

“The effectiveness of social studies’ teachers in promoting the dimensions of citizenship education in teaching practices in basic education schools in the Sultanate of Oman”

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دكتوراة مناهج وطرق تدريس الدراسات الاجتماعية

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Abstract

The effectiveness of social studies teachers in promoting the dimensions of citizenship education in teaching practices in basic education schools in the Sultanate of Oman

This study examined the efficiency of social studies instructors in upgrading citizenship education teaching methods and their relationship to variables in basic education institutions in Oman. Thus, the researchers collected data using the qualitative descriptive observation card method. This survey targeted 180 social studies instructors at basic education schools in Muscat, North Al-Batinah, South Al-Batinah, and Al-Dhahera governorates. Results were varied in the study. The most crucial is that social studies instructors' effectiveness in developing citizenship in teaching methods is low, averaging (3.32). The results also showed no statistically significant differences ($\alpha=0.05$) in teaching effectiveness by gender.

The study suggests that social studies teachers in citizenship education should promote civic education in their teaching techniques and school environment. This study also emphasizes the need to raise teachers' awareness of citizenship, suggesting additional research.

Key words: citizenship, education, effectiveness, dimensions of citizenship.

المخلص

تناولت هذه الدراسة مدى كفاءة معلمي الدراسات الاجتماعية في الارتقاء بأساليب تدريس التربية المدنية وعلاقتها بالمتغيرات في مؤسسات التعليم الأساسي بسلطنة عمان. وهكذا قام الباحثون بجمع البيانات باستخدام طريقة بطاقة الملاحظة الوصفية النوعية. استهدفت هذه الدراسة 180 معلماً من معلمي الدراسات الاجتماعية بمدارس التعليم الأساسي في محافظات مسقط وشمال الباطنة وجنوب الباطنة والظاهرة. وكانت النتائج متنوعة في الدراسة. وأهمها أن فعالية معلمي الدراسات الاجتماعية في تنمية المواطنة في فعالية التدريس ($\alpha=0.05$). كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية (0.05) أساليب التدريس منخفضة بمتوسط حسب الجنس.

وتقترح الدراسة أن على معلمي الدراسات الاجتماعية في التربية المدنية تعزيز التربية المدنية في تقنيات التدريس والبيئة المدرسية. كما تؤكد هذه الدراسة على ضرورة رفع مستوى المعلمين بالنص هو: "الوعي بالمواطنة، اقتراح أبحاث إضافية الكلمات المفتاحية: المواطنة، التعليم، الفاعلية، أبعاد المواطنة"

Introduction

Citizenship education has a pivotal role in shaping individuals into responsible members of society, making it a top educational priority across all systems. As a result, community members are able to be more engaged and productive, which ultimately leads to the achievement of holistic development goals.

On the other hand, the proliferation of information and the technological revolution have helped to broaden our exposure to different cultures through international online networks, thanks to the developments happening in the realm of science and technology. The cultural, social, and economic spheres are just a few that have seen these shifts alongside others. Various beliefs, habits, patterns of thought, and lifestyles have emerged as a result, impacting society and its cohesiveness in both good and bad ways. As a result, new values have emerged, undermining national pride, cultural fidelity, and patriotism as well as people's sense of honor and connection to their homeland and its traditions. (Bani Saab, 2007).

Article 26, paragraph 2, of the Universal Declaration of Human Rights reads as follows: "education shall aim at the full development of the human personality, respect for human rights and fundamental freedoms, the development of understanding, tolerance, and friendship among all people and racial and religious groups, and the enhancement of the United Nations peace keeping effort." According to this paragraph, which offers specific instructions for the function of education, the primary goal of the classroom should be the development of responsible citizens who uphold the ideals and beliefs of their nation.

Consequently, modern citizenship education has risen to the forefront of educational concerns, permeating every facet of the educational process from curriculum to activities to goals to pedagogy. The goal here is to instill in the next generation the values of patriotism, civic duty, and social responsibility so that they can help their nation thrive. (Al-Fazari, 2004).

There are different definitions of citizenship education. For example, it is defined in Frister's definition (2000-14) as "the process of developing a culture of democracy, principles of human rights and respect for the law through educational activities with an aim of helping students acquire the skills, attitudes, and awareness necessary to participate effectively in shaping their social and political environment and developing the future of their society." Furthermore, Al-Maamari (2006) defines it as "an education that provides the individual with the skills of political participation, decision-making, and critical thinking within society".

In light of these definitions, the importance of citizenship education emerges in its interest in several dimensions in order to achieve its ability to build positive values and trends that enable the student to achieve its vision in society. Therefore, we found that it included various dimensions in several aspects, including political, social, economic, and civil aspects. All of these dimensions differed or varied according to many educators.

One of the most prominent theories affecting the interpretation of citizenship in its modern sense is the theory of the British Psychologist Marshal, who defined it as "the place of law that guarantees equality for all citizens, which is an average consisting of three elements: civil citizenship, citizenship policy, and social citizenship (Al-Maamari, 2017).

Furthermore, Freiha (2012) was cited by Bruce as an example of citizenship; Bruce offered six dimensions to citizenship: political, legal, participation, identification, social integration, and cultural differentiation.

These six dimensions developed by Bruce added a kind of integration into the general concept of citizenship as it relates to all aspects of life, including emotional, skill, and legal aspects. It has also been particularly associated with the pillars of citizenship, which include the political, social and civic aspects, as well as participation, belonging and identity. As a result, all these aspects highlighted the problem of active citizenship, which stems from the internal orientations of the individual through belonging and loyalty. This, in turn, is reflected in the individual's behavior within the community through performing duties, participating in political issues, working to cooperate with the community, and addressing its issues.

Citizenship education addresses the mind of the citizen from two sides. The first side provides him/her with knowledge and information about his/her homeland, its history and geography, and the other side introduces him/ her to his/ her national rights and duties. After that, it moves to addressing his/ her conscience by instilling belonging and loyalty in the souls of the citizen and making him/her adhere to and cherish the national identity as well as it develops positive values and traits of morals prevailing in society.

As long as this dimension is clearly indispensable, the process of its spread must start from the hearts of citizens by introducing them to the most important principles of the dimension, its ideas, rights and duties towards the state, society, individuals and the environment in which the individual lives. To achieve this, educational institutions must undertake this role, which is citizenship education. The school is considered one of the most important of these institutions because of its essential role in the individual's acquisition of many values as a result of the practices that occur within it

The human element, which is the teacher, will help students acquire the required knowledge through their deep knowledge of the subject's content and field of specialization. Therefore, he/she has to do this work based on several expectations. Firstly, he/ she is expected to improve the science of transferring knowledge and acquiring it from students. In addition, he/she must be focusing on building diverse thinking skills, and instilling values in them through good examples. Finally, they should give learners positive attitudes towards issues of the homeland and the world (Fariha, 2012).

Ayouri (2005) emphasized that the role of the teacher is embodied in several things, including being a good role model in front of the students and playing the role of the virtuous educator who shows those values in his personality. Furthermore, the teacher has a role in building a friendly relationship with his students, respecting himself in front of them, sympathizing with them, trying to solve their problems, and respecting and accepting their opinions to contribute to the development of belonging in them to the school. His role also lies in the development of students' abilities and knowledge, especially through the use of modern teaching methods.

In the same vein, Karsten (r HR, 2002) explained that teachers must educate students in this field, play a social role and think of themselves critically and cognitively. Hindi (1995) also stressed the need to enhance the national culture of students to develop citizenship and thus be able to prepare a future teacher who owes loyalty and belonging to his country, encourages national culture, and builds a generation of patriots who are proud of the loyalty and belonging.

Moreover, Al-Mahdi (2001) believes that it is not possible to develop values, customs, traditions and civilizational progress except through a teacher who first educates his personality and knowledge and adheres to the values and ethics of the teaching profession. Shchogor neskai and Myers (Sch H&H & r H&, 2003) also pointed out that the teacher should be a good model citizen in the eyes of the students.

It has been the goal of several studies, like Hawally's (2012), to determine how successful civic education instructors are. The purpose of this research was to highlight the importance of secondary school educators in the Gaza governorates in instilling civic virtues in their pupils and to provide strategies for doing so. According to the study's findings, there is a multi-tiered approach to teachers' responsibilities in instilling civic virtues in their students. On the one hand, there is social citizenship; on the other hand, there is political citizenship; still on the third level, economic citizenship; and on the fourth level, educational citizenship. Furthermore, the study found that when it comes to social and economic citizenship, there are no statistically significant differences between the average estimates of the sample members regarding the role of secondary school teachers in the Gaza governorates in promoting good citizenship principles among their students. However, when it comes to educational and political citizenship, there is a significant slant towards males.

A study was carried out by Al-Balbisi (2012) with the intention of determining how secondary school instructors in Gaza Governorate may best engage their pupils in the concepts of good citizenship and how they can be taught these ideas. Among the many forms of citizenship that educators should instill in their students, the study indicated that social citizenship is the most prominent, followed by political citizenship and economic citizenship. In all academic disciplines, there were statistically significant variations in the average estimates of respondents' efforts to instill civic virtues in their students based on factors such as educational background, area of specialty, and level of formal training.

Al-Ghamdi (2015) also undertook a study intended for determining the role of the teacher in teaching citizenship. He focused in particular on the role of Islamic education teachers in promoting the values of citizenship among secondary school students in Al-Taif, Saudi Arabia. The researcher used the descriptive approach in his study and reached several results. The study revealed, for example, that the role of the Islamic education teacher in introducing the student to the Saudi heritage was moderate. The results of the study also indicated that the role of the teacher in developing national behaviors and morals was high.

Al-Ghafri, Al-Saeedi, and Al-Hamdi's (2015) research is emphasized as another study in this area. From the perspective of school administrators, this research set out to determine how much Islamic and social studies educators put citizenship principles into practice in their daily interactions with students. This study aimed to better understand how citizenship education is affected by gender and expertise. This study found that, on average, Islamic and social studies educators had a modest level of classroom participation in promoting citizenship principles. Additionally, the study did not find any statistically significant differences between supervisors who were male and supervisors who were female when looking at the gender variable. Additionally, the results demonstrated that the specialty variable did not significantly differentiate between Islamic education and social studies supervisors.

In the Sultanate of Oman's Al Sharqiyah South governorate, a study by Al-Maamari and Al-Masroori (2016) seems to shed light on how social studies instructors might help their students develop important citizenship traits. Furthermore, it aimed to ascertain the impact of two factors: gender and stage. This study reached a variety of conclusions. First, it demonstrated that students in the Sultanate of Oman's Al Sharqiyah South governorate had a moderate understanding of the subjects of study that social studies teachers work in to help their students develop better citizenship qualities. Second, girls fared better than males across the board when controlling for the gender variable. Last but not least, when looking at the stage variable, the data demonstrated clear disparities across all regions of school stage levels, with the basic education category coming out on top.

Based on their perspective, Mohammed (2020) sought to ascertain the extent to which secondary school instructors carry out their responsibilities in fostering citizenship ideals among their students. Notably, the research found that secondary school teachers' practices on their duties in instilling civic ideals in their students differed significantly by gender (male vs. female), with the former group faring better. Additional findings showed that teachers' actual implementation of their responsibilities in instilling civic virtues in their children varied significantly by academic year (first grade vs. second grade). As a result, the second secondary grade got the better total score on the scale that measures affiliation, rights, and distinction between the two levels of education.

In the same year, Al-Khraisha (2020) performed a second study with the objective of determining the role that social studies teachers play in the process of instilling the principles of citizenship in secondary school students in the Al-Ahmadi Governorate of Kuwait from the perspective of the students themselves. From the perspective of the students who were mentioned in the study, the findings indicated that there was a high level of approval about the function that social studies professors play in the development of citizenship ideals. In addition, the findings demonstrated that there were statistically significant differences in the responses of students to the role of social studies teachers in the development of students' citizenship values. These differences were attributed to three primary variables: gender, which was beneficial to females; grade, which was beneficial to higher grade; and nationality, which was beneficial to Kuwaitis. On the other hand, the specialty variable did not result in any differences when compared.

Due to the fact that all of these research was conducted, we discovered that the primary focus of these studies was on determining the function that teachers have in fostering citizenship education. In light of this, it is clear that this role plays a significant and important part in the accomplishment of educational objectives. To add insult to injury, the vast majority of these research concentrated on the utilization of the questionnaire instrument from various points of view in order to evaluate efficiency. The purpose of this study is to determine the efficacy of the teaching methods that teachers implement in citizenship education by monitoring the performance of these practices in a manner that is both accurate and qualitative. This study is based on the utilization of the observation card.

Study Problem

The Omani Education Philosophy Document on Identity and Citizenship states that citizenship is an expression of belonging to the homeland, its Arab and Islamic identity, and the consequent rights, duties and common societal responsibilities. In addition, Omani citizenship and identity are promoted in the school in order to achieve various national goals (Council of Education, 2017, 20).

The results of several Omani studies revealed a problem in the effectiveness of teachers' performance in civic education. For example, the study (AL Gafri., Al Saidi, and Al-Hamdi, 2015) showed a mediating role for teachers, and this was also confirmed by the study (Al-Maamari, and Al-Masawry, 2018). Therefore, Jones (1999) pointed out the need for teachers to train learners in values through practical behaviors such as justice, respect others, intellectual freedom, rights of others, reward and punishment, honesty and respect for the law.

The two researchers noted through their supervisory and training experience that there is a problem in the effectiveness of teachers in promoting citizenship education in teaching practices, especially the results of international studies (2015), (2011), and (2007); during these years, it was reported that the Sultanate of Oman participated in the weak level of skills acquired by students (Ministry of Education, 2018).

Study questions

This study comes to measure the effectiveness of the teaching practices of social studies teachers in promoting citizenship education in basic education schools in order to achieve three fundamental objectives: enabling students to acquire the dimensions of citizenship education, reflecting this on their behaviors and practices in society, and achieving educational goals in building responsible citizenship. This is intended to be conducted through answering the following questions:

1. What is the level of effectiveness of social studies teachers in promoting the dimensions of citizenship education in teaching practices?
2. Are there statistically significant differences at the level of significance ($=0.05$) between the averages of the effectiveness of teaching practices of social studies teachers in promoting the dimensions of citizenship education due to the gender variant?

Study objectives

The current study aimed to achieve the following:

1. To verify the effectiveness of the teaching practices of social studies teachers in employing citizenship in basic education schools in the Sultanate of Oman.
2. To reveal the statistically significant differences at the *denotation* level (0.05) between the averages of the effectiveness of the teaching practices of social studies teachers in enhancing the dimensions of citizenship education, which may be due to the gender variable.

Importance of the study

The theoretical importance of this study comes in light of the directions of Oman vision 2040, which will target the axis of human and society to emphasize the strengthening of identity and citizenship among young people. Therefore, this study aims to provide intellectual visions about the reality of citizenship education in the Omani school.

Whereas, the practical importance lies in the preparation of the observation card, which is expected to provide accurate and qualitative indicators of the effectiveness of teaching practices for teachers. This study may also be advantageous for academic institutions that include teacher training programs. Moreover, it is expected that the in-service training centers will benefit from the development of programs to comply with the objectives of the current stage.

Study limits

The study was applied to basic education schools in Muscat Governorate, Al Batinah North Governorate, and Al Dhahra Governorate.

Terminology

In this study, the researcher defines citizenship education as "the ability of the teacher to perform his/her roles in citizenship education according to the fields of education in teaching practices which are: national identity, rights, duties, community partnership, global and digital citizenship". Moreover, it will be measured by using the observation and interview card.

Furthermore, the researcher, Frister (2000, 14), defined citizenship education as "the process of developing a culture of democracy, principles of human rights, and respect for the law through educational activities. Then, he linked it to the fact that citizenship education has a role in helping students acquire the necessary skills, attitudes, and awareness in order to actively participate in shaping their social and political environment and developing their future.

Another researcher defined citizenship education as "an educational activity intended to teach young people a set of knowledge, skills, attitudes, and values; thus, it contributes to the creation of effective citizenship among students, and also helps in shaping them according to education trends and policy. "

According to the current study, social studies teachers mean those who work in basic education schools and practice the profession of social studies teacher, as well as specialists in geography and history.

Methodology and procedures

Method and procedures:

Study curriculum

In this study, the two researchers relied on the qualitative descriptive approach, which is the appropriate scientific method for this type of research studies. This approach depends on studying the reality or phenomenon by describing it accurately in order to measure the effectiveness of social studies teachers in employing citizenship education.

Study community

The study community consisted of all social studies teachers in basic education schools in Muscat Governorate, Al- Batiinah North Governorate, Al- Batinah South Governorate, and Al- Dahra Governorate in the Sultanate of Oman for the academic year (2021/2022), and the number of teachers is 1996.

Study sample

The study sample consisted of (180) teachers, who teach social studies in basic education schools, and they were randomly selected to ensure their integration and representation in society.

Table 1:

Distribution of study sample members according to two variables: gender and academic qualifications

Variable	Category	Total	Percentage
Gender ¹	Male	٨٧	%٤٨
	Female	٩٣	%٥٢
	Total	١٨٠	%١٠٠

Study tool

To achieve the objectives of the study, the two researchers prepared the observation card in order to identify the effectiveness of teachers' performance in the application of citizenship education. The observation card is applied by the senior teacher to teachers who he/she supervises, and the card is answered by choosing one of the alternatives (always, often, sometimes, rarely, never). Moreover, this observation card in its final form consisted of (36) words and distributed and in five dimensions: citizenship education, rights, and duties, national identity, community partnership, and global and digital citizenship.

The virtual credibility of the tool was verified by presenting it to a group of judges, whose number was (12). Those judges are faculty members in universities specialized in the field of citizenship, curricula, and teaching methods. After that, the two researchers requested them to express their opinions and observations on the scientific and linguistic integration, and based on their observations, the researchers prepared the tool in its final form.

Tool stability

To ensure the stability of the observation card and readiness for actual application, the researchers chose the consent method of observers with a note of (2.5%) of social studies teachers, two of whom are senior teachers in one school: senior teachers of geography, senior teacher of history. The card was applied to five teachers and the total of all statements was (0.830) which is a high value indicating that the estimates are derived from the tool fixed. Then Pearson's correlation coefficient (r HR) was calculated from among the observational estimates, as it states that the correlation coefficient (0.953) is a good correlation indicating an acceptable degree of stability for the application of the tool.

Study application procedure

After identifying the problem of the study, its questions, and variables, and after completing the preparation of the study tool, and ensuring its honesty and stability, the researchers applied the tool to the study sample in the second semester (2021/2022).

Statistical processing

After applying the observation card scale to the study sample, the data was analyzed and the results were extracted. Moreover, the data was statistically processed using the (spss) program using the alpha cronbach reliability coefficient. The two researchers used various tools to confirm the stability of the study tool, which are arithmetic means, standard deviations, test (t) for independent samples (T-). In addition to their use of the actual limits of the categories based on the quinquennial gradation as a criterion for judging the results of the study axes. Table (2) shows this.

Table (2)
Actual class boundaries based on the pentatonic gradient used in the study tool

Degree	Range of degrees	Degree of effectiveness
٥	٥,٠٠ – ٤,٢٠	Always
٤	٤,١٩ – ٣,٤٠	Often
٣	٣,٣٩ – ٢,٦٠	Sometimes
٢	٢,٥٩ – ١,٨٠	Rarely
١	١,٧٩ – ١	Never

Presentation and discussion of results:

Results of the first question:

To answer this question "What is the level of effectiveness of social studies teachers in promoting the dimensions of citizenship education in teaching practices?", the arithmetic means, standard deviations, and the general axis was extracted for all dimensions of the observation card and arranged in descending order. This is shown in Table (3).

Table (3)

Arithmetic averages and standard deviations of the note card dimensions. In addition, it indicates the relative importance (rank) of the estimates of the study sample on the dimensions of civic education.

It is from (3) that the level, the	Dimensions	Arithmetic mean	Standard deviation	Level of effectiveness	of clear Table it is at general where level of
١	Citizenship education	٣,٦١	٠,٧٣	Often	
٢	Rights and duties	٣,٥٥	٠,٤٩	Often	
٣	National identity	٣,٤٥	٠,٥٨	Often	
٤	Community partnership	٣,١٣	٠,٤٦	Sometimes	
٥	Global and digital citizenship	٢,٨٥	٠,٤٤	Sometimes	
	Overall average	٣,٣٢	٠,٤٢	Sometimes	

effectiveness of social studies teachers in enhancing the dimensions of citizenship education in teaching practices in the Sultanate of Oman obtained a scientific degree in all fields of study. In particular, the table at the end showed that the overall arithmetic mean of the dimensions was (3.32).

Furthermore, it is obvious from the above table that the averages of calculating each dimension of citizenship education in the study tool range between (3.61- 3.32); and their levels of effectiveness came between a level often and sometimes. To illustrate, the dimension of "citizenship education" ranked first in terms of the level of effectiveness, with an arithmetic average (3.61), and it came in often level, followed by the "rights and duties" dimension, with an arithmetic average (3.55), and often is its level of effectiveness, the third dimension came " National identity" with an average of (3.45), often is its level, and the fourth dimension "community partnership" with a mean of (3.13) and its level of effectiveness is sometimes.

These results are because teacher training curricula in universities and colleges in the Sultanate of Oman do not give much importance to citizenship education and this is evident because most teacher training institutions do not offer a dedicated citizenship education course (Al-Saidi, 2022). Al-Matroudi (2002) also asserts that the quality of teachers and their levels of qualification depends to a large extent on their preparation programs as well as the success of the teacher in his profession and his/her work depends on the quality and content of the programs offered to him during the service.

These results are consistent with the findings of the study of Al Ghafri, Al Saidi and Al Hamdi (2015) conducted in the Sultanate of Oman. Their results showed that the degree of practicing Islamic education and social studies teachers was moderate.

On the other hand, these results contradict the results of some studies, including the study of Belbeisi (2012), which showed the role of secondary school teachers in promoting the principles of good citizenship among their students to a large extent.

The Hawalli study (2012) also showed a contradiction with the results of the study of Al-Saidi and Al-Matroudi (2022), where the results of Hawalli showed the role of secondary school teachers in promoting the principles of good citizenship among their students at a high level.

With regard to the results of this study, each dimension of citizenship education was clarified in the observation card tool, through which the arithmetic means, standard deviations, and relative importance (ranked) of the expressions constituting each dimension were as follows:

First dimension: citizenship education

It is clear from the results of the study that the level of effectiveness of social studies teachers in promoting citizenship in the teaching practices of the cognitive dimension related to citizenship came at the level of often, where the arithmetic average reached (3.61). Therefore, it ranked first in the dimensions of citizenship education in the observation card as it is showed in table (4).

The table also indicates that the arithmetic averages for each word of the dimension relate to the level of effectiveness of social studies teachers for the cognitive dimension of citizenship, which ranged between (3.99 - 2.80), and between a level often, and sometimes. The most effective was the phrase "students get to know the cultural heritage of the homeland" as it came with an average of (3.99) at a level often, while the phrase "students know the concept and principles of citizenship" was the least effective teacher's words with an average of (2.80) at a level of sometimes.

This result is due to the teachers' interest in developing students' national knowledge, especially since this knowledge is included in all textbooks. However, this level of performance gives an educational indication that the level of their effectiveness does not achieve the national goals sought by the education system in the Sultanate represented in the philosophy of education, which must be students with a high level of knowledge in all national aspects.

Second dimension: rights and obligations

It is obvious from the results of the study that the level of effectiveness of social studies teachers in promoting citizenship in teaching practices for the dimension of rights and duties came at the level of often where the arithmetic mean was (3.55). Thus, it ranked second to the dimensions of citizenship education in the observation card.

It was also found that the arithmetic averages for each of the phrases of the dimension related to the level of effectiveness of teachers of social studies for the dimension of rights and duties ranged from (4.20 - 2.84), and between the level of often, and sometimes. The most effective was the phrase "preserves the dignity of students and deals with them away from corporal punishment" with an average of arithmetic (4.20) at the level of often, while the phrase "develops thinking skills and creative Queens" was the lowest phrases effective teachers with an average (2.84) at the level of sometimes.

This result is due to the fact that teachers are obligated to inform students of rights and duties and to exercise them in class because they are the basis of national action. The teacher cannot act to influence the rights of students or be lenient in the performance of their duties in the school, especially since the rules and regulations of work in the school do not allow practices and behaviors that conflict with the rights of students. This gives a pedagogical indication that teachers are fulfilling functional and patriotic duties that require them to provide all rights to students through educational practices and behaviors. Therefore, in order to continue the educational process successfully, one of the teachers' tasks is to guide students and help them carry out their homework related to school and beyond.

Third dimension: national identity

concerning the national identity, the results of the study indicated that the level of effectiveness of social studies teachers in promoting citizenship in teaching practices for the dimension of national identity came at the level of often, where its arithmetic average was (3.45). As a result, it ranked third in terms of citizenship education dimensions in the observation card.

Through the table, the arithmetic averages of each of the dimension expressions related to the level of effectiveness of social studies teachers for the national identity dimension were determined, which ranged between (4.10 - 2.60), and between the level of often and rarely. The most efficient phrase was "highlighting the characteristics of the Sultanate and its civilizational position throughout history", where it came with an arithmetic average (4.10) and at a level often, while the phrase "organizing cultural competitions and encouraging it to conduct research that promotes citizenship" was the lowest efficiency and it came with an arithmetic mean (2.60) at a rare level.

This highlights an educational indication that teachers suffer from a deficiency in the effectiveness of their performance in teaching practices with regard to the national identity and the basics of building it among students, especially since this is not related to the superficial aspects of the national identity only, but rather to what is more important, which is the concentration on the productive identity and the identity of thinking. Karsten (Ka HR, 2002) explained that teachers should teach students in this field, play a social role, and think of themselves as knowledgeable and critical people.

Fourth dimension: community partnership

The findings of the study clearly indicated that the level of effectiveness of social studies teachers in promoting citizenship in teaching practices for the dimension of community partnership came at the level of sometimes, where the arithmetic average (3.13). Therefore, it ranked fourth in terms of the dimensions of citizenship education in the observation card.

Vividly, the arithmetic averages for each of the phrases of the dimension related to the level of effectiveness of social studies teachers for the dimension of Community Partnership ranged from (3.72 - 2.71), and between the level of often, and sometimes. The most efficient words were "keen to awaken the meanings of brotherhood, virility, cooperation and jealousy in the souls of students" with an average of arithmetic (3.72) and came at the level of often, while the words "encourages them to participate in civil society institutions and charities in the local community, and provide assistance to civil teams" were the lowest effective phrases with teachers with an average arithmetic (2.71) at the level of sometimes.

This result is due to the fact that teachers play an active social role when interacting with students, especially since most of the teachers are from the local community adjacent to the school, and here the effectiveness of the social aspect is possible. However, this effectiveness does not reach the real level because the partnership process is not limited to the values of society only, but there are aspects related to participation in and support for civil society institutions.

Fifth dimension: global and digital citizenship

The results of the study concerning global and digital citizenship showed vividly that the level of effectiveness of social studies teachers in promoting citizenship in teaching practices for the dimension of global and digital citizenship came at a level sometimes, where the arithmetic average (2.85). Thus, it ranked fifth for the dimensions of citizenship education in the observation card.

It was also found that the arithmetic averages for each of the phrases of the dimension related to the level of effectiveness of social studies teachers for the dimension of global and digital citizenship ranged from (3.44 - 2.26), and between the level of often, and rarely. The most efficient phrase was "respects the right of others in the faith and seeks to consolidate it among students" with an average of arithmetic (3.44), and came at the level of often, while the phrase "communicates with students through social networks in relation to learning" the lowest effective phrases with teachers with an average arithmetic (2.26), and at the level of rarely.

This result is attributed to the modernity of global and digital citizenship education, which affected the effectiveness of teachers in promoting it in teaching practices. In addition, the social studies curricula do not include any reference to global and digital citizenship education

Results of the second question

To answer this question: Are there statistically significant differences in the level of effectiveness of social studies teachers in promoting citizenship that can be attributed to the gender variable?

To answer this question, arithmetic averages, standard deviations and The T- test were used, Table 4 shows this.

Dimensions of citizenship education	Gender	Number	Arithmetic mean	Standard deviation	T value	Semantic level	Indication direction
Total	males	٨٧	٣,٢٦	٠,٤٣	١,٨٨٠	٠,٠٦٢	non-functional
	Females	٩٣	٣,٣٨	٠,٤٢			

The results presented in Table (4) indicate that there are no statistically significant differences at the significance level (= 0.05) between males and females in the dimensions of citizenship education. This result is due to the teachers' performance of their national duties, which has nothing to do with the effectiveness of their performance in citizenship education by gender between males and females, but the work must be done according to an educational system that does not differ between male and female schools. Thus, this variable no longer affects the effectiveness.

This result contrasts with the study of Al-Maamari and Al-Mazroui (2018), which aimed to reveal the role of social studies teachers in promoting dimensions of citizenship. This study proved that there are differences in favor of females. Moreover, Al-Mundhiriya study (2014), which aimed to identify the level of Arabic language teachers' practice of their roles in inculcating citizenship values; the study proved that there are differences in favor of females.

Recommendations

Based on the results of the study, the researchers make a set of recommendations as follows:

1. Enhancing the effectiveness of social studies teachers in citizenship education and directing them towards employing it in teaching practices and the school environment.
2. Building digital awareness and community participation among students, through the use of modern technologies in teaching practices.

Proposals

The two researchers propose to conduct a set of research studies related to the subject of the current study, namely:

1. Perceptions of teachers in the inclusion of citizenship dimensions in social studies curricula.
2. The extent to which students are aware of the principles of citizenship in basic education schools.
3. Difficulties faced by teachers in promoting the dimensions of citizenship education.

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