be said that the values of citizenship are not a lesson to be taught, but the awareness and practice of citizenship values such as patriotism, democracy, tolerance, equality, and other values which has a duty to be an integral part of the curriculum all (Al-bilawy, 2005, p 1182). And democratic effective and responsible citizenship should be taught, like anything else, as the job of a good nurse or good engineer.

This confirms that the approach is not the one that is taught only (the official curriculum or advertised), but the approach is the real one that lived already in our daily life inside and outside the school, that is the one experienced by the student during his school day (hidden curriculum). Any that the process of teaching and learning may come in its further types in those things that exercise not be said inside the school, and also not read in the classroom.

In fact, if it merely teach the values of citizenship on memorization, it means seeking to achieve the target in the most negative, because there is a need to experience the culture of citizenship in thought and behavior, thus increasing the need for programs associated activities, in addition to paying students and young people to integrate conscious in youth groups The joint working group (Ammar, 1999, p 426).

It should be noted that the school reaches the maximum effectiveness in the political socialization if there is a mismatch between what the school says and what it does, but when there is a contradiction between the content of the study materials and the behavior of the teaching staff, the school is inevitably put into the field of political education, for example, the courses include values such as human dignity and equality between human beings, while the treatment of school for students involves the violation of these values (Al-Menoufi, 1987, p 335).

This is what the (Al-Khamisi & Al-Sheikh, 2003, p 58) named voluntary work which enriches school life, it also supports education for citizenship, as the voluntary work in the community is one of the best ways to develop theories of citizenship into practice, since citizenship is: the love of one's homeland, belonging to it, and his commitment to its principles, values and laws, and dedication to the service, feeling with its

problems, and the positive contribution to solve. The State must provide for the exercise of individual rights and freedoms and to express his or her views in a manner that respects the views and suggestions of others away from intolerance and nervousness.

The results of the interviews in the three countries (Jordan, Egypt, and Lebanon) indicate the presence of emotion in tactical courses to guide students toward adopting goals and devote state control or authority over citizens and their dependence on them (Yagob, 2012, p 27).

And thus education for citizenship becomes different to the national education in its current image, which focuses on supporting the affiliation of the individual to the state and the drafting of a supportive awareness of the direction and policies, which makes them closer to the activity mobilization, this activity, which was conveniently located in the era of ideologies. There is no doubt that the Arab education, in general, is still confused between citizenship education, that has an aspect of development in building individual (where the focus on methodologies to enable him), and the National Education that has a tactical nature(where the focus is on the specific and prescriptive contents), where educational institutions become confiscation of the right of difference, and freedom of expression for this difference, dissemination and attract supporters to it through peaceful means, and in its insistence on stereotyping outputs according to the templates predetermined In exercise of indoctrination political and cultural with their children as if they were a set of (dolls) are stuffed into structures fans chanting for the ruler recital (soul and blood) (Kassem , 2008, 14). Introduction Ahmed Youssef Saad.

The inclusion and insertion of the culture and values of citizenship in the teaching-learning system requires a long - term time horizon to bear fruit and ripen fruit, which is in all cases in need of integration and continuous communication with the other institutions of society. The objectives of citizenship education cannot be achieved as soon as it is underlined and included in the official documents, but that the achievement of objectives requires translating it into practical and behavioral action, its inclusion of curriculum and textbooks, and curriculum of preparing educators and the creation of the school community to realize those goals (Abu Hashish, 2010, p 261). Then, the

exercise of citizenship graduation takes out a person from the Department of marginalization into the act (Fawzi, 2007, p 60).

From this standpoint, the conduct of the educational institution must be embodied for two things at the same time, on the one hand, allows everyone to be involved in the management of ways to organize work. On the other hand provides for all and for the learners, in particular, initial framework for the exercise of the values of citizenship, and therefore converts them to active partners in the perception of the various educational aspects of the activity to take into account the specificities of the various parties that belong to the educational institution. (Balrashid, 2011, p 6). So that the word citizenship includes indications of multiple stretches between sensation and feeling, and exercise behavior emanating from the conscience of the individual, and where that same individual is a citizen, the citizenship represents a bridge or link between the citizen who practices the act and the country from which the act is derived and react with it (Karoani, 2011, p 1).

In preparation for citizenship, the duty is concerned with its effective embodiment and practice in the context of school life which includes the actual training for that, with the need to connect what students learn about citizenship in their schools, in their community in which they live, where the process of linking curriculum that interested in the concept of citizenship with students reality and life is considered as an essential point inserting   the principle of citizenship in students, and to realize that, students must exercise various activities in their local environments and communities (Al-Naeem, 2008, p 210).

2.4 Epilogue:

The second chapter included the theoretical background of the study. It is of two parts. The first part dealt with the previous local, Arabic and the foreign related studies. Differences and similarities between those studies and this study were clarified. The second part is related to the theoretical aspect. This part discussed origination of citizenship, its concept, its definition, development of its concept, its dimensions. The relationship between citizenship and the other concepts, the importance of citizenship upbringing, the necessity of universal citizenship upbringing, citizenship as an alternative for the other

belongings, the Islamic vision for citizenship, challenges of citizenship, and citizenship practice.

CHAPTER III

PROCEDURE

3.1 **Introduction**

3.2 **Research Methodology**

3.3 **Tools of the Research**

3.4 **Statistical Measure**

3.5 **Population and Sample of the Research**

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CHAPTER III

PROCEDURE

3.1 Introduction

The educational research aims to make a contribution towards the solution of problems in the field of education by the use of the scientific and philosophical method of critical reflective thinking on the scientific level. Research is useful to search knowledge. We can also define research as a scientific and systematic reason for potential information on a specific topic. Research is an art of scientific investigation.

This chapter describes the method of the study, its population, sample, ways of collecting information and application of the tools, test of validity and reliability and statistical analyses. The study aimed at presenting the actuality of citizenship upbringing in secondary schools at the capital city of Sana'a. Moreover, it shows whether there are statistical differences attributed to variables of the study (Sex / Section / Type of the school)?

The researcher described citizenship. Then he gave information regarding the real situation of citizenship upbringing in secondary schools at the capital city of Sana'a. This is because it is impossible to develop education without knowing its real situation. Therefore, the questionnaire was the most suitable tool to be used in this study.

3.2 Research Methodology:

This study followed a descriptive approach which is a form of analysis and interpretation of scientific organizer to describe the phenomenon or a specific problem. It portrayed it quantitatively, by gathering data and information collected for the phenomenon or problem under study, classifying and analyzing, and subjecting it to accurate study (Melhem, 2000, p 324).

Since this study investigates a human psychological phenomenon, the researcher used the descriptive method "which depends on studying

the phenomenon as it is by describing it in terms of quality and quantity" (Obidat et al, 2001: p. 207).

The researcher, therefore, used two techniques of the descriptive method, the documental technique and the survey techniques which refers the social survey in which the sample is used. Of course, it is impossible to make an inclusive survey because the population of the study is too big.

3.3   Tools of the Research:

A researcher requires any data gathering tools and techniques, which may vary in their complexity design administration and interpretation. Each tool is appropriate for the collection of the certain type of evidence or information the researcher has to select from the available tools, which will provide data required for tests of the hypotheses in same situations.

3.3.1 Questionnaire for Students:

A researcher requires any data gathering tools and techniques, which may vary in their complexity design administration and interpretation. Each tool is appropriate for the collection of the certain type of evidence or information the researcher has to select from the available tools, which will provide data required for tests of the hypotheses in same situations.

The current study depends on a questionnaire designed to identify the actuality of the citizenship upbringing among the students of secondary schools (12th grade) in the capital Sana'a. It consists of five dimensions:

1. Democracy.
2. Civil society.
3. Mechanisms and institutions of governance.
4. Citizenship responsibilities.
5. Universal citizenship.

And citizenship upbringing is measured in its five dimensions at three levels (knowledge and awareness, values and attitudes, climate and practices) and three variables (Sex / Section \ Type of the school).

3.3.1.1 Constructing the Tool of the Research (the Questionnaire):

The tool of any study is considered the way of getting information regarding a certain phenomenon (Obidat at el, 2001, p 109). Therefore, the researcher prepared a questionnaire to collect information from the sample of the study. This was done after revising the previous literature related to this study or one of its various variables (democracy civil society, mechanisms and institutions of governance, citizenship responsibility, and universal citizenship). In general, the researcher formed the questionnaire in two shapes.

The first: shape consists of multiple-choice questions where the item consists of on introduction followed by four choices. One of these choices is true and the rest are false (knowledge and awareness field). The participant can be given one mark for the true answer and zero for the wrong answer.

In the second shape, the participant has three choices (agree, I don't know, not agree). This is done in the field of values and direction. For the field of climate and practice, the following choices can be used: (always, sometimes, never). The possible answer can be determined for each item according to (Likert's triangular scale).

After finishing these procedures, the initial form of the questionnaire was constructed which was of two parts. The first part includes the initial information of the topic being researched. It also includes variables of the study (Sex \ Section \ Type of the school). The second section consists of three parts including (92) items as follows:

The first part includes (32) items regarding knowledge and awareness. The second part includes (30) items evaluating values and attitudes. The third part includes (30) items evaluating climate and practices distributed to the five dimensions of citizenship which are: (democracy, civil society, mechanisms and institutions of governance, citizenship responsibilities, universal citizenship). The initial draft of the tool was given to the supervisor of the research. Her suggestions were

valuable on the basis of which many modifications were done. Moreover, the researcher gave the questionnaire to 16 specialists in education and psychology. [See Appendix No.1].

The researcher got to benefit from their oral and whither observations on the basis of which he emerged many items and omitted and added others.

Should be used instead of the triplex scale. This is because (Likert's) scale consists of five choices which help in getting precise answers of the participants. Jury members also mentioned their opinions regarding of belonging items to their fields and dimensions and the importance of mentioning the positive and the negative items.

Thus, on the basis of the observations of the jury members and the specialists the researcher made many modifications in the questionnaire become (65) items. (Twenty-five) items for the field of the knowledge and awareness, (twenty) items for values and attitudes and (twenty) items for the field of climate and practices. Moreover, (Likert's) quintet scale was used. The researcher gave the questionnaire again to some jury members and the specialists and the approved it and said that it is suitable for use. [See Appendix No 2].

3.3.1.2 The final draft of the Questionnaire:

The final draft consists of three parts and each part measures a specific field. The first part measures knowledge and awareness field. The second part measures values and attitudes field and the third one measures climate and practices. These three fields are measured through items of the five dimensions of citizenship upbringing. The following table illustrates order and number of items of each field and dimensions of citizenship.

Table No. 3.3.1.2.1

Order and number of items in each field and dimensions of citizenship

Dimensions of citizenship	fields					
	knowledge and awareness		values and attitudes		Climate and practices	
	N	Number items	N	Number items	N	Number items
Democracy	6	5, 10, 14, 18, 21, 23	4	1, 11, 14, 18	4	1, 7, 13, 19
Civil society	6	1, 6, 15, 19, 22, 24	4	2, 7, 15, 17	4	2, 14, 16, 20
Mechanisms and institutions of governance	5	2, 7, 11, 16, 20	3	3, 5, 8	4	3, 6, 8, 15
Citizenship responsibilities	5	3, 8, 12, 17, 25	5	9, 12, 16, 19, 20	5	5, 9, 11, 17, 18
Universal citizenship	3	4, 9, 13	4	4, 6, 10, 13	3	4, 10, 12
Total each field	25		20		20	
General total	65					

Table No: (3.3.1.2.1) makes clear that (65) items of the questionnaire can measure citizenship upbringing in the following three field: knowledge and awareness (25) items, values and attitudes (20) items climate and practices (20) items. [See Appendix No. 3 & 4 English and Arabic].

These items are ordered as follows:

A- In the first part of the questionnaire (knowledge and awareness). This part is in a form of items a multiple choice. For each item four choices and choice is correct. In this study there were (25) items distributed to the following five dimensions of citizenship as follows:

1. Democracy which is evaluated by six items that carry the following numbers (5, 10, 14, 18, 21, 23).

2. A civil society which is evaluated by six items also carry the following numbers (1, 6, 15, 19, 22, 24).

3. Mechanisms and institutions of governance of the which are evaluated by six items also carry the following numbers (2, 7, 11, 16, 20).

4. Citizenship responsibilities which are evaluated by five items also that carry the following numbers (3, 8, 12, 17, 25).

5. Universal citizenship which is evaluated by three items also that carry the following numbers (4, 9, 13).

B- In the second part of the questionnaire (values and attitudes). Which is in a form of the items accompanied by five choices as follows: (strongly agree, agree, I don't know, disagree, strongly disagree).The items in this field were (20) distributed to the five dimensions of citizenship as follows:

1. Democracy which is evaluated by four items that carry the following numbers (1, 11, 14, 18).

2. A civil society which is evaluated by four items also carry the following numbers (2, 7, 15, 17).

3. Mechanisms and institutions of governance of the which are evaluated by three items also carry the following numbers (3, 5, 8).

4. Citizenship responsibilities which are evaluated by five items also that carry the following numbers (9, 12, 16, 19, 20).

5. Universal citizenship which is evaluated by four items also that carry the following numbers (4, 6, 10, 13).

C- In the third part of the questionnaire (climate and practices). Which is in a form of the items accompanied by five choices as follows: (always, often, sometimes, rarely, never). There were (20) items in this field distributed to the five dimensions of citizenship as follows:

1. Democracy which is evaluated by four items that carry the following numbers: (1, 7, 13, 19).

2. A civil society which is evaluated by four items that carry the following numbers: (2, 14, 16, 20).

3. Mechanisms and institutions of governance are evaluated by four items that carry the following numbers: (3, 6, 8, 15).

4. Citizenship responsibilities which are evaluated by five items that carry the following numbers: (5, 9, 11, 17, 18).

5. Universal citizenship which is evaluated by three items that carry the following numbers: (4, 10, 12).

Moreover, the items of the five dimensions of citizenship were arranged as follows:

1. Democracy is evaluated by (14) items in the three fields.

2. Civil society is evaluated by (14) items in the three fields.

3. Mechanisms and institutions of governance are evaluated by (12) items in the three fields.

4. Citizenship responsibilities are evaluated by (15) items in the three fields.

5. Whereas universal citizenship is evaluated by (10) items in the three fields.

3.3.1.3 Marks of the Questionnaire:

First: The items of (knowledge and awareness) were arranged in a form of multiple choice form. Each item is followed by four choices and one only of them is correct. Here the respondent is giving one the mark for the right choice and zero for the false.

Second: for the field of (values and attitudes), the items were put according to this scale: (strongly agree, agree, I don't know, disagree, strongly disagree). Each respondent is giving five marks when the moral value is there or there is a strong direction. But she/he is giving four when there is a moral value trend. Mark of three is giving when the answer is I don't know whereas. Mark of two is giving when both the moral value of the attitudes do not exist. Mark one is giving when the answer strongly implies the absentee of both the moral value and the attitudes. This applied in the following (14) items: (3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18). The rest of items (6) items were arranged conversely as they

formulated negatively. The respondent, in this case, is given five if her / his answer strongly implies the absence of both the value and the attitudes. Four is given when the answer implies the absence of value or the attitudes. Mark three is given when the answer implies hesitation. Mark two indicates the existence of the moral value or the trend whereas mark one indicates that the values or the attitudes exist strongly. The items are as following: (1, 2, 8, 9, 10, 20).

Third: for the field of (climate and practices), the items were put according to the following scale (always, often, sometimes, rarely, never). The respondent is given five marks when his / her answer indicates that the type of climate or practices is always there. Four is given when the type of climate or practices are often there. Three is given when the type of climate or practices sometimes exist whereas two is given when the type of climate or practices rarely exists. Mark one is given when the answer indicates the absence of this kind of climate or practices. This included nearly half of items. They are 11 items as following :(1, 2, 7, 11, 12, 13, 14, 16, 17, 18, 20). On the contrary, the rest of items were formulated in a negative way. These items are (9). According to this scale, the respondent is given five if his / her answer indicates the absence of sex from climate and practices. Mark four indicates the rare existence of the type of climate and practices. Mark three indicates that the type of climate and practices sometimes exist. Mark two indicates that the type of climate and practices often exist whereas mark one indicates that the type of climate and practices always exist. The items are as following: (3, 4, 5, 6, 8, 9, 10, 15, 19).

Moreover, the researcher added some negative items to the questionnaire so as to get a real picture on citizenship upbringing among respondents and also to ensure the validity of the questionnaire. This procedure is done according to the advice of jury committee. Furthermore, he put items of the questionnaire in many fields and each field contained some dimensions so that respondents pay attention to all these dimensions and no one will be neglected.

Table No. 3.3.1.3.1

Total of marks and its distribution on fields and dimensions

Dimensions / Fields	Knowledge and awareness	Values and attitudes	Climate and practices	Total
Democracy	6	20	20	46
Civil society	6	20	20	46
Mechanisms and institutions of governance	5	15	20	40
Citizenship responsibilities	5	25	25	55
Universal citizenship	3	20	15	38
Total	25	100	100	225

3.3.2 Validity of the Research Tool: checking face validity:

Face validity refers to the procedure of giving the questionnaire which includes the main components of the study, to jury members and some specialists to know their opinions (Al-Saiad, 2007, p.128). Thus, face validity is related to the appearance of the questionnaire and clarity of the item. This is done through giving it to jury members and specialists from the field of the study to know their observations regarding the following:

1. The correctness of items linguistically and scientifically.

2. Belonging of each item to its part and whether it measure the intended thing.

3. Clarity of items and their readability.

4. Appropriateness of items in each field and their importance.

These personalities helped the researcher to remove the questions/ content which is not suitable or ambiguous. For the test and approved the content validity of the test.

3.3.3 Reliability of the Tool of the Research:

To be able to achieve a high level of credibility for this thesis, it is important to prove that, the research was designed and conducted in a way of theoretical based on literature reviews in order to minimize errors, and gain high validity and reliability. To test the reliability of the questionnaire in testing the hypotheses and achieving the objectives of the study, (Cronbach's Alpha) measure of internal consistency has been used to measure the degree of credibility of the study sample answer to the questionnaire items. The study computed separate and combined reliability estimates, which are similar to the normally used co-efficient alpha statistics.

This is done through checking co-efficient stability by using the way of internal consistency while is called (Cronbach's Alpha) way as illustrated in the table (3.3.3.1).

Table No. 3.3.3.1

Checking co-efficient stability by using the way of internal consistency called (Cronbach's Alpha) way

Field	Dimension	Number items	Cronbach's Alpha Coefficient
First field : knowledge and awareness	Democracy	6	0.79
	Civil Society	6	0.82
	Mechanisms and Institutions of Governance	5	o.87
	Citizenship Responsibilities	5	0.86
	Universal Citizenship	3	0.80
Total first field		25	0.83
second field : values and attitudes	Democracy	4	0.86
	Civil Society	4	0.89
	Mechanisms and Institutions of Governance	3	0.86
	Citizenship Responsibilities	5	0.88
	Universal Citizenship	4	0.79
Total second field		20	0.86
Third field: Climate and	Democracy	4	0.81
	Civil Society	4	0.86

practices	Mechanisms and Institutions of Governance	4	0.87
	Citizenship Responsibilities	5	0.89
	Universal Citizenship	3	0.82
Total third field		20	0.85
Total whole		65	0.84

Through consistency coefficients of all dimension of the study, it is clear that this coefficient is of high value. This shows the validity of the tool of this study which helps in achieving the aim of this study by answering its questions. This also will result in consistency of the results of the study.

3.4 Statistical Measure:

Based on the nature of the study and objectives that seek to achieve. And after distributing questionnaires to respondents and collecting the complete once, the data were analyzed statistically by using (SPSS) collected data is tabulated by using statistical measures like mean, SD, R & T test.

3.4.1 The system of marks:

The researcher changed the verbal estimates of the respondents to quantitative estimates to achieve the aim of the questionnaire which is exploring the actuality of citizenship upbringing in secondary school. The following scale was adopted:

1. The first group: (from 1 % to less than 40 %) very weak.

2. The second group: (from 40 % to less than 50 %) weak.

3. The third group: (from 50 % to less than 65 %) medium.

4. The fourth group: (from 65 % to less than 80 %) high.

5. The fifth group: (from 80 % to 100 %) very high.

3.5 Population and Sample of the Research:

3.5.1 Population:

The population consists of all the students who are teach in secondary schools in the capital city of Sana'a. For the academic year 2013-2014. [See Appendix No. 5].

3.5.2 Research Sample:

"Sampling is the process of selecting a sample from a population for this purpose the population is a number of parts called sampling unit". The population of the study was defined as "all components of the phenomenon that is being studied by the research. So it refers to all members of the study" (Obidat et al. p.163). Therefore, the population for this research all the students (12th grade) who are learning in secondary schools at the capital city of Sana'a. The total number of these students is (28899). These students belong to (245) schools. (104) are governmental schools in which (24570) students with (85%). The total number of private schools is (141) including (4329) students with (15%). A random sample was selected after specifying the population of the study.

Table No. 3.5.2.1

Number of (12th grade) students according to (sex/ section/ type of the school)

N	Type of the school	Number of students of (12th grade)				Number students	Percentage
		Scientific section		Arts section			
		Male	Female	Male	Female		
1	Governmental	9341	12145	2834	250	24570	%85
2	Private	1642	2143	500	44	4329	%15
Total		10983	14288	3334	294	28899	%100
		25271		3628			

3.6 Sampling design:

There are several methods of sampling which method is suitable for the research and stated problem will depend on upon its nature, scope and the investigator. Therefore, the choice of the method in the selection

of a sample must be made with almost care. In education, sampling is widely used technique.

Choosing the sample of the study is considered one of the most important steps. It should be scientifically and statistically perfect. To achieve this step, the researcher selected a random sample and a stratum. There are three variables which are sex, section, and the type of the school. The researcher divided schools into (Governmental and Private). Then, the governmental schools were divided into scientific section and Arts section. Moreover, schools of the (Scientific and Arts sections) were divided according to (sex into male and female). Then the researcher has selected a random simple sample so as to be representative of the (12th grade) students in the capital Sana'a in all variables. What is more, all variables of the study were presented clearly and the size of each variable was compared with the population of the study. Because the population was too big, the sample was chosen with (3%) of the population of the study which is (28899) male and female students. This means (867) students were chosen.

Table No. 3.6.1

Size of the sample of the study

N	Type of the school	Number of students of (12th grade)				Number students	Percentage
		Scientific section		Arts section			
		Male	Female	Male	Female		
1	Governmental	316	278	32	105	731	%84.3
2	Private	72	35	17	12	136	%15.7
	Total	388	313	49	117	867	%100

Moreover, the researcher selected (32) schools randomly from (245) schools of the capital city Sana'a. That is to say they from (13%) of these schools. [See Appendix No. 6].

3.6.1 Distribution of the sample according to variables of the research:

The researcher made the clear distribution of the sample according to variables of the study: sex (Male / Female) section (Scientific / Arts) and type of the school (Governmental / Private) according to the following tables.

Table No. 3.6.2

Distribution of the sample according to sex (Male / Female)

Sex	Number	Percentage
Male	410	% 50.5
Female	402	%49.5
Total	812	% 100

The data in the table (3.6.2) shows the closeness of number and percent of respondents according to the variable of sex (Male / Female) and this is because of the size of the population of the study. The number of male students was (14582) with a percent of (50.5%) and the number of female students was (14317) with a percent of (49.5%).

Table No. 3.6.3

Distribution of the sample according to the variable of section (Scientific / Arts)

Section	Number	Percentage
Scientific	655	%80.7
Arts	157	%19.3
Total	812	%100

The data in the table (3.6.3) shows that number and percentage of the scientific section is high and this refers to the size of the population of the study where the total number of students of the scientific section was (25271) male and female students with a percent (87.4%) and the number of Arts section was (3628) male and female students with a percent (12.6%).

Table No. 3.6.4

Distribution of the sample according to the variable of type of the school (Governmental / Private)

type of the school	Number	Percentage
Governmental	685	%84.4
Private	127	%15.6
Total	812	%100

The data in the table (3.6.4) shows that number and percentage of governmental school students (24570) male and female with a percent (85%). The total number of private school students (4329) with a percent (15%).

3.7   Pilot Study:

Out of many methods of estimation of reliability, the most popular technique is to take retest the same individuals using the same test and if the results of the two administrations are highly co-related it could be supported that the test is stable. The researcher gave the questionnaire to (100) male and female the same study's sample respondents in order to know the clarity of items and the needed time. He found that items are clear and the questionnaire required 30-40 minutes to be completed.

For the stability of the tool, the researcher has adopted a split half as an indicator of the Factors' immutability, the measurement. (Pearson) correlation and the use of (Spearman- Brown) corrective equation were used. It was found that the Factors' immutability, equals (0.86), and this value is considered as a good indicator of the immutability of the scale to achieve the purposes of this study.

3.8 Procedure

The researcher got a permission from the Educational Office of Sana'a [See appendix No. 7] based on a memorandum the Educational section at Dr. B. A. M. University in Aurangabad, India [Appendix No. 8]. There is also another memorandum from Yemeni embassy in India to facilitate the researcher's task [Appendix No.9].

After that, the researcher visited those randomly chosen schools. He met their headmasters and explained the aim of the study and distributed questionnaires at the beginning of January 2014. In fact, admitting questionnaires and collecting them took approximately two months. The researcher explained the way of answering the questionnaire and an answered the respondents' inquiries. (867) questionnaires were administered but (812) were complete which represent (2.81%) from the population of the study. The following table shows classification of the sample. I. e., the original number, the wasted and the find one. After that was results collected, compared and after tabulation analysis was done. Then findings and recommendations are mentioned.

Table No. 3.8.1

Classification of the sample. I. e., the original number, the wasted and the final one

classification of the sample	Governmental				Private				Total	percentage
	Scientific section		Arts section		scientific section		Arts section			
	M	F	M	F	M	F	M	F		
the original number	312	278	38	105	72	33	17	12	867	%100
the wasted	16	17	8	7	5	2	0	0	55	%6.3
The final sample	296	261	30	98	67	31	17	12	812	%93.7

3.9 Epilogue:

This chapter described the methodological procedures of the study. The analytic descriptive way used with its documentary, social and survey Fields. Yemeni students in secondary school (12th grade) in the capital city of Sana'a were the population of the study. The sample consisted of 812 respondents (participants) from 32 schools. They were chosen proportionally from these schools. This chapter also described how the tools were formed, judged and administered. Moreover, the way of statistical processing was included.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1   Introduction

4.2   Analysis and Interpretation of Scores

4.3   Epilogue

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction:

The researcher chooses the most appropriate instruments and procedures that provide for the collection and analysis of data on which hypothesis may be tested. One process of clarifications sorting and tabulation of data are an important part of research work.

The data which is collected, often clarified by division in small groups and then it is analyzed and synthesized in this way that hypotheses may be verified for acceptation or rejection for this chapter, mathematical or computer methods of sorting and tabulating the data are used to save time and efforts to decreases the error.

This chapter presents the data of the study and analyzes the results. These measures mean, SD, R, and T-test used for analyzing the data.

4.2 Analysis and Interpretation of Student's questionnaire:

The researcher collected the data and such data is tabulated and analyzed with the mean, SD, R, and T.test.

Table No. 4.2.1

T-Value between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing

Variable	N	M	SD	%	DF	T-Value Computed Value	T-Value Table Value	Significance Level-0.05	Acceptance / Rejection
Male	410	134.96	13.79	59.98	810	0.221	1.96	Not Significance	Rejection
Female	402	135.66	12.23	60.29					

Analysis:

As seen from table No. 4.2.1, male students at secondary schools in the capital city of Sana'a mean is 134.96 and the mean for female students is 135.66. SD for male students is 13.79 and 12.23 for female students.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.221 is less than table value 1.96, so null hypothesis is accepted. There is no difference between male and female students studying in secondary schools in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a.

Table No. 4.2.2

T-Value between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy

Variable	N	M	SD	%	DF	T-Value		Significance Level-0.05	Acceptance / Rejection
						Computed Value	Table Value		
Male	410	27.29	5.04	59.33	810	0.017	1.96	Not Significance	Rejection
Female	402	27.99	4.23	60.85					

Analysis:

As seen from table No. 4.2.2, male students at secondary schools in the capital city of Sana'a mean is 27.29 and the mean for female students is 27.99. SD for male students is 5.04 and 4.23 for female students.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.017 is less than table value 1.96, so null hypothesis is accepted. There is no difference between male and female students in the dimension of democracy studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

Findings:

      Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of democracy.

<center>Table No. 4.2.3</center>

<center>T-Value between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society</center>

Variable	N	M	SD	%	DF	T-Value		Significance Level-0.05	Acceptance / Rejection
						Computed Value	Table Value		
Male	410	27.38	4.43	59.52	810	0.022	1.96	Not Significance	Rejection
Female	402	26.76	4.36	58.17					

Analysis:

      As seen from table No. 4.2.3, male students at secondary schools in the capital city of Sana'a mean is 27.38 and the mean for female students is 26.76. SD for male students is 4.43 and 4.36 for female students.

      For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.022 is less than table value 1.96, so null hypothesis is accepted. There is no difference between male and female students in the dimension of civil society studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

Findings:

      Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of civil society.

Table No. 4.2.4

T-Value between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance

Variable	N	M	SD	%	DF	T-Value		Significance Level-0.05	Acceptance / Rejection
						Computed Value	Table Value		
Male	410	24.39	4.04	60.98	810	0.455	1.96	Not Significance	Rejection
Female	402	24.36	3.96	60.90					

Analysis:

As seen from table No. 4.2.4, male students at secondary schools in the capital city of Sana'a mean is 24.39 and the mean for female students is 24.36. SD for male students is 4.04 and 3.96 for female students.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.455 is less than table value 1.96, so null hypothesis is accepted. There is no difference between male and female students in the dimension of mechanisms and Institutions of governance studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of mechanisms and Institutions of governance.

Table No. 4.2.5

T-Value between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities

Variable	N	M	SD	%	DF	T-Value		Significance Level-0.05	Acceptance / Rejection
						Computed Value	Table Value		
Male	410	31.30	4.62	56.91	810	0.004	1.96	Not Significance	Rejection
Female	402	30.50	3.94	55.45					

Analysis:

As seen from table No. 4.2.5, male students at secondary schools in the capital city of Sana'a mean is 31.30 and the mean for female students is 30.50. SD for male students is 4.62 and 3.94 for female students.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.004 is less than table value 1.96, so null hypothesis is accepted. There is no difference between male and female students in the dimension of citizenship responsibilities studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

Table No. 4.2.6

T-Value between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship

Variable	N	M	SD	%	DF	T-Value		Significance Level-0.05	Acceptance / Rejection
						Computed Value	Table Value		
Male	410	24.59	3.76	64.71	810	3.130	1.96	Significance	Acceptance
Female	402	26.05	3.86	68.55					

Analysis:

As seen from table No. 4.2.6, male students in secondary schools in the capital city of Sana'a mean is 24.59 and the mean for female students is 26.05. SD for male students is 3.76 and 3.86 for female students.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 3.130 is more than table value 1.96, so null hypothesis is rejected. There is a difference between male and female students in the dimension of universal citizenship studying at

secondary schools in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is not the same among male and female secondary school students in the capital city of Sana'a in the dimension of universal citizenship and was in favor of the female students.

Table No. 4.2.7

T-Value between scientific and Art section students studying at secondary schools in the capital city of Sana'a about citizenship upbringing

| Variable | N | M | SD | % | DF | T-Value | | Significance Level-0.05 | Acceptance / Rejection |
						Computed Value	Table Value		
Scientific	655	134.59	12.92	59.82	810	0.0007	1.96	Not Significance	Rejection
Arts	157	138.27	13.14	61.45					

Analysis:

As seen from table No. 4.2.7, scientific section students in secondary schools in the capital city of Sana'a mean is 134.59 and the mean for Arts section of students is 138.27. SD for scientific section students is 12.92 and 13.14 for Arts section.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.0007 is less than table value 1.96, so null hypothesis is accepted. There is no difference between scientific and Arts section studying in secondary schools in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a.

Table No. 4.2.8

T-Value between scientific and Art sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy

Variable	N	M	SD	%	DF	T-Value Computed Value	T-Value Table Value	Significance Level-0.05	Acceptance / Rejection
Scientific	655	27.34	4.64	59.43	810	7.815	1.96	Significance	Acceptance
Arts	157	28.90	4.57	62.83					

Analysis:

As seen from table No. 4.2.8, scientific section students at secondary schools in the capital city of Sana'a mean is 27.34 and the mean for Arts section of students is 28.90. SD for scientific section students is 4.64 and 4.57 for Arts section.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 7.815 is more than table value 1.96, so null hypothesis is rejected. There is a difference between scientific and Arts section in the dimension of democracy studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is not the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of democracy and was in favor of the Art section students.

Table No. 4.2.9

T-Value between scientific and Art section students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society

Variable	N	M	SD	%	DF	T-Value Computed Value	T-Value Table Value	Significance Level-0.05	Acceptance / Rejection
Scientific	655	26.89	4.33	58.46	810	0.007	1.96	Not Significance	Rejection
Arts	157	27.85	4.66	60.54					

Analysis:

As seen from table No. 4.2.9, scientific section students at secondary schools in the capital city of Sana'a mean is 26.89 and the mean for Arts section of students is 27.85. SD for scientific section students is 4.33 and 4.66 for Arts section.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.007 is less than table value 1.96, so null hypothesis is accepted. There is no difference between scientific and Arts section in the dimension of civil society studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of civil society.

Table No. 4.2.10

T-Value between scientific and Art sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance

Variable	N	M	SD	%	DF	T-Value Computed Value	T-Value Table Value	Significance Level-0.05	Acceptance / Rejection
Scientific	655	24.32	4.04	60.80	810	0.228	1.96	Not Significance	Rejection
Arts	157	24.59	3.83	61.48					

Analysis:

As seen from table No. 4.2.10, scientific section students at secondary schools in the capital city of Sana'a mean is 24.32 and the mean for Arts section of students is 24.59. SD for scientific section students is 4.04 and 3.83 for Arts section.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.228 is less than table value 1.96, so null hypothesis is accepted. There is no difference between scientific and Arts section in the dimension of mechanisms and

institutions of governance studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of mechanisms and institutions of governance.

Table No. 4.2.11

T-Value between scientific and Art sections students studying at secondary schools in the of capital city Sana'a about citizenship upbringing in the dimension of citizenship responsibilities

Variable	N	M	SD	%	DF	T-Value		Significance Level-0.05	Acceptance / Rejection
						Computed Value	Table Value		
Scientific	655	30.75	4.30	55.91	810	0.018	1.96	Not Significance	Rejection
Arts	157	31.55	4.34	57.36					

Analysis:

As seen from table No. 4.2.11, scientific section students at secondary schools in the capital city of Sana'a mean is 30.75 and the mean for Arts section of students is 31.55. SD for scientific section students is 4.30 and 4.34 for Arts section.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.018 is less than table value 1.96, so null hypothesis is accepted. There is no difference between scientific and Arts section in the dimension of citizenship responsibilities studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

Table No. 4.2.12

T-Value between scientific and Art sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship

Variable	N	M	SD	%	DF	T-Value Computed Value	T-Value Table Value	Significance Level-0.05	Acceptance / Rejection
Scientific	655	25.30	3.86	66.58	810	0.396	1.96	Not Significance	Rejection
Arts	157	25.39	3.93	66.82					

Analysis:

As seen from table No. 4.2.12, scientific section students at secondary schools in the capital city of Sana'a mean is 25.30 and the mean for Arts section of students is 25.39. SD for scientific section students is 3.86 and 3.93 for Arts section.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.396 is less than table value 1.96, so null hypothesis is accepted. There is no difference between scientific and Arts section in the dimension of universal citizenship studying at secondary schools in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of universal citizenship.

Table No. 4.2.13

T-Value between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing

Variable	N	M	SD	%	DF	T-Value Computed Value	T-Value Table Value	Significance Level-0.05	Acceptance / Rejection
Governmental	685	135.29	12.88	60.13	810	0.479	1.96	Not Significance	Rejection
Private	127	135.36	13.88	60.16					

Analysis:

As seen from table No. 4.2.13, the mean of students studying in governmental sector secondary schools in the capital city of Sana'a is 135.29 while the mean for students studying in private type secondary schools is 135.36. SD for students studying in governmental secondary schools is 12.88 and 13.88 for students studying in private sector secondary schools.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.479. It is less than table value 1.96, so null hypothesis is accepted. There is no difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a.

Table No. 4.2.14

T-Value between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy

Variable	N	M	SD	%	DF	T-Value		Significance Level-0.05	Acceptance / Rejection
						Computed Value	Table Value		
Governmental	685	27.66	4.77	60.13	810	0.397	1.96	Not Significance	Rejection
Private	127	27.54	4.09	59.87					

Analysis:

As seen from table No. 4.2.14, students studying in governmental sector secondary schools in the capital city of Sana'a mean is 27.66 while the mean for students studying in private sector secondary schools is 27.54. SD for students studying in governmental sector secondary schools is 4.77 and 4.09 for students studying in private sector secondary schools.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.397 is less than table value 1.96, so null hypothesis is accepted. There is no difference between

students studying in governmental and private sector secondary schools in the dimension of democracy in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of democracy.

Table No. 4.2.15

T-Value between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society

Variable	N	M	SD	%	DF	T-Value		Significance Level-0.05	Acceptance / Rejection
						Computed Value	Table Value		
Governmental	685	27.05	4.35	58.80	810	0.358	1.96	Not Significance	Rejection
Private	127	27.20	4.70	59.13					

Analysis:

As seen from table No. 4.2.15, students studying in governmental sector secondary schools in the capital city of Sana'a mean is 27.05 while the mean for students studying in private sector secondary schools is 27.20. SD for students studying in governmental sector secondary schools is 4.35 and 4.70 for students studying in private sector secondary schools.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.358 is less than table value 1.96, so null hypothesis is accepted. There is no difference between students studying in governmental and private sector secondary schools in the dimension of civil society in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of civil society.

Table No. 4.2.16

T-Value between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance

Variable	N	M	SD	%	DF	T-Value Computed Value	T-Value Table Value	Significance Level-0.05	Acceptance / Rejection
Governmental	685	24.44	4.09	61.10	810	0.141	1.96	Not Significance	Rejection
Private	127	24.02	3.88	60.05					

Analysis:

As seen from table No. 4.2.16, students studying in governmental sector secondary schools in the capital city of Sana'a mean is 24.44 while the mean for students studying in private sector secondary schools is. 24.02. SD for students studying in governmental sector secondary schools is 4.09 and 3.88 for students studying in private sector secondary schools.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.141 is less than table value 1.96, so null hypothesis is accepted. There is no difference between students studying in governmental and private sector secondary schools in the dimension of mechanisms and institutions of governance in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of mechanisms and institutions of governance.

Table No. 4.2.17

T-Value between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities

Variable	N	M	SD	%	DF	T-Value Computed Value	T-Value Table Value	Significance Level-0.05	Acceptance / Rejection
Governmental	685	30.77	4.22	55.95	810	0.018	1.96	Not Significance	Rejection
Private	127	31.64	4.72	57.20					

Analysis:

As seen from table No. 4.2.17, students studying in governmental sector secondary schools in the capital city of Sana'a mean is 30.77 while the mean for students studying in private sector secondary schools is 31.64. SD for students studying in governmental sector secondary schools is 4.22 and 4.72 for students studying in private sector secondary schools.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.018 is less than table value 1.96, so null hypothesis is accepted. There is no difference between students studying in governmental and private sector secondary schools in the dimension of citizenship responsibilities in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

Table No. 4.2.18

T-Value between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship

Variable	N	M	SD	%	DF	T-Value Computed Value	T-Value Table Value	Significance Level-0.05	Acceptance / Rejection
Governmental	685	25.38	3.85	67.97	810	0.125	1.96	Not Significance	Rejection
Private	127	24.95	4.01	65.66					

Analysis:

As seen from table No. 4.2.18, students studying in governmental sector secondary schools in the capital city of Sana'a mean is 25.38 while the mean for students studying in private sector secondary schools is 24.95. SD for students studying in governmental sector secondary schools is 3.85 and 4.01 for students studying in private sector secondary schools.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.125 is less than table value 1.96, so null hypothesis is accepted. There is no difference between students studying in governmental and private sector secondary schools in the dimension of universal citizenship in the capital city of Sana'a about citizenship upbringing.

Findings:

Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of universal citizenship.

Table No. 4.2.19

T-Value between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness

| Variable | N | M | SD | % | DF | T-Value | | Significance Level-0.05 | Acceptance / Rejection |
						Computed Value	Table Value		
Male	410	14.60	3.59	58.40	810	0.888	1.96	Not Significance	Rejection
Female	402	14.63	3.35	58.52					

Analysis:

As seen from table No. 4.2.19, male students at secondary schools in the capital city of Sana'a mean is 14.60 while the mean for female students is 14.63. SD for male students is 3.59 and 3.35 for female students in the field of knowledge and awareness.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.888 is less than table value 1.96, so null hypothesis is accepted. There is no difference between male and female students studying at secondary schools in the capital city of

Sana'a about citizenship upbringing in the field of knowledge and awareness.

Findings:

Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

Table No. 4.2.20

T-Value between students scientific and Arts sections studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness

| Variable | N | M | SD | % | DF | T-Value | | Significance Level-0.05 | Acceptance / Rejection |
						Computed Value	Table Value		
Scientific	655	14.69	3.49	58.76	810	0.202	1.96	Not Significance	Rejection
Arts	157	14.30	3.37	57.20					

Analysis:

As seen from table No. 4.2.20, scientific section students at secondary schools in the capital city of Sana'a mean is 14.69 while the mean for Arts section students is 14.30. SD for scientific section students is 3.49 and 3.37 for Arts section students in the field of knowledge and awareness.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.202 is less than table value 1.96, so null hypothesis is accepted. There is no difference between scientific and Arts section studying in secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

Findings:

Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

Table No. 4.2.21

T-Value between students studying in governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness

Variable	N	M	SD	%	DF	T-Value Computed Value	T-Value Table Value	Significance Level-0.05	Acceptance / Rejection
Governmental	685	14.64	3.43	58.56	810	0.658	1.96	Not Significance	Rejection
Private	127	14.49	3.67	57.69					

Analysis:

As seen from table No. 4.2.21, students studying in governmental sector secondary schools in the capital city of Sana'a mean is 14.64 while the mean for students studying in private sector secondary schools is 14.49. SD for students studying in governmental sector secondary schools is 3.43 and 3.67 for students studying in private sector secondary schools in the field of knowledge and awareness.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.658 is less than table value 1.96, so null hypothesis is accepted. There is no difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness.

Findings:

Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

Table No. 4.2.22

T-Value between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes

Variable	N	M	SD	%	DF	T-Value Computed Value	T-Value Table Value	Significance Level-0.05	Acceptance / Rejection
Male	410	63.06	6.84	63.06	810	0.257	1.96	Not Significance	Rejection
Female	402	63.57	6.09	63.57					

Analysis:

As seen from table No. 4.2.22, male students in secondary schools in the capital city of Sana'a mean is 63.06 while the mean for female students is 63.57. SD for male students is 6.84 and 6.09 for female students in the field of values and attitudes.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.257 is less than table value 1.96, so null hypothesis is accepted. There is no difference between male and female students about citizenship upbringing studying at secondary schools in the capital city of Sana'a in the field of values and attitudes.

Findings:

Citizenship upbringing is same among male and female secondary school students in the capital city of Sana'a in the field of values and attitudes.

Table No. 4.2.23

T-Value between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes

Variable	N	M	SD	%	DF	T-Value		Significance Level-0.05	Acceptance / Rejection
						Computed Value	Table Value		
Scientific	655	63.06	6.46	63.06	810	0.024	1.96	Not Significance	Rejection
Arts	157	64.36	6.50	64.36					

Analysis:

As seen from table No. 4.2.23, scientific section students at secondary schools in the capital city of Sana'a mean is 63.06 while the mean for Arts section students is 64.36. SD for scientific section students is 6.46 and 6.50 for Arts section students in the field of values and attitudes.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.024 is less than table value 1.96, so null hypothesis is accepted. There is no difference between scientific and Arts section studying at secondary schools in the capital

city of Sana'a about citizenship upbringing in the field of values and attitudes.

Findings:

Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of values and attitudes.

Table No. 4.2.24

T-Value between students studying at governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes

Variable	N	M	SD	%	DF	T-Value		Significance Level-0.05	Acceptance / Rejection
						Computed Value	Table Value		
Governmental	685	63.04	6.39	63.04	810	0.005	1.96	Not Significance	Rejection
Private	127	64.80	6.81	64.80					

Analysis:

As seen from table No. 4.2.24, students studying in governmental sector secondary schools in the capital city of Sana'a mean is 63.04 while the mean for students studying in private sector secondary schools is 64.80. SD for students studying in governmental sector secondary schools is 6.39 and 6.81 for students studying in private sector secondary schools in the field of values and attitudes.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.005 is less than table value 1.96, so null hypothesis is accepted. There is no difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes.

Findings:

Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the field of values and attitudes.

Table No. 4.2.25

T-Value between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices

Variable	N	M	SD	%	DF	T-Value Computed Value	T-Value Table Value	Significance Level-0.05	Acceptance / Rejection
Male	410	57.30	10.46	57.30	810	0.826	1.96	Not Significance	Rejection
Female	402	57.45	9.35	57.45					

Analysis:

As seen from table No. 4.2.25, male students at secondary schools in the capital city of Sana'a mean is 57.30 while the mean for female students is 57.45. SD for male students is 10.46 and 9.35 for female students the field of climate and practices.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.826 is less than table value 1.96, so null hypothesis is accepted. There is no difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

Findings:

Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the field of climate and practices.

Table No. 4.2.26

T-Value between students studying at scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices

Variable	N	M	SD	%	DF	T-Value Computed Value	T-Value Table Value	Significance Level-0.05	Acceptance / Rejection
Scientific	655	56.84	9.84	56.84	810	0.002	1.96	Not Significance	Rejection
Arts	157	59.61	9.97	59.61					

Analysis:

As seen from table No. 4.2.26, scientific section students at secondary schools in the capital city of Sana'a mean is 56.84 while the mean for Arts section students is 59.61. SD for scientific section students is 9.84 and 9.97 for Arts section students in the field of climate and practices.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.002 is less than table value 1.96, so null hypothesis is accepted. There is no difference between scientific and Arts section studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

Findings:

Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of climate and practices.

Table No. 4.2.27

T-Value between students studying at governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices

Variable	N	M	SD	%	DF	T-Value		Significance Level-0.05	Acceptance / Rejection
						Computed Value	Table Value		
Governmental	685	57.61	9.69	57.61	810	0.118	1.96	Not Significance	Rejection
Private	127	56.11	11.00	56.11					

Analysis:

As seen from table No. 4.2.27, students studying in governmental sector secondary schools in the capital city of Sana'a mean is 57.61 while the mean for students studying in private sector secondary schools is 56.11. SD for students studying in governmental sector secondary schools is 9.69 and 11.00 for students studying in private sector secondary schools in the field of climate and practices.

For 810 DF as per two-tailed test at 0.05 significant level, the table T-value is 1.96, the computed T-value is 0.118 is less than table value 1.96, so null hypothesis is accepted. There is no difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices.

Findings:

Citizenship upbringing is the same among governmental and private secondary school students at secondary schools in the capital city of Sana'a in the field of climate and practices.

Table No. 4.2.28

The mean and percentage for variables of study for students studying at secondary schools in the capital city of Sana'a about citizenship upbringing

Variable	Sex		Section		Type of the school		Mean of Percentage
	Male	Female	Scientific	Arts	Governmental	Private	
Mean	134.96	135.66	134.59	138.27	135.29	135.36	
Percentage	59.98	60.29	59.82	61.45	60.13	60.16	
Mean of Percentage	60.14		60.64		60.15		60.31

As seen from table No. 4.2.28, the average variable of (sex) is 134.96 for males and by 59.98 and 135.66 for females and by 60.29 and the average ratio in this variable was 60.14 and the average estimate. The average of variable (section) 134.59 is the scientific section and of 59.82 and 138.27 of the Arts section and by 61.45 and the average ratio in this variable was 60.64 and the average estimate. As was the average in the variable (type of the school), it is 135.29 for the governmental schools and by 60.13 and 135.36 of the private schools and by 60.16 and the average ratio in this variable was 60.15 and the average grade, and the total average ratio for all variables is 60.31 and the average estimate.

Table No. 4.2.29

The percentage of fields of study for students studying at secondary schools in the capital city of Sana'a about citizenship upbringing

Field	Knowledge and awareness	Values and attitudes	Climate and practices	Mean of Percentage
Mean of Percentage	% 58.19	63.65	57.49	59.78

As seen from table No. 2.4.29, the average of proportion for (knowledge and awareness) on the level of all the dimensions and variables was 58.19 and estimates the average, the average of proportion for (values and attitudes) ratio was 63.65 and grade average. As was the average of proportion for (climate and practices) area ratio was 57.49 and the grade average. The total average ratio of the three areas in all dimensions and variables was 59.78 and the average estimate.

Table No. 4.2.30

Summary table of both accepted and rejected hypotheses

Sr. No.	Variable	N1	N2	M1	M2	SD1	SD2	R	T	Decision
1	Total Male / Female	410	402	134.96	135.66	13.79	12.23	1.96	0.221	R
2	Democracy Male /Female	410	402	27.29	27.99	5.04	4.23	1.96	0.017	R
3	Civil society Male / Female	410	402	27.38	26.76	4.43	4.36	1.96	0.022	R
4	Mechanisms and institution of governance Male / Female	410	402	24.39	24.36	4.04	3.96	1.96	0.455	R
5	Citizenship responsibilities Male / Female	410	402	31.30	30.50	4.62	3.94	1.96	0.004	R
6	Universal citizenship Male / Female	410	402	24.59	26.05	3.76	3.86	1.96	3.130	A
7	Total Scientific /Arts	655	157	134.59	138.27	12.92	13.14	1.96	0.0007	R
8	Democracy Scientific /Arts	655	157	27.34	28.90	4.64	4.57	1.96	7.815	A
9	Civil society	655	157	26.89	27.85	4.33	4.66	1.96	0.007	R

#										
	Scientific /Arts									
10	Mechanisms and institution of governance Scientific /Arts	655	157	24.32	24.59	4.04	3.83	1.96	0.228	R
11	Citizenship responsibilities Scientific /Arts	655	157	30.75	31.55	4.30	4.34	1.96	0.018	R
12	Universal citizenship Scientific /Arts	655	157	25.30	25.39	3.86	3.93	1.96	0.396	R
13	Total Governmental / Private	685	127	135.29	135.36	12.88	13.88	1.96	0.479	R
14	Democracy Governmental / Private	685	127	27.66	27.54	4.77	4.09	1.96	0.397	R
15	Civil society Governmental / Private	685	127	27.05	27.20	4.35	4.70	1.96	0.358	R
16	Mechanisms and institution of governance Governmental / Private	685	127	24.44	24.02	4.09	3.88	1.96	0.141	R
17	Citizenship responsibilities Governmental / Private	685	127	30.77	31.64	4.22	4.72	1.96	0.018	R
18	Universal citizenship Governmental / Private	685	127	25.38	24.95	3.85	4.01	1.96	0.125	R
19	Field knowledge and awareness Male / Female	410	402	14.60	14.63	3.59	3.35	1.96	0.888	R
20	Field knowledge and awareness Scientific /Arts	655	157	14.69	14.30	3.49	3.37	1.96	0.202	R
21	Field knowledge and awareness Governmental / Private	685	127	14.64	14.49	3.43	3.67	1.96	0.658	R
22	Field values and attitudes Male / Female	410	402	63.06	63.57	6.84	6.09	1.96	0.257	R
23	Field values and attitudes Scientific /Arts	655	157	63.06	64.36	6.46	6.50	1.96	0.024	R

24	Field values and attitudes Governmental / Private	685	127	63.04	64.80	6.39	6.81	1.96	0.005	R
25	Field climate and practices Male / Female	410	402	57.30	57.45	10.46	9.35	1.96	0.826	R
26	Field climate and practices Scientific /Arts	655	157	56.84	59.61	9.84	9.97	1.96	0.002	R
27	Field climate and practices Governmental / Private	685	127	57.61	56.11	9.69	11.00	1.96	0.118	R

A= Accepted   **R= rejected**

4.4 Epilogue:

In this chapter, the data analyzed and the study assumptions were tested. The data was analyzed on the level of each variable for all the fields and dimensions; then on the level of every dimension. The data was further analyzed on the level of each field of the study. The study concluded the results on the level of variables including the fields and dimensions; it further included the fields including the variables and dimensions.

CHAPTER V

FINDINGS AND RECOMMENDATIONS

5.1 Introduction

5.2 Table wise Findings

5.3 Main Findings

5.4 Acceptance or Rejection of Hypotheses

5.5 Objective wise Findings

5.6 Discussion

5.7 Recommendations

5.8 Topics for Further Research

5.9 Epilogue

CHAPTER V
FINDINGS & RECOMMENDATIONS

5.1 Introduction

This chapter shows the table-wise findings from each tool and discusses all the findings and the testing of hypotheses. Besides, it provides some suggestions and recommendations. With the reforming intention of the investigator to avoid the future chances of error occurrence, recommendations are provided for further researches.

5.2 Table Wise Findings:

28. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a.

29. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of democracy.

30. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of civil society.

31. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of mechanisms and Institutions of governance.

32. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

33. Citizenship upbringing is not the same among male and female secondary school students in the capital city of Sana'a in the dimension of universal citizenship and was in favor of the female students.

34. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a.

35. Citizenship upbringing is not the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of democracy and was in favor of the Art section students.

36. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of civil society.

37. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of mechanisms and institutions of governance.

38. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

39. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of universal citizenship.

40. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a.

41. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of democracy.

42. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of civil society.

43. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of mechanisms and institutions of governance.

44. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

45. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of universal citizenship.

46. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

47. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

48. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

49. Citizenship upbringing is same among male and female secondary school students in the capital city of Sana'a in the field of values and attitudes.

50. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of values and attitudes.

51. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the field of values and attitudes.

52. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the field of climate and practices.

53. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of climate and practices.

54. Citizenship upbringing is the same among governmental and private secondary school students at secondary schools in the capital city of Sana'a in the field of climate and practices.

5.3 Major Findings:

1. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a.

2. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of democracy.

3. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of civil society.

4. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of mechanisms and Institutions of governance.

5. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

6. Citizenship upbringing is not the same among male and female secondary school students in the capital city of Sana'a in the dimension of universal citizenship and was in favor of the female students.

7. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a.

8. Citizenship upbringing is not the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of democracy and was in favor of the Art section students.

9. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of civil society.

10. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of mechanisms and institutions of governance.

11. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

12. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of universal citizenship.

13. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a.

14. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of democracy.

15. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of civil society.

16. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of mechanisms and institutions of governance.

17. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

18. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of universal citizenship.

19. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

20. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

21. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

22. Citizenship upbringing is same among male and female secondary school students in the capital city of Sana'a in the field of values and attitudes.

23. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of values and attitudes.

24. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the field of values and attitudes.

25. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the field of climate and practices.

26. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of climate and practices.

27. Citizenship upbringing is the same among governmental and private secondary school students at secondary schools in the capital city of Sana'a in the field of climate and practices.

5.4 Acceptance or Rejection of Hypotheses

5.4.1 Hypotheses Accepted or Rejected

1. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing. Hence, the hypothesis is rejected.

2. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy. Thus, the hypothesis is rejected.

3. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society. So, the hypothesis is rejected.

4. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance. Therefore, the hypothesis is rejected.

5. There is a difference between male and female students studying at secondary schools in the capital city of Sana' about citizenship upbringing in the dimension of citizenship responsibilities. Thus, the hypothesis is rejected.

6. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship. So, the hypothesis is accepted.

7. There is a difference between scientific and Art sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing. Hence, the hypothesis is rejected.

8. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy. Thus, the hypothesis is accepted.

9. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society. Therefore, the hypothesis is rejected.

10. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance. So, the hypothesis is rejected.

11. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities. Hence, the hypothesis is rejected.

12. There is a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about

citizenship upbringing in the dimension of universal citizenship. Thus, the hypothesis is rejected.

13. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing. Hence, the hypothesis is rejected.

14. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy. Therefore, the hypothesis is rejected.

15. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society. So, the hypothesis is rejected.

16. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance. So, the hypothesis is rejected.

17. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities. Hence, the hypothesis is rejected.

18. There is a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship. Thus, the hypothesis is rejected.

19. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness. Therefore, the hypothesis is rejected.

20. There is a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness. So, the hypothesis is rejected.

21. There is a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness. Hence, the hypothesis is rejected.

22. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes. Thus, the hypothesis is rejected.

23. There is a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes. Therefore, the hypothesis is rejected.

24. There is a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes. So, the hypothesis is rejected.

25. There is a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices. Thus, the hypothesis is rejected.

26. There is a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices. Hence, the hypothesis is rejected.

27. There is a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices. Therefore, the hypothesis is rejected.

5.4.2 Null Hypothesis Accepted and Rejected:

1. There is no a significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing. So, the hypothesis is accepted.

2. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy. Hence, the hypothesis is accepted.

3. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society. Therefore, the hypothesis is accepted.

4. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance. Thus, the hypothesis is accepted.

5. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities. So, the hypothesis is accepted.

6. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship. Hence, the hypothesis is rejected.

7. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing. Thus, the hypothesis is accepted.

8. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy. Therefore, the hypothesis is rejected.

9. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society. So, the hypothesis is accepted.

10. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance. Therefore, the hypothesis is accepted.

11. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities. Thus, the hypothesis is accepted.

12. There is no significant a difference between scientific and Arts sections students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship. Hence, the hypothesis is accepted.

13. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing. So, the hypothesis is accepted.

14. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of democracy. So, the hypothesis is accepted.

15. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of civil society. Hence, the hypothesis is accepted.

16. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of mechanisms and institutions of governance. Thus, the hypothesis is accepted.

17. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of citizenship responsibilities. Therefore, the hypothesis is accepted.

18. There is no significant a difference between students studying in governmental and private sector secondary schools in the capital city of Sana'a about citizenship upbringing in the dimension of universal citizenship. Hence, the hypothesis is accepted.

19. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness. Thus, the hypothesis is accepted.

20. There is no significant a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness. So, the hypothesis is accepted.

21. There is no significant a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of knowledge and awareness. Therefore, the hypothesis is accepted.

22. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes. Hence, the hypothesis is accepted.

23. There is no significant a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing field of values and attitudes. Thus, the hypothesis is accepted.

24. There is no significant a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of values and attitudes. So, the hypothesis is accepted.

25. There is no significant a difference between male and female students studying at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices. Therefore, the hypothesis is accepted.

26. There is no significant a difference between students studying scientific and Arts sections at secondary schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices. Thus, the hypothesis is accepted.

27. There is no significant a difference between students studying governmental and private sector schools in the capital city of Sana'a about citizenship upbringing in the field of climate and practices. Hence, the hypothesis is accepted.

5.5 Objective -Wise Findings

Objective - 1:

To identify the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a.

1. The actuality of citizenship upbringing in secondary schools in the capital Sana'a according to three variables (sex, section, type of the school) was increased by (60.31 %) and the average estimate.

2. The actuality of citizenship upbringing in secondary schools in the capital Sana'a according to the three study areas (knowledge and awareness, values and attitudes, climate and practices) was by percentage (59.87 %) and the average estimate.

3. The two previous percentages are convergent-level in variables and fields, the ratios are also close and the same appreciation in all five study dimensions (democracy, civil society, mechanisms and institutions of governance, citizenship responsibilities, and universal citizenship) is an indication of the decline in breeding citizenship among secondary school students in the capital city of Sana'a on the level of variables and fields and dimensions.

Hence, the objective number one is fulfilled.

Objective -2:

To investigate the existence or non-existence of differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to a variable of sex (Male / Female) on the level of all fields and dimensions.

1. Citizenship upbringing is the same among male and female secondary school students at secondary schools in the capital city of Sana'a.

2. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of democracy.

3. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of civil society.

4. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of mechanisms and institutions of governance.

5. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

6. Citizenship upbringing is not the same among male and female secondary school students in the capital city of Sana'a in the dimension of universal citizenship and was in favor of the female students.

Hence, the objective number two is fulfilled.

Objective -3:

To examine the existence or non-existence of differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to a variable of section (Scientific / Arts) on the level of all fields and dimensions.

1. Citizenship upbringing is the same among scientific and Arts secondary school students at secondary schools in the capital city of Sana'a.

2. Citizenship upbringing is not the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of democracy and was favor of the Arts section students.

3. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of civil society.

4. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of mechanisms and institutions of governance.

5. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

6. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the dimension of universal citizenship.

Hence, the objective number three is fulfilled.

Objective 4:

To find out the existence or non-existence of differences in the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to a variable of the type of school (Governmental / Private) on the level of all fields and dimensions.

1. Citizenship upbringing is the same among governmental and private secondary school students at secondary schools in the capital city of Sana'a.

2. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of democracy.

3. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of civil society.

4. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of mechanisms and institutions of governance.

5. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of citizenship responsibilities.

6. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the dimension of universal citizenship.

Hence, the objective number three is fulfilled.

Objective -5:

To compare the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to all variables the study in the field of knowledge and awareness.

1. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

2. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

3. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the field of knowledge and awareness.

Hence, the objective number three is fulfilled.

Objective -6:

To compare the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to all variables the study in the field of values and attitudes.

1. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the field of values and attitudes.

2. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of values and attitudes.

3. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the field of values and attitudes.

Hence, the objective number three is fulfilled.

Objective -7:

To compare the actuality of the citizenship upbringing at secondary schools (12th grade) in the capital city of Sana'a attributed to all variables the study in the field of climate and practice.

1. Citizenship upbringing is the same among male and female secondary school students in the capital city of Sana'a in the field of climate and practices.

2. Citizenship upbringing is the same among scientific and Arts secondary school students in the capital city of Sana'a in the field of climate and practices.

3. Citizenship upbringing is the same among governmental and private secondary school students in the capital city of Sana'a in the field of climate and practices.

Hence, the objective number three is fulfilled.

5.6 Discussion: The researcher, thus, got the following conclusions:

The actuality of citizenship upbringing in secondary schools in the capital city of Sana'a, according to three variables (sex, section, school type) was (60.31 %) and with a medium estimate.

The actuality of citizenship upbringing in secondary schools in the capital city of Sana'a according to the three study fields (knowledge and awareness, values and attitudes, climate and practices), was (59.87 %) and with a medium estimate.

The previous two percentages are almost the same with a little bit difference on the level of variables and fields, all the percentages are also close and the same estimate in all five study dimensions (democracy, civil society, mechanisms and institutions of governance, citizenship responsibilities, and universal citizenship). And this is an indication of the

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decline in citizenship upbringing among secondary school students in the capital city of Sana'a, on the level of variables, fields, and dimensions.

The value of the results (T) approved that there is no statistically significant due to the variables of the study differences (sex, section, type of school) except in two hypotheses which are (6 , 8). In the results of the hypothesis (6) statistically significant differences were found in the sex variable and in favour of female, the reason may be due to the differences in favor of females as the researcher believes to female global variables affected more than males, especially the means of education and information address the emotional side more. And this is what characterizes females than males in particular; hence, the difference is in favor of females. And also in the hypothesis (8) statistically significant differences were found in the variable of section and in favour of the scientific section, the reason may be due to the differences in favor of the scientific section as seen by the researcher to the fact that the scientific section students more committed and attendance and compliance with the curriculum of the literary section students because of the importance of scientific testimony obtained by the student scientific department compared to students in the literary section, but this was more affected by the curriculum and school atmosphere.

The researcher thought that the reason of the lack of statistically significant differences in the rest of the variables to the nature of what is given to students and are affected by, regardless of gender (Male, Female), section (Scientific, Arts) and type of school (Governmental, Private).

The results of (T) approved that there is no statistically significant due to the areas of study, (knowledge & awareness, values & attitudes, and climate & practices), with all the variables of the study without exception. Thus, the researcher thought that there are no differences that equalize the actuality of students in citizenship upbringing in the fields of study and their variants, and there is no difference from the field to another, as well as from a variable to another. That is because what they receive in school through the curriculum and the general atmosphere is almost the same.

In general, students of secondary schools (12th grade) in the Republic of Yemen are exposed to neutral media that affect them positively without discrimination on the basis of (sex, section, and type of the school). This verifies the researcher's conduction that the gnostic conceptual aspect of citizenship upbringing is a result of the effect of communication facilities mainly TV. These facilities affect their users regardless of their sex (Male / Female), section (Scientific / Art) and type of school (Governmental / Private) without discrimination.

Secondary school students in The Yemen Republic do not have enough civic values and attitudes that support effective, conscientious and responsible citizenship and political participation. And they have low civic knowledge and awareness about principles and concept which are necessary for this citizenship and participation. They are also in need of climate and practices that support this citizenship and participation. This means that the school did not do its most important role which is preparing for effective, responsible and ideal citizenship with its various forms and levels. Moreover, amalgamate students in their societies and developing these societies.

The decline of the level of (values & attitudes) and decline of (knowledge & awareness) and (climate & practices) show students' trend towards democratic and civic participation and effective, responsible and ideal citizenship. But the social and political reality makes students negative, dependent and isolated. This is expressed by social dichotomy which can be noticed in the discrepancy between what is said about citizenship, redemption and immolation and what is done about them. This means there is a need to support citizenship as a right of all members of the society who, in turn, do their personal, civic and political responsibilities. Moreover, false concepts regarding citizenship belonging and participation should be corrected and this is one of the roles of educational institutions.

Yemeni schools failed in citizenship upbringing on knowledge and awareness, values, attitudes, climate and practices. What was attained by students regarding knowledge and civic concepts was only a result of the impact of educational media rather than school. Thus, communication facilities (media) especially televisions have a great educational impact on students. This can be concluded from the previous studies which in

light of them the researcher interpreted the results. These studies ratified back down the role of the school in political upbringing compared with the other institution. These studies proved unmeant of the curriculum of schools and their climate from what supports values and civic attitudes. Moreover, there is the undemocratic climate in schools which do not support effective and responsible citizenship in its various forms and level; and they lack activities that support civic upbringing. Besides that traditional teacher teach in these schools. They use traditional ways of teaching. The results of this study proved that there is a back down regarding knowledge, awareness, climate and civic practices.

Yemeni schools are discrete from the local and universal community, general political, national and universal issues. Their functions are mainly related to the cognitive aspect which ignores the problems of the society, the world, and the historical stage. The curriculum of these schools neglects the political and civic aspect of the personality of the students in lives of the society and the world. Thus, these schools ignore activities that serve the local community and the political, social and cultural activities. These are no colloquiums and displays of the contribution of the local, civic and national community. Thus, the school is alienated from universal issues and developments. It is separated by high fences from the society. Moreover, it is invaded by values, behaviors and declined discourse of the society instead of haut, effective and democratic behaviors and discourse.

Upbringing institution in Yemen (the family, the school and the general community) unconsciously adopt values of obedience, compliance, subjection and stereotyping. They also strangle the positive attitudes towards conscientious, effective, responsible, political, civic and moral citizenship. Moreover, they are prevailed by negative, social material and dependent climate feature by passivity, pullback, carelessness, and statelessness. Members of these institutions feel helpless and inactive and develop in them means of apologia and desertion. Failure of all intended and unintended educational institutions in citizenship upbringing mean that they should do their roles and responsibilities.

5.7 Recommendations:

On the basis of the results of the study regarding the actuality of citizenship upbringing in the secondary schools in the capital city of Sana'a and the interrelation of this to various obstacles that hinder activating practicing citizenship. For all these things, the researcher recommends the following:

5.7.1 Recommendations for government:

1. The state should find a general strategy that includes the outlines of citizenship upbringing. The related institutions and establishments (ministry of Education, communication facilities (means), political parties, civil society organizations…etc.) should include this strategy in their programs in upbringing individuals and make them aware of them so that efforts of all reintegrate and do not contravened.

2. All youthful institutions should adopt indoor and outdoor activities in different educational stages.

3. The government, represented by the Ministry of Education should formulate a clear policy to raise citizenship through the curriculum and activities associated with it and orders schools to apply that.

4. Holding regular meetings for teachers on the level of the Republic to evaluate the existing curriculum of citizenship upbringing and propose strategies for raising it, compatible with the nature of the global stage.

5. The government, represented by the Ministry of Education, should issue monthly research Journal to involve teachers participations and run by a group of specialists, concerned with how citizenship upbringing and the possibility of benefiting from the Arab and international experiences in it.

6. The Ministry of Education should allocate subject on Educational citizenship including cognitive, emotional and behavioral aspects, so it can ring with students from the earliest stages in education until the end of secondary education.

7. The Ministry of Education, in coordination with the local media, to conduct a number of hours per week to provide programs and workshops about citizenship and specifications of the good citizen.

5.7.2 Recommendations for Head of the Institute:

1. Political parties and civil society organizations should pay attention to develop citizenship in their members.

2. Accustoming students to practicing citizenship early outside and inside schools especially secondary ones. This is because the secondary stage is important since it is close to their political participation. Students of this stage are matured physically, psychologically, socially and politically.

3. The school should be a safe place where students feel acceptable, respectable and relaxed. It should encourage students to participate in various issues and mention their opinion. To form this culture, the school should capture democratic values and encourages students to decide so that they feel proud of it and their society.

4. The school that we all should work together to be the place which develops the political, cultural, educational and democratic values which enriches democratic principles in political and philosophic opinions and adopts dialogue values and acknowledging the other either national or human which establish dialogue and up bring justice and faith as high human political values and constitution principle. They also aim that the citizen should be a supportive member in policy and life.

5. Citizenship should be a vital part of the curriculum of schools. Furthermore, it should be a right for all students and be part of the system and traditions of secondary schools.

6. The school's administration should promote a culture of citizenship within the school such as democracy and respect for the opinions of others and community service; and that the school should be a role model for the students and teachers.

7. Activation of citizenship upbringing classes and converts it from the theory lessons to applicable lessons in the educational process inside and outside the school.

5.7.3 Recommendations for Teachers:

1. Qualifying the teacher so that she/he can be able to apply the theoretic concepts to be practiced in real life. This is because she/ he is the only person who can do that since she/he has a respectable social status and students imitate him / her.

2. Teachers must attend programs, courses, and workshops for training on how to instill the values of citizenship and promotes on students.

3. Teachers must raise their understanding level of the concept of citizenship and benefit from the experiences of others in the installation and promotion of the values of citizenship.

4. There should be holding regular meetings for teachers at the level of each province for the exchange of experiences in the development of citizenship among students.

5. Teachers must conduct studies and research on their students and in their schools to learn through them about the positive aspects so they can promote and encourage them, and on the negative aspects and how to address an educational manner.

6. Teachers should be keen to represent the values of citizenship in their behavior and their dealings with their students and with their colleagues and with the school's administration because the teacher from the student's point of view is the one who gives the applied values of citizenship.

5.8 Topics for Further Research:

The researcher, during conducting his study, felt that there are other problems which should be studied and which are related to the current study. The aim of mentioning these problems is completing what has been initiated by the researcher. These problems are as follows:

1. The actuality of citizenship upbringing in the Yemen Republic and India (a comparative study).

2. The extent of embedding citizenship dimensions in the social subjects curriculum in basic and secondary stages in the Yemen Republic.

3. An evaluation study of the role of communicative and notification in developing citizenship values among secondary school students.

4. The extent of availability of citizenship values in educational curriculum in the Yemen Republic (an analytic study).

5. The actuality of citizenship upbringing in the basic stages in the Yemen Republic and how to improve it.

6. A suggested conceives for the independent course for citizenship upbringing in basic and secondary stages in the Yemen Republic.

7. Educational curriculum manipulation for some political issues and their relation with political and civic upbringing for nascent.

8. The integrative relationship between the family and the school in citizenship upbringing.

5.9 Epilogue:

This chapter includes table-wise findings from each tool, main Findings, support or non-support of hypotheses / acceptance or rejection of the hypotheses, objective-wise Findings, Findings discussion, recommendations, topics for further research and references and appendix. In this way, the researcher has completed all five chapters. Chapter I dealt with need and significance of the research. Chapter II reviewed of past research and related literature. Chapter III was for detail procedure about research. Analysis and Interpretation of data were mentioned in chapter IV.

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2. **Appendix**

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APPENDIX

Appendix No. 1: Names of Jury Members Specialized in Educational and Psychology who validated the Questionnaire

1. Dr. Abdulghani Qasem Ghaleb Al-Sharjabi, Professor of Foundations of Education, Faculty of Education, Sana'a University.

2. Dr. Ahmed Mohammed Al-Daghashy, Professor of Foundations of Education, Faculty of Education, Sana'a University.

3. Dr. Ahmed Ahmed Saleh Al-Eramy, Associate Professor of Current Arab History, Vice President of Hajja University.

4. Dr. Ahmed Ali Al-Haj, Professor of Administration and Planning, Faculty of Education, Sana'a University.

5. Dr.Eskandar Mohammed Al-Nisy, Professor of History of international Relationships and Outer policy, Faculty of Education and languages, Amran University.

6. Dr. Salah Al-Din Ahmed Al-Jomae, Professor of Educational and psychological, Educational Sciences Department, Faculty of Education and languages, Amran University.

7. Dr. Abdulhameed Ahmed Dawood, Associate Professor of Curriculum and TeachingMethods, Training and Inhabitants Center, Sana'a University.

8. Dr. Farouk Ahmed Hider, Professor of Foundations of Education, Faculty of Education, Sana'a University.

9. Dr. Mohammed Lutf Al-Sakaf, Professor of Educational and psychological Guidance, Faculty of Education and languages, Amran University.

10. Dr. Mohammed Mohsen Al-Dhahery, Associate Professor of Political Sciences, Faculty of Commerce, Sana'a University.

11. Dr. Ahmed Ahmed Al-Ancy, Professor of Foundations of Education, Faculty of Education, Sana'a University.

12. Dr. Abdullah Al-Fakih, Associate Professor of Political Sciences, Faculty of Commerce, Sana'a University.

13. Dr. Qaid Huseen Al-Montaser, Associate of Measurement and Evaluation, Hajja University.

14. Dr. Mohammed Serhan Khaled Al-Mekhlafy, Professor of Educational Administration, Faculty of Education, Sana'a University.

15. Dr. Mohammed Qasem Qahwan, Assistant lecturer and the head of Foundations of Education Department, Faculty of Education and languages, Amran University.

16. Dr. Mohammed Saleh Masoud, Professor of Applied statistics, Faculty of Education and languages, Amran University.

Appendix No. 2: Names of some Jury Members Specialized in Educational and Psychology who validated the Questionnaire after Modification

1. Dr. Abdulghani Qasem Ghaleb Al-Sharjabi, Professor of Foundations of Education, Faculty of Education, Sana'a University.

2. Dr. Ahmed Mohammed Al-Daghashy, Professor of Foundations of Education, Faculty of Education, Sana'a University.

3. Dr. Salah Al-Din Ahmed Al-Jomae, Professor of Educational and psychological, Educational Sciences Department, Faculty of Education and languages, Amran University.

4. Dr. Abdulhameed Ahmed Dawood, Associate Professor of Curriculum and TeachingMethods, Training and Inhabitants Center, Sana'a University.

5. Dr. Mohammed Mohsen Al-Dhahery, Associate Professor of Political Sciences, Faculty of Commerce, Sana'a University.

6. Dr. Qaid Huseen Al-Montaser, Associate of Measurement and Evaluation, Hajja University.

7. Dr. Mohammed Qasem Qahwan, Assistant lecturer and the head of Foundations of Education Department, Faculty of Education and languages, Amran University.

8. Dr. Mohammed Saleh Masoud, Professor of Applied statistics, Faculty of Education and languages, Amran University.

Appendix No. 3: The final questionnaire in English.

Questionnaire

Dear Student,

This questionnaire is trying to identify the actuality of citizenship upbringing among high school students in the capital Sana'a according to the following:

General Instructions:

This questionnaire consists of three parts.

*please answer the questionnaire in accordance with the following instructions:

*Write your data first.

*Answer all the parts in the light of its own instructions.

*Make sure that your answer will be used only for the purpose of this search.

Student data:

Name: (optional)...

 Sex: Male (   ) Female.(   )

Section: Scientific section (   ) Arts section (   ).

Type of the school: governmental (   ) private (   ).

Researcher / Yahya Ahmed Almerhbi

First: knowledge and awareness:

Here are (25) multiple-choice questions and each question consist of a head and four selections. Please read each question individually, then tick () in front of a choice that you think it's true.

Please answer in the light of the following instructions:

* For each question one correct answer.

* Make sure you put an asterisk (   ) and only one in each question, in the sense that you choose only one answer.

* Do not leave the question unanswered.

1.   Of the principles upon which modern societies are established:

A - A person enjoys absolute authority.

B - Everyone has a specific position according to sex and ethnic origin.

C – All people are equal before the law.

D - Everyone has a specific position according to his wealth and his position in the state.

2. The function of the judiciary in democratic systems are:

A- Issuing laws and legislation.

B- Resolving disputes between individuals and organizations.

C- Executing the orders of the ruling regime.

D. Ratifying international conventions and treaties.

3. Of the responsibilities carried out by the citizen in a democratic society:

A. Refraining from talking about politics.

B- Restraining from the criticism of the government, officials and the public policies of the state.

C- following-up public issues and trying to influence them.

D- Supporting all government policies.

4. In accordance with the principles of democracy the veto applicable in the Security Council represents:

A- A good way to activate the role of the United Nations.

B- An acceptable expression of the prestige and power of countries.

C- An example of cooperation and brotherhood among countries.

D- An example of inequality and discrimination between countries.

5. Ruling in democratic systems:

A – Religious scholars.

B - A person who is elected by the free will of the people.

C - A small group of intellectuals.

D - Experts in the affairs of politics.

6. Human rights organizations can play a role in the defense of human rights only if they:

A-Are a part of the administrative system of the state.

B- Are not subject to the authority of the state.

C- Are represented in the House of Representatives.

D- Get the expenditures from the state.

7. The president of the Republic appoints the members of the Shura Council for the purpose of:

A- Supplying scientific and practical expertise needed for the work of the Council.

B- Pleasing the opposition parties by appointing some of their members.

C-To ensure the majority of the ruling party.

D- To satisfy the president's relatives and acquaintances.

8. Following-up the meetings of the House of Representatives on the television is important because they are:

A- A means to spend the leisure time.

B- An insurance for the legitimacy of legislation and laws approved by the Council.

C- Away to find out the laws and legislation endorsed by the Council.

D- A manner to watch disputes between members.

9. Of the goals of the United Nations:

A- To achieve the interests of the great powers.

B- Maintaining peace and security among nations.

C- Interfering in the internal affairs of Member States.

D- Regulating the exploitation of the natural resources of the Member States.

10. The purpose of pluralism in democratic societies:

A - Encouraging economic competition.

B - Disrupt the unity of the nation.

C - Seek to satisfy the ruling regime.

D - Different political visions for the good of the nation.

11. Yemeni Constitution gives the House of Representatives the right to all of the following except:

A- Withdrawal of confidence from the government and ministers.

B- Discussing the general budget of the state.

C- Withdrawal confidence from the President of the Republic.

D- Proposing and discussing the laws and legislation.

12. Exercising the right to vote In any elections or referendums is important because it:

A- A contribution in the formation of the government.

B- Away for electing the candidates from relatives.

C- An insurance for overthrowing the government candidate whatever.

D- Away to help the candidates after their success.

13. Decisions of the Security Council are issued provided that:

A- Consent of all the non-permanent members of the Council.

B- Approval of a majority of non-permanent members of the Council.

C- Approval of all the permanent members of the Council.

D- Approval of the permanent members of the Council.

14. The party in democratic systems to form a government in the case of:

A - Membership businessmen in this party.

B - Seek to satisfy the ruling regime.

C - Tribal and sheikhs support him.

D - Receiving a majority of the votes of the electorate.

15. Non-governmental organizations provide those who join it:

A- Financial opportunities from these organizations and associations.

B- Opportunities of getting a prestigious social status.

C- Opportunities of expressing the interests of certain groups and classes.

D- Opportunities of international cooperation.

16. The regime applicable in the Republic of Yemen is:

A- Parliamentary system and the executive power are headed by the Prime Minister.

B- Presidential system and the executive power are headed by the President of the Republic.

C- System of the National Assembly which has the executive power.

D- A mixture of the parliamentary and presidential system.

17. A student sent an article for newspaper criticizing the policies of the government which does not serve the public interest. Do you think that is?

A- An intrusive interference.

B- Transgressing on the purview of the officials.

C- Desire for fame.

D- Exercising of his duties as a citizen.

18. If a traffic man doesn't cop traffic offense committed by an important figure, it means:

A - Compulsory partiality for the important figure.

B - Flexibility in the application of the law.

C - The true use of the law.

D - A violation of the equality among citizens.

19. Women getting less than men's salary is contrary to the principle of equality if the reason for this:

A- Educational qualifications.

B- Experience in the field of work.

C- Sex (Male / Female).

D- Working hours.

20. Authority responsible for legislation and enacting laws are:

A- House of Representatives.

B- The cabinet.

C- The Constitutional Court.

D- Ministry of Justice.

21. One of the following makes a non-democratic government:

A -The imposition of public order and social security.

B- Restrictions on freedom of opinion and expression.

C - Taxing the citizens.

 D - The imposition of the rule of law for everyone.

22. A person who applied for a job has been excluded. That is a form of discrimination if it is based on:

A- Educational qualifications.

B- Belonging to an opposition party.

C- Previous experience.

D- Proficiency of some foreign languages.

23. Some argue that the political parties lead to differences of opinions in the community and then there must be:

A- These parties have to be dissolved and dismantled.

B –Retained it to strengthen democratic values and opinions of others.

C -follow the one-party policy.

D- It is better not to allow the existence of parties in the first place.

24. Citizenship in civil society are:

A - Legal relationship between the citizen and the state.

B - The legal relationship between the citizen and who living with him in this country.

C The legal relationship between the citizen and other countries.

D - The legal relationship between the citizen and the state, between citizen and who living with him in this country.

25. Good citizen by the concept of citizenship is:

A- Who performs his duty not requesting his right?

B-That does not lead his duty but requesting his right.

C- Who performs his duty but requesting his right.

D-That does not lead his duty not requesting his right.

Second: values and attitudes:

Here are (20) statements. Please read all the words on the unit, then tick ( ) in front of each phrase below the level that you see suits you and expresses your point of view of any of the three levels (I agree –hesitating - do not agree).

* Note that there is no right answer and the other wrong.

* Please answer in the light of the following instructions:

* Reply frankly the specific point of view.

Make sure you put an asterisk (   ) and only one of each phrase, and below the level of only one of the three levels (Strongly agree - agree- hesitating- I do not agree - Strongly Disagree).

Do not leave the question unanswered.

No	Questionnaire items	Strongly agree	Agree	I don't know	Disagree	Strongly Disagree
1	The government should confiscate newspapers that criticize its policy.					
2	Configuring voluntary groups for cleaning neighborhood is not necessary because it is the government's responsibility.					
3	The government works for the public good. Thus, we must trust it.					

4	It is better for Yemen to shrink its foreign relations and devote itself to its internal problems.					
5	We must trust in the House of Representatives because it represents the people and works for their welfare.					
6	Yemen is part of the world, so they must have a foreign policy that serves their national interests and national.					
7	Non-remunerated work in community service activities is not a waste of time and effort.					
8	Democracy in Yemen is not but just a decor and ads.					
9	Citizens should not occupy themselves with the general issues and political affairs as such work is politicians' alone.					
10	Openness to the cultures of the world no threatens our cultural identity.					
11	The political parties should support the nomination of women for leadership positions.					
12	Freedom of expression about Opinion through various peaceful means is the right of all citizens, whether they are a majority or a minority.					
13	Following what happening now in the world is not preoccupied with the concerns of the nation.					
14	The multiplicity of parties and organizations no is a source of conflicts and differences within the country.					
15	Participation in political parties, trade unions, and voluntary associations attains the effect of a citizen in the public policy.					
16	Attempting to influence the government defaulting on its obligations is necessary even if that arrived at peaceful demonstrations.					
17	Criticism by human rights organizations for some of the actions of the government is not considered interference in the affairs of governance.					
18	The political majority (the government) not her right to seize the political rights of the minorities (the opposition).					

No.	Questionnaire items					
19	My responsibility as a citizen towards my homeland is only to pay attention to myself and my family.					
20	Casting my vote in the elections after my legal age is not important as there are many people who will vote.					

Third: climate and practices:

Here are (20) statements. Please read all the words on the unit, then tick () in front of each phrase below the level that you see suits you and expresses your point of view of any of the three levels (always - often- Sometimes - rarely- never). Note that there is no correct answer and the other wrong.

Please answer in the light of the following instructions:

* Reply frankly specifying your private point of you.

* Make sure you put an asterisk (   ) and only one for each phrase, and below the level of only one of the three levels (always - often- Sometimes - rarely- never).

* Do not leave the question unanswered.

No.	Questionnaire items	always	often	Some times	Rarely	never
1	With my family, I feel free to express my opinion even if that opposes my father's.					
2	In the school, we are encouraged to participate in the activities of the neighborhood service.					
3	Within the community, there is a sense of inability to influence the government.					
4	I do not care to follow up on news programs and talk shows to follow up the Arab and international issues.					
5	My family adult members no regularly participate in the general election.					
6	The members of my family talk about power as a source of threat to the citizen.					

7	Teachers respect our opinions and encourage us to express them freely.					
8	An atmosphere of distrust prevails in my family due to the government's policies.					
9	School no encourages us to discuss matters of politics, forming opinions about public issues.					
10	Teachers do not care to discuss global issues with us.					
11	Some members of my family are members of political parties.					
12	My father discusses with us in everything that happens in the outside world.					
13	I participate in the election of the student union at school.					
14	I participate in a youth organization affiliated with a political party.					
15	I don't try to get an electoral card when I reach my legal age due to the lack of trust in the election results.					
16	I contribute in school activities that aim at serving the local community.					
17	I discuss general issues with my family and each one has an independent opinion.					
18	I participate in election campaigns though my electoral card has not been issued yet.					
19	The headmaster does not consult us in some matters related to the school and the educational process.					
20	Some members of my family and I participated in some voluntary work for community service.					

Appendix No. 4: The final questionnaire in Arabic.

<u>استبيان</u>

عزيزي الطالب :

يحاول هذا الاستبيان التعرف على واقع تربية المواطنة لدى طلبة المدارس الثانوية في أمانة العاصمة صنعاء وفقا للآتي.

تعليمات عامة:

يتكون هذا الاستبيان من ثلاثة أجزاء ، برجاء الإجابة على الاستبيان وفقا للتعليمات التالية:

* كتابة البيانات الخاصة بك أولا.

* أجب عن كل جزء في ضوء التعليمات الخاصة به.

* تأكد من أن إجابتك سوف تستخدم فقط لغرض هذا البحث.

بيانات الطالب:

الاسم: (اختياري) ....

الجنس: ذكر (   ) أنثى (   ).

القسم: علمي (   ) أدبي (   ).

المدرسة: حكومية (   ) خاصة (   ).

الباحث: يحيى أحمد حسين المرهبي

أولا : المعرفة والوعي :

إليك عدد (25) سؤال اختيار من متعدد ، إذ يتكون كل سؤال من رأس وأربعة اختيارات ، برجاء قراءة كل سؤال على حدة ، ثم وضع علامة (   ) أمام الاختيار الذي تعتقد أنه صحيح.

برجاء الاجابة في ضوء التعليمات التالية:

* لكل سؤال إجابة واحدة صحيحة.

* تأكد أنك تضع علامة (   ) واحدة فقط في كل سؤال ، بمعنى أن تختار إجابة واحدة فقط.

* لا تترك سؤالا بدون إجابة.

1. **من المبادئ التي تقوم عليها المجتمعات الحديثة:**

أ - أن يكون لبعض الأشخاص سلطة مطلقة.

ب - أن يكون لكل شخص مكانة محددة وفقا لجنسه وأصله العرقي.

ج - أن يكون الجميع متساوون أمام القانون.

د - أن يكون لكل شخص مكانة محددة وفقا لثروته ومنصبه في الدولة.

2. **وظيفة السلطة القضائية في النظم الديمقراطية هي:**

أ ـ إصدار القوانين والتشريعات.

ب ـ العمل على حل المنازعات بين الأفراد والهيئات.

ج ـ تنفيذ أوامر النظام الحاكم.

د ـ التصديق على الاتفاقيات والمعاهدات الدولية.

3. **من المسؤوليات التي يقوم بها المواطن في المجتمع الديمقراطي:**

أ ـ الامتناع عن التحدث في السياسة.

ب ـ الامتناع عن نقد الحكومة والمسؤولين والسياسات العامة للدولة.

ج ـ متابعة القضايا العامة ومحاولة التأثير فيها.

د ـ تأييد كل سياسات الحكومة.

4. **وفقا لمبادئ الديمقراطية يمثل حق الفيتو المعمول به في مجلس الأمن:**

أ ـ وسيلة جيدة لتفعيل دور الأمم المتحدة.

ب ـ تعبيرا مقبولا عن مكانة وقوة الدول.

ج ـ مثالا للتعاون والإخاء بين الدول.

د ـ مثالا لعدم المساواة والتمييز بين الدول.

5. يتولى الحكم في النظم الديمقراطية:

أ ـ رجال الدين.

ب ـ من يختاره الشعب بإرادته الحرة.

ج ـ جماعة صغيرة من المثقفين.

د ـ خبراء في شؤون السياسة.

6. لكي تقوم منظمات حقوق الإنسان بدورها في الدفاع عن حقوق الإنسان لا بد أن:

أ ـ تكون جزءا من الجهاز الإداري للدولة.

ب ـ لا تخضع لسلطة الدولة.

ج ـ تكون ممثلة في مجلس النواب.

د ـ تحصل على نفقاتها من الدولة.

7. يعين رئيس الجمهورية أعضاء مجلس الشورى لسبب هو:

أ ـ توفير الخبرات العلمية والعملية اللازمة لعمل المجلس.

ب ـ ارضاء الأحزاب المعارضة بتعيين بعض أعضائها.

ج ـ ضمان الأغلبية للحزب الحاكم.

د ـ إرضاء أقارب الرئيس ومعارفه بتعيينهم في مجلس النواب.

8. متابعة جلسات مجلس النواب في التلفزيون مهمة لأنها:

أ ـ وسيلة لقضاء وقت الفراغ.

ب ـ ضمانا لصحة التشريعات والقوانين التي يقرها المجلس.

ج ـ وسيلة للوقوف على القوانين والتشريعات التي يقرها المجلس.

د ـ وسيلة لمشاهدة النزاعات بين الأعضاء.

9. من أهداف هيئة الأمم المتحدة :

أ ـ تحقيق مصالح الدول الكبرى.

ب ـ الحفاظ على السلام والأمن بين الدول.

ج ـ التدخل في الشؤون الداخلية للدول الأعضاء.

د ـ تنظيم استغلال الموارد الطبيعية للدول الأعضاء.

10. الغرض من التعددية الحزبية في المجتمعات الديمقراطية:

أ ـ تشجيع المنافسة الاقتصادية.

ب ـ تمزيق وحدة الوطن.

ج ـ السعي لإرضاء النظام الحاكم.

د ـ اختلاف الرؤى السياسية لصالح الوطن.

11. الدستور اليمني يعطي لمجلس النواب الحق في كل ما يلي ما عدا:

أ ـ سحب الثقة من الحكومة والوزراء.

ب ـ مناقشة الموازنة العامة للدولة.

ج ـ سحب الثقة من رئيس الجمهورية.

د ـ اقتراح ومناقشة القوانين والتشريعات.

12. ممارسة الحق في التصويت مهمة لأنها:

أ ـ مشاركة في تشكيل الحكومة.

ب ـ وسيلة لانتخاب المرشحين من الأقارب.

ج ـ ضمان لإسقاط مرشح الحكومة أيا كان.

د ـ وسيلة لمساعدة المرشحين بعد نجاحهم.

13. تصدر قرارات مجلس الأمن بشرط:

أ ـ موافقة كل الأعضاء غير الدائمين في المجلس.

ب ـ موافقة أغلبية الأعضاء غير الدائمين في المجلس.

ج ـ موافقة كل الأعضاء الدائمين في المجلس.

د ـ موافقة الأعضاء الدائمين في المجلس.

14. يقوم الحزب في النظم الديمقراطية بتشكيل الحكومة في حالة:

أ ـ عضوية رجال المال والأعمال فيه.

ب ـ السعي لإرضاء النظام الحاكم.

ج ـ تأييد المشائخ والقبيلة له.

د ـ حصوله على أغلبية أصوات الناخبين.

15. تتيح الجمعيات الأهلية والمنظمات غير الحكومية لمن ينظم إليها:

أ ـ فرصا للاستفادة المالية من هذه المنظمات والجمعيات.

ب ـ فرصا للحصول على مركز اجتماعي مرموق.

ج ـ فرصا للتعبير عن مصالح فئات وجماعات معينة.

د ـ فرصا لتحقيق التعاون الدولي.

16. نظام الحكم المعمول به في الجمهورية اليمنية هو :

أ ـ النظام البرلماني ويرأس السلطة التنفيذية فيه رئيس الوزراء.

ب ـ النظام الرئاسي ويرأس السلطة التنفيذية رئيس الجمهورية.

ج ـ نظام الجمعية الوطنية وتكون لها السلطة التنفيذية.

د ـ نظام خليط من النظامين البرلماني والرئاسي.

17. أرسل طالب مقالا لجريدة ينتقد فيها سياسات الحكومة التي يرى أنها لا تخدم الصالح العام .إن ذلك في رأيك يعد:

أ ـ تدخلا فيما لا يعنيه.

ب ـ تعدٍ على اختصاص المسؤولين.

ج ـ رغبة في الشهرة.

د ـ ممارسة لواجباته كمواطن.

18. إذا لم يحرر شرطي المرور مخالفة مرورية ارتكبتها شخصية مهمة فإن ذلك يعني:

أ ـ مجاملة واجبة للشخصية المهمة.

ب ـ مرونة في تطبيق القانون.

ج ـ استخداما صحيحا للقانون.

د ـ انتهاكا للمساواة بين المواطنين.

19. حصول المرأة على مرتب أقل من الرجل يعتبر مخالفا لمبدأ المساواة إذا كان السبب في ذلك:

أ ـ المؤهلات التعليمية.

ب ـ الخبرة في مجال العمل.

ج ـ النوع أو الجنس (ذكر / أنثى).

د ـ عدد ساعات العمل.

20. الهيئة المسؤولة عن التشريع وسن القوانين هي:

أ ـ مجلس النواب.

ب ـ مجلس الوزراء.

ج ـ المحكمة الدستورية.

د ـ وزارة العدل.

21. واحد مما يلي يجعل الحكومة غير ديمقراطية:

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أ ـ فرض النظام العام والأمن الاجتماعي .

ب ـ فرض قيود على حرية الرأي والتعبير.

ج ـ فرض ضرائب على المواطنين.

د ـ فرض سيادة القانون على الجميع.

22. تقدم شخص لوظيفة وتم استبعاده ، إن ذلك يعد شكلا من أشكال التمييز إذا تم على أساس:

أ ـ مؤهلاته التعليمية.

ب ـ انتماؤه لحزب معارض.

ج ـ خبراته السابقة.

د ـ إجادته لبعض اللغات الأجنبية.

23. يرى البعض أن الأحزاب السياسية تؤدي إلى اختلاف الآراء في المجتمع ومن ثم لابد من:

أ ـ حل هذه الأحزاب وتفكيكها.

ب ـ الإبقاء عليها لتدعيم قيم الديمقراطية والرأي الآخر.

ج ـ اتباع سياسة الحزب الواحد.

د ـ الأفضل ألا يسمح بوجود أحزاب أصلا.

24. المواطنة في المجتمع المدني هي :

أ ـ علاقة قانونية بين المواطن والدولة.

ب ـ علاقة قانونية بين المواطن ومن يعيشون معه في هذا الوطن.

ج ـ علاقة قانونية بين المواطن والدول الأخرى.

د ـ علاقة قانونية بين المواطن والدولة، وبين المواطن ومن يعيشون معه في هذا الوطن.

25. المواطن الصالح حسب مفهوم المواطنة هو:

أ ـ الذي يؤدي واجبه ولا يطالب بحقه.

ب ـ الذي لا يؤدي واجبه ويطالب بحقه.

ج ـ الذي يؤدي واجبه ويطالب بحقه.

د ـ الذي لا يؤدي بواجبه ولا يطالب بحقه.

ثانيا: القيم والاتجاهات:

إليك عدد (20) عبارة ، برجاء قراءة كل عبارة على حدة ، ثم ضع علامة (   ) أمام كل عبارة تحت المستوى الذي ترى أنه يناسبك ويعبر عن وجهة نظرك من أي من المستويات الخمسة (أوافق بشدة ـ أوافق ـ متردد ـ لا أوافق ـ لا أوافق بشدة) ، علما بأنه ليست هناك إجابة صحيحة وأخرى خاطئة.

برجاء الاجابة في ضوء التعليمات التالية:

* أجب بصراحة محددا وجهة نظرك الخاصة.

* تأكد أنك تضع علامة (   ) واحدة فقط لكل عبارة ، وتحت مستوى واحد فقط من المستويات الخمسة (أوافق بشدة ـ أوافق ـ متردد ـ لا أوافق ـ لا أوافق بشدة).

* لا تترك سؤالا بدون إجابة.

لاأوافق بشدة	لا أوافق	متردد	أوافق	أوافق بشدة	العبارة	م
					يجب أن تصادر الحكومة الصحف التي تنتقد سياستها.	1
					تكوين جماعات تطوعية لنظافة الحي ليس ضروريا لأن ذلك مسؤولية الحكومة.	2
					الحكومة تعمل من أجل الصالح العام ولذلك يجب أن نثق بها.	3
					من الأفضل لليمن أن تقلص علاقاتها الخارجية وتتفرغ لمشكلاتها الداخلية.	4
					يجب أن نثق في مجلس النواب لأنه يمثل الشعب ويعمل لصالحه.	5
					الجمهورية اليمنية جزء من العالم ولذلك يجب أن يكون لها سياسة خارجية تخدم مصالحها الوطنية والقومية.	6
					العمل بدون مقابل مادي في أنشطة خدمة المجتمع لا يعتبر تضييعا للوقت والجهد.	7
					الديمقراطية في اليمن ليست سوى ديكور وإعلانات.	8
					لا يجب أن يشغل المواطنون أنفسهم بالقضايا العامة والشؤون السياسية فهذا عمل السياسيين وحدهم.	9
					الانفتاح على ثقافات دول العالم لا يهدد هويتنا الثقافية.	10
					ينبغي على الأحزاب السياسية أن تدعم ترشيح المرأة للمناصب القيادية.	11
					حرية التعبير عن الرأي بشتى الوسائل السلمية حق لجميع المواطنين ، سواء كانوا أغلبية أو أقلية.	12
					متابعة ما يحدث على مستوى العالم لا يعتبر انشغالا عن هموم الوطن.	13
					تعدد الأحزاب والمنظمات لا يمثل مصدرا للصراعات والخلافات داخل الوطن.	14
					المشاركة في الأحزاب والنقابات والجمعيات التطوعية يحقق تأثير المواطن في السياسة العامة.	15
					محاولة التأثير على الحكومة المقصرة في واجباتها ضرورية ولو وصل ذلك إلى المظاهرات السلمية.	16
					نقد منظمات حقوق الإنسان لبعض تصرفات الحكومة لا يعتبر تدخلا في شؤون الحكم.	17
					ليس من حق الأغلبية السياسية (الحكومة) أن تصادر حقوق الأقليات السياسية (المعارضة).	18
					مسؤوليتي كمواطن نحو وطني هي الاهتمام بنفسي وأسرتي فقط.	19
					إن الإدلاء بصوتي في الانتخابات بعد بلوغي السن القانونية أمرا ليس مهما فهناك الكثير سيدلون بأصواتهم.	20

ثالثا : المناخ والممارسات :

إليك عدد (20) عبارة ، برجاء قراءة كل عبارة على حدة ، ثم ضع علامة (   ) أمام كل عبارة تحت المستوى الذي ترى أنه يناسبك ويعبر عن وجهة نظرك من أي من المستويات الخمسة (دائما ـ غالبا ـ أحيانا ـ نادرا ـ أبدا) ، علما بأنه ليست هناك إجابة صحيحة وأخرى خاطئة.

برجاء الاجابة في ضوء التعليمات التالية:

* أجب بصراحة محددا وجهة نظرك الخاصة .

* تأكد أنك تضع علامة (   ) واحدة فقط لكل عبارة ، وتحت مستوى واحد فقط من المستويات الخمسة (دائما ـ غالبا ـ أحيانا ـ نادرا ـ أبدا).

* لا تترك سؤالا بدون إجابة .

أبدا	نادرا	أحيانا	غالبا	دائما	العبارة	م
					مع أسرتي أشعر بالحرية في التعبير عن رأيي وإن خالف رأي أبي وأمي.	1
					في المدرسة يشجعوننا على المشاركة في أنشطة خدمة الحي.	2
					داخل المجتمع يسود شعور بعدم إمكانية التأثير في الحكومة.	3
					لا أداوم على متابعة البرامج الإخبارية والحوارية لمتابعة الأحداث والقضايا العربية والعالمية.	4
					أفراد أسرتي البالغون لا يشاركون بانتظام في الانتخابات العامة .	5
					داخل أسرتي يتحدثون عن السلطة باعتبارها مصدر تهديد للمواطن.	6
					المعلمون يحترمون آراءنا ويشجعوننا على التعبير عنها بحرية.	7
					داخل أسرتي يسود مناخ من عدم الثقة في سياسات الحكومة.	8
					في المدرسة لا يتم تشجيعنا على مناقشة أمور السياسة وتكوين آراء حول القضايا العامة.	9
					لايهتم المعلمون بمناقشة القضايا العالمية معنا.	10
					بعض أفراد أسرتي أعضاء في أحزاب سياسية.	11
					والدي يناقشنا في كل ما يحدث في العالم الخارجي.	12
					أشارك في انتخاب اتحاد الطلاب بالمدرسة.	13
					أشارك في منظمة شبابية تتبع حزبا سياسيا.	14
					لن أحاول استخراج بطاقة انتخابية عند بلوغي السن القانونية لعدم ثقتي في نتائج الانتخابات.	15
					أشترك في الأنشطة المدرسية التي تهدف إلى خدمة المجتمع المحلي.	16
					أناقش القضايا العامة مع أسرتي ويكون لكل منا رأي مستقل.	17
					أشترك في حملات الدعاية الانتخابية رغم أنني لم تصدر لي بطاقة انتخابية بعد.	18
					لا يستشيرنا مدير المدرسة في بعض الأمور المتعلقة بالمدرسة والعملية التعليمية.	19
					اشتركت وبعض أفراد أسرتي في بعض الأعمال التطوعية لخدمة المجتمع .	20

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تحليل نتائج محافظة امانة العاصمة للعام الدراسي 2013/2014

المرحلة الثانوية العامة – العلمي   الحالة : منتظم

رسب	نجح	تغيب	حضر	تقدم	الجنس
2567	11041	680	13608	14288	ذكور
19	81	5	95	النسب %	
827	9731	425	10558	10983	أنثى
8	92	4	96	النسب %	

المرحلة الثانوية العامة – العلمي   الحالة : اكمال

رسب	نجح	تغيب	حضر	تقدم	الجنس
88	809	0	897	897	ذكور
10	90	0	100	النسب %	
40	386	1	426	427	أنثى
9	91	0	100	النسب %	

المرحلة الثانوية العامة – الادبي   الحالة : منتظم

رسب	نجح	تغيب	حضر	تقدم	الجنس
131	145	18	276	294	ذكور
47	53	6	94	النسب %	
638	2504	192	3142	3334	أنثى
20	80	6	94	النسب %	

المرحلة الثانوية العامة – الادبي   الحالة : اكمال

رسب	نجح	تغيب	حضر	تقدم	الجنس
7	91	1	98	99	ذكور
7	93	1	99	النسب %	
38	384	0	422	422	أنثى
9	91	0	100	النسب %	

المرحلة الثانوية العامة – الادبي منتسبون   الحالة : منتظم

رسب	نجح	تغيب	حضر	تقدم	الجنس
148	62	59	210	269	ذكور
70	30	22	78	النسب %	
115	248	91	363	454	أنثى
32	68	20	80	النسب %	

المرحلة الثانوية العامة – العلمي (انجليزي)   الحالة : منتظم

رسب	نجح	تغيب	حضر	تقدم	الجنس
12	188	3	200	203	ذكور
6	94	1	99	النسب %	
13	129	2	142	144	أنثى
9	91	1	النسب %		

Appendix No. 6: Name of the schools randomly selected in which the researcher applied his questionnaire.

Type of the school	Section	Sex	Name of the school
Governmental	Scientific section	Male	Al-Hawrsh school
			Nashwan Humairi school
			Al-hassan Bin Ali school
			Al-Olufi school
			Abu Bakr Al-Sddig school
			Al-shab school
			Omar Al-Mukhtar school
			Al-Kibsi school
		Female	Al-Khansaa school
			Mogama Al-thora school
			Balqees school
			Salem Al-Sbah school
			Safia school
			Aisha school
			Al-Resala school
	Arts section	Male	Ibn Majid school
			Al-Samh Bin Malk school
		Female	Mohamed Mother Zed school
			Om Salma school
			Zenb school
			Somea school
			Al-Slam school
			Al_shema'a school
Private	Scientific section	Male	Althgafa school
			Al-Mnar Al-Hdetha school
			Forsan Altecnologia school
			Al-Tawon school
		Female	Al-Hadetha school
			Al-Nor Al-Basem school
			Al-Rsheed school
	Arts section	Male	Al-Forsan school
		Female	Sana'a school

Appendix No. 7: A letter from the office of Education Sana'a for the purpose of facilitating the researcher's task.

بسم الله الرحمن الرحيم

الجمهورية اليمنية
وزارة التربية والتعليم
مكتب التربية والتعليم بالأمانة
شعبة التدريب والتأهيل

التاريخ :................
الرقم :................
المرفقات :................

الأخوة / مدراء عموم المديريا
الأخوة / مدراء المناطق
الأخوة / مدراء المدارس

المحترمون
المحترمون
المحترمون

تحية طيبة وبعد،،،،

الموضوع : تسهيل مهمة

بالإشارة إلى الموضوع أعلاه،،، نأمل تسهيل مهمة الباحث/ يحيى احمد حسين المرهبي باحث الدكتوراه في رسالته والتي هي بعنوان(واقع تربية المواطنة لدى طلبة المدارس الثانوية في مدارس العاصمة صنعاء وآليات تفعيلها)وهو حاليا بصدد جمع المادة الأكاديمية المتعلقة بموضوع بحثه .

وعليـــــــــه : -
نأمل منكم التعاون بتسهيل مهمته لإنجاح البحث.

وتقبلوا خالص الشكر والتقدير،،،،،

مدير مكتب التربية والتعليم
محمد عبدالله الفضلي

رئيس شعبة التدريب والتأهيل
نصر عيسى الهمام

مدير إدارة التأهيل
محمد علي الصبري

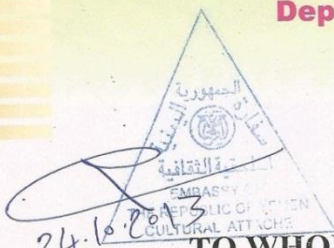صنعاء – حي بيت معياد – جوار مشروع تطوير التعليم – تلفون – 622868- 622867 فاكس 622866

Appendix No. 8: A letter from the Faculty of Education Dr. BAMU to facilitating the researcher's task.

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
Department of Education

Dr. Shobhana V. Joshi
HOD & Dean, Faculty of Education

Date :- 11.10.2013

TO WHOM SO EVER IT MAY CONCERN

It is informed to you that **Mr. Yahya Ahmed Hussen Al-merhbi** is doing his Ph.D. under my guidance in the subject Education, under faculty of Education, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. (M.S.), India. He is in the process of collecting the field data for his research entitled. **The Actuality of the Citizenship Upbringing in the Secondary Schools at the Capital City of (Sana'a) and the Means of Activating Them.** Your Co-operation and help is expected.

kindly do needful and oblige.

Yours faithfully

Dr. S.V. Joshi'
Research Guide,
Dean & Head
Dept. of Education
Dr. B.A.M.U.Aurangabad

Dr. S. V. Joshi
Professor & Head
Department of Education
Dr. Babasaheb Ambedkar
Marathwada University,
Aurangabad.

B-14, Pride Towers, Vedant Nagar, Aurangabad.
Ph: (0240) 2403370, Mob. 9422933582. email:- shobhanajoshigg@gmail.com, dean.facultyedu@gmail.com

Appendix No. 9: A letter from the Embassy of the Republic of Yemen to India facilitate the researcher's task.

EMBASSY OF
THE REPUBLIC OF YEMEN
CULTURAL ATTACHE
NEW DELHI

سفارة الجمهورية اليمنية
الملحقية الثقافية
نيو دلهي

Ref: Cul/Att/13/

Date: 27/10/2013

إلى من يهمه الأمر

تحية طيبة ,,,

الموضوع الطالب/ يحيى أحمد حسين المرهبي

تهديكم الملحقية الثقافية بنيو دلهي أطيب تحياتها وتود الإحاطة بأن الطالب المذكور أعلاه يدرس الدكتوراة على حسابه الخاص في جامعة بابا صاحب في مدينة أورنج اباد/الهند للعام الجامعي 2013/2014م وعنوان رسالته"واقع تربية المواطنة في مدارس العاصمة صنعاء وآليات تفعيلها" وهو حالياً بصدد جمع المادة الأكاديمية المتعلقة بموضوع بحثه بحسب مذكرة المشرف العلمي الصادرة بتاريخ:11\10\2013م, (مرفق صورة من المذكرة).

وعليه: نرجوا الإطلاع و التعاون مع الطالب بحسب النظام المتبع لديكم.

وتقبلوا تحياتنا

د. مازن مهدي عيدروس الجفري

القائم بأعمال المستشار الثقافي

24.10.2013