The Impact of Citizenship Education in Nurturing Students' Positive Behaviours: Exploring the Perceptions of Students in a Private School in Dubai

تأثير التربية المواطنة في تنمية السلوكيات الإيجابية للطلاب: استكشاف تصورات الطلاب في مدرسة خاصة في دبي

by

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ABSTRACT IN ENGLISH

The major focus of this study is to analyse the impacts of citizenship education (CE) in enhancing positive behaviour among students in Dubai. A research gap exists in finding the role of CE in the UAE; therefore, this study will focus on its impacts on student behaviour. Different key theories will be considered in research including the Education Theory of Global Citizenship and the Social Theory of Global Citizenship. The study uses a case study approach to explore different perceptions of nurturing positive behaviour through CE. The key findings of the research include that CE helps learners improve their interpersonal capabilities and behaviour. The study's implications will include enhancing learning as a conditioned reflect action and the importance of group learning. The study's limitations include the application of the questionnaire's effect, the limited time frame, and limited responses. Further, the study will only focus on one institution and generalizes the importance of CE, which has implications for the quality of findings. The study claims that CE is an important element that can enhance learners' achievement. Lastly, it is concluded that CE increases learning, making important decisions, and improving personal learning.

ABSTRACT IN ARABIC

لا شك أن هناك تناقضا واضحا في السلوك بين الطلاب؛ لذلك جاء دور هذه الدراسة التي تركز على فهم آثار التربية المدنية في رعاية وتطوير السلوكيات الإيجابية للطلاب في إحدى المدارس الخاصة في إمارة دبي. ويأتي هذا من خلال دراسة كيفية تأثير التعليم على المواطنة بشكل إيجابي على شخصية هؤلاء الطلاب. الهدف من هذه الدراسة والغرض منها لاستكشاف وفهم هذا التناقض، وذلك من خلال الاطلاع على بعض الأدبيات السابقة ومراجعتها مع مراعاة تصورات الطلاب، والتحقق من تأثير التعليم المستمر باستخدام تصميم بعض التجارب العملية عن طريق دراسة نتائج الاستبيانات التي تم عقدها قبل وبعد هذه التجارب، وكذلك النظر في عدة نظريات مختلفة بما في ذلك نظرية التعليم للمواطنة العالمية والنظرية والاجتماعية. وعليه تمت مراجعة الأدبيات السابقة لدعم هؤلاء الطلاب. كما تم إجراء مزيج من النهجين النوعي والكمي لضمان تحقيق نظرة شاملة، وتصوير بعض الملاحظات المتوازنة في هذا الإطار. وستشمل هذه الدراسة الآثار المترتبة على تطوير التعليم باعتباره إجراء له أهميته وانعكاس مشروط للتطور وخاصة التعلم الجماعي. كما تشتمل على القيود التي تواجه الدارسين وتعمل على تطبيق تأثير الاستبيانات وإطارها الزمني المحدود، وكذلك الردود المحدودة على ذلك. ومن خلال هذه الدراسة تم استنتاج تأثير التربية الواضح على المواطنة، وعلى التعلم، وعلى اتخاذ القرارات المهمة بشكل يضمن تحسين عملية التعلم.

DEDICATION

This dissertation is dedicated to my mother, father, and two sisters (Mariam and Sara) for all their support and patience to complete the requirement for my Master's Degree. I will be forever thankful!

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LIST OF ABBREVIATIONS

The following table describes the significance of various acronyms and abbreviations used throughout this research.

Table 1: Abbreviations and Meanings

Abbreviation	Meaning
CE	Citizenship Education
σ^2	Common Variance
Df	Degrees of Freedom
F	Distribution
KHDA	Knowledge and Human Development Authority
MOE	Ministry of Education
N	Number of Observations
P	Probability (Level of Significance)
SD	Standard Deviation

CHAPTER 1: INTRODUCTION

1.1 Overview of the Chapter

The study focuses on unearthing the impacts of citizenship education (CE) in nurturing students' positive behaviours with a specific reference to a girls-only private school in Dubai. The goal is to establish how CE impacts students and has positively affected their personality throughout the investigation and thus draw inferences concerning the essence of that education. Additionally, the main purpose is to support that CE positively affects the students' personality and that it is a viable option that the Ministry of Education and all schools should consider enhancing the students' character and attitude. According to Altikulac and Yontar (2019), CE provides students with the knowledge to become good patriotic citizens and nationals of their country. The essence is thus to enhance a sense of personal responsibility and civic duty that promotes their ability to abide by the law and consider the duties they owe to society. Panagalia et al. (2020) also argue that CE promotes a sense of responsibility. Therefore, with such an achievement, it could be possible to address various social problems such as delinquency, poor attendance rates, and poor academic performance. The school thus provides a good platform for teaching such knowledge in students' minds to positively influence their attitudes and behaviour in their preparation to enter their careers and become responsible adult citizens. The chapter includes aspects like the background, problem statement, purpose and objectives, research question, rationale, and the overview of the chapters.

1.2 Background and Motivation to the Study

Positive behaviour in schools is a major factor that shapes students' ability to perform well in their academic journey and to develop good morals that shape their professionalism even after completing their courses. According to Wren (2021), CE helps create a sense of social responsibility in students through knowledge, values, skills, and action, and the UAE schools have largely supported the idea. Therefore, it is evident that CE is an important aspect of the modern school curriculum. Nevertheless, Estelles and Fischman (2021) indicate that students have different views about the inclusion of CE in the school curriculum. Therefore, this raises a question as to whether all students positively perceive CE to be worthwhile. Developing civic skills and knowledge is important in the UAE context and worldwide as it enables people to participate in economic and political development actively and positively. According to Altikulac and Yontar (2019, p. 116), "the new mentality in education aims at bringing up youngsters who are democratic, respectful to human rights, peaceful, able to bear social responsibility, possessing the ability of critical thinking, able to bring solutions for problems". Therefore, this research will determine the attitudes of students in a girl's school toward introducing CE into the school curriculum. Therefore, the motivation of this research lies in the fact that CE provides students with the required competencies and values for becoming responsible people both in their academic and citizenship settings. Specifically, the motivation is to establish the students' views of CE.

1.3 Statement of the Problem

Despite the fact that UAE is increasingly preparing its students for civic involvement through CE, the initiative faces some challenges. According to Wren (2021, p. 81), "few studies have been conducted on the impact of global CE on students' social responsibility development in the Gulf region". Therefore, there is a big knowledge gap relating to the knowledge of how CE impacts the students. Besides, Wren (2021) adds that CE borrows a lot from western values. Consequently, establishing the way people perceive CE in the UAE as an Islamic nation is important. Surprisingly, Tryggvason (2017) indicates that the practices and learning methods embraced in CE are inadequate to promote the student engagement and skills needed in modern citizenship. Consequently, such deficiencies might not allow CE to deliver the intended value to the students, while the learners might also not have a good perception of the education. Also, in the presence of the "multicultural and multinational belonging", CE experiences challenges that might lower its effectiveness (Banks, 2017, pp. 142). This issue can, therefore, adversely affect not only the impacts of CE on students but also their perceptions about the initiative. Furthermore, modern literature indicates that in an increasingly democratising world, "major global challenges remain" and that "citizenship education should not be offered up as a panacea to this 'crisis'" (Weinberg & Flinders, 2018, p. 573). With this insight, it is evident that CE is not a perfect solution for developing appropriate behaviours and attitudes, thus justifying a careful consideration of the topic. In these views, this research concentrates on a Dubai-based American girls-only private school to establish how the students perceive CE. The school comprises approximately 500 students, most of which are Emirati nationals while the minority come from abroad. ThIS choice of the school is to have a diverse population of research subjects.

Therefore, this research validates the problem statement that in Emirati American girls-only private schools, CE leads to discrepancies in students' behaviour, thus altering their preparedness for civic engagement in the future.

1.4 Purpose and Objectives

The UAE citizens can only become responsible and fully aware of their rights, duties, and moral requirements. It is worth noting that how students behave and their attitudes at school largely determine their future ability to live as responsible citizens. According to Bozkurt, Eryilmaz and Boyraz (2021, p. 670), CE "aims to raise citizens with the desired characteristics". It is worth noting that people with a strong sense of civic awareness can largely contribute to shaping society orderly whenever there is a problem. Based on these views, this research aims to explore CE's effect on students. Specifically, the study focuses on determining how CE contributes to nurturing positive behaviours amongst students in a Dubai private school by revealing how they perceive the programme. Nevertheless, for the research to achieve its purpose, the major objectives are:

- To explore and understand the impact of CE in nurturing students' positive behaviour by reviewing the existing literature on past studies
- To investigate the effect of CE on students' behaviours using an experimental design with pre-test and post-test measures
- To account for the impact of CE in nurturing students' positive behaviours using qualitative and quantitative approaches, including surveys, interviews, and questionnaires

Through the stated purpose and objectives, the research will justify the need for effective learning mechanisms for CE in UAE schools to promote students' right attitudes and behaviours.

1.5 Research Questions

How students perceive CE greatly determines their willingness to accept the subject as part of the education program. Their decisions largely depend on their perception of CE's role in promoting good behaviour and attitude ideal for them as students and future adult citizens. Based on personal views, students are likely to have diverse opinions regarding citizenship education (Shulz et al., 2018). Therefore, not all of them may view the program as ideal in shaping their personality. Based on this fact, the research has focused on identifying the perception of CE among students in the selected school. A major research question is, therefore: 'What different perceptions do students have about the role of CE in equipping them with positive civic behaviours?' Besides the major question, several sub-questions split it to provide a ground for obtaining a detailed answer.

A. What perceptions do students have about the integration of citizenship education in their school curriculum?
B. What are the different ways in which the UAE government can integrate citizenship education curriculum in girls-only schools in a city such as Dubai?
C. What are the benefits of implementing citizenship education workshops for students?

By offering answers to the main and the sub-questions, as indicated in the current section, the research will significantly achieve the purposes and objectives mentioned earlier.

1.6 Rationale for the Study

There is inadequate data regarding the role of CE in the UAE, meaning there is a research gap. According to Wren (2021), most tertiary institutions embrace social responsibility in a bid to prepare students for service, moral leadership, character development, and citizenship. Nevertheless, there is no clear link between the concept and the academic study. Instead, it appears as a by-product of the education curriculum. Therefore, the current study is essential as it focuses on exploring the effects of CE not as a by-product of the curriculum but as its essential component. Besides, moral education as a school curriculum subject is still new in the UAE as it is barely five years old (Al-Qatawneh et al., 2019). Hence, given that CE is a new phenomenon in UAE schools, there is a need to assess its importance. It justifies the rationale for the current study. Furthermore, citizenship has gained significant recognition at a global level. According to Al' Abri et al. (2022), education does not only serve the purpose of making people literate but also enhances fairness, inclusivity, safety, and moderation in society. Therefore, it is a source of virtues that can improve people's lives. The significance of the current study is justified by its efforts to determine how CE in UAE schools will prepare students to become global citizens. Consequently, the research results will demonstrate the contribution of CE.

1.7 Structure of Dissertation

The dissertation takes a comprehensive approach to the problem. After analysing the problem background in the current chapter, compiling a literature review will follow. This is to gather insights regarding the topic from the existing materials. That section shall identify the theoretical findings and gaps, paving the way for collecting and analysing first-hand information using both the qualitative and quantitative data methods. Afterwards, the research shall present the results from the analysed information and incorporate a detailed discussion of how the results from the analysed information and incorporate a detailed discussion of how the results relate to the theoretical findings derived from the literature review. In addition to that, a conclusion further elaborates to manifest the author's opinion concerning the usefulness of the results in answering the mentioned research questions. Plus, the conclusion will incorporate the implications, recommendations, and limitations of the study to guide future researchers in their further studies.

CHAPTER 2: LITERATURE REVIEW

2.1 Overview of the Chapter

The literature review chapter presents a discussion of the concepts that will inform the planned study and its potential findings. Some of these concepts are CE and the educational philosophy of essentialism. The concepts of responsibility and rights in CE are also discussed. In addition to concepts, this section also presents the theoretical models that align with the planned investigation. The theoretical framework comprises the education and social theories of CE, the project-based and problem-based learning models, and the framework of curricular transportation. Apart from conceptual analysis and the theoretical framework, a review of the past literature relevant to the topic is presented. The review of the literature section focuses on the key areas, which include the history of CE, the connection between CE and Islamic values, views about moral education as a component of CE in the UAE, and the qualities that CE instils in learners based on the teachers' perceptions. A summary of the information gaps identified in the reviewed literature is also provided.

2.2 Conceptual Analysis

The key concepts that will inform the anticipated exploration are citizenship education, the minimalist and maximalist approaches, and communitarianism, republicanism, and liberal individualism philosophies. Other concepts are rights and responsibility as the outcomes of CE.

2.2.1 Citizenship

Citizenship Education equips learners with indispensable abilities for their social, professional, and personal lives. In particular, CE focuses on providing students with abilities and understanding of compassion, identity, ecological development, wealth and poverty, responsibilities and rights, reverence for each other, and social and moral virtues. According to Ünal and Kaygın (2019), CE entails educating students during and after childhood to enable them to become enlightened and clear-thinking persons with the ability to take decisions impacting society. According to Leach (2017), every person belongs to society, which is why lessons about moral and law qualities, and social and human issues should start during early childhood. When CE is introduced in the course of early childhood, learners grow into adults with crucial skills and knowledge that enable them to acknowledge and appreciate their responsibilities and rights and facilitate the furtherance of their nation and society (Cohen et al., 2015). CE is also defined as the facets of education at the graduate school level that shape apprentices to grow into dynamic residents by ascertaining that they possess the obligatory attitudes, skills, and knowledge to support the well-being and development of their society (Yemini et al., 2019). Accordingly, CE definition centres on the significance of skills and knowledge for modelling an advanced society where people can lead happy lives. In addition, CE is defined as the combination of actions, means, and knowledge modelled to make learners to take active part in exercising their autonomous liberties and accepting their responsibilities and rights (Hyslop-Margison & Thayer, 2019). CE is immeasurably expedient in making individuals or learners democratic citizens with sufficient awareness of their moral obligations

and rights. Various definitions of CE will help gauge how the targeted students understand citizenship and what it entails.

2.2.2 Citizenship Education

The best way to comprehend the essence of CE and how it informs improved social responsibility in learners is to explore the essentialism philosophy of education. According to Sahan and Terzi (2015), the philosophy of essentialism implies that there exists a joint fundamental of awareness that must be conveyed to learners in a meticulous and orderly means. Further, Magulod Jr, (2017) stresses that the essentialism philosophy adheres to the conservative view which stipulates that schools should give students lessons about moral and intellectual standards. According to the ideology of essentialism, the center of an education curriculum should be academic rigor, as well as indispensable skills and knowledge (Kooli, 2019). One of the ideas associated with the educational philosophy of essentialism is that change is inevitable and therefore the objectives of the educational curriculum should not be rigid.

Mooney-Simmie & Edloing (2019) infers that the essentialism philosophy of education supposes that the most optimal way of ensuring that learners are properly modeled into treasured members of society is by ensuring that the schooling process is practical. According to Terzi and Uyangör (2017), the viewpoint of essentialism demands that one of the things that the education curriculum should focus on is facts by presenting the objective reality of everyday happenings in the universe. Another focus area of the education curriculum as per the ideology of essentialism is basic training by equipping learners with computing, writing, reading, and speaking competencies (Terzi & Uyangör, 2017). However, the essentialism philosophy warns

against schools being used as instruments of influencing or creating policies. Instead, Krahenbuhl (2016) proclaims that according to the essentialism perception learners should receive lessons about discipline, respecting authorities, and working hard. Likewise, Kooli (2019) stipulates that the primary responsibility of educators is to aid learners in keeping in check their non-productive drives. Examples of non-productive drives in learners are mindlessness and aggression.

As such, the educational ideology of essentialism will be instrumental in reviewing the goals of CE as highlighted in the present and past literature and determining whether CE is achieving its intended purpose in the UAE. In addition, the essentialism will be useful in investigating the specific values and qualities that CE instills in Emirati students. In particular, the philosophy of essentialism will be used to explore the practicality of the content of CE given to learners in the UAE to determine whether it is practical enough to activate improved social responsibility in learners.

2.2.3 Positive Student Behaviour

Right and responsibility are inseparable notions in moral debates. Due to their high interrelatedness, it is difficult to talk about responsibility without mentioning right and vice versa. Moreover, the meanings of right and responsibility indicate that they are of equivalent prominence (Cantón & Garcia, 2018). According to research, rights are powers accorded to individuals by the legal system and welfares where persons practice these powers willingly (Wenar, 2017). Largely, a right is the power to do a particular thing or request other people to

conduct themselves in a certain manner. According to research, rights can be classified into cultural, social, economic, equality, political, civil, freedom, and international solidarity rights (Kumar, 2015). Rights can also be classified based on vested interests, for instance, the right to drive is acquired upon attaining a particular age (Kumar, 2015). Rights can also be categorized based on their perceived worth (Kumar, 2015). For instance, the right to life is worth more than the right to drive. According to Prihandono and Kusriyah (2018), basic rights cannot be given or handed over and indirect rights develop from the basic ones. For instance, the right to quality care and health is extended from the right to life. Lenzerini (2020) explains that three classifications of implied rights include contractive, constitutional, and legal rights. Based on the approach of positive and negative rights, all the rights involve executing specific tasks (Wellman, 2015). Subsequently, the rights of a person or group must be respected by the individual or individuals tasked with guaranteeing those rights. The concept of rights will help evaluate the views that the identified learners have about the role of CE in enhancing their understanding of individual rights.

Largely, a responsibility entails accepting the aftermath of one's actions or the outcomes of events that happen within their responsibility. According to Baumgärtner et al. (2018), persons must be responsible to others and themselves for their conduct. Jelin (2019) asserts that responsibility is applied as a synonym for the concepts of task and obligation. In contrast, Sousa Santos (2017) infers that responsibility involves observing the human concept as it applies to the universal definition of human rights. As such, basic rights involve tasks as they are restricted. However, according to Kälin and Künzli (2019), a right accorded to an individual is a task for the community, future generations, and other people. Hence, it can be concluded that rights

comprise responsibilities and tasks. Considering that there must be a balance between rights and responsibilities, an individual cannot possess endless or limitless rights (Thoreson, 2018). According to Paterson and Huang (2019), responsibility is a vital concept that is at the centre of many ethical values. Paterson and Huang (2019) ascertain that responsibility is the primary ethical value and conducting oneself responsibly translates to the desire to fulfil all the virtues of moral life. Accordingly, responsibility is a crucial dimension that manifests in individual obligations in life and individual position and place in the social order (Ghanem & Castelli, 2019). For this reason, responsibility is viewed and defined in diverse ways based on the field to which it relates. Some examples of responsibility as informed by the related field are social, family, relational, positional, accidental, moral, citizenship, professional, personal, artificial, and natural responsibility.

Responsibility is a precondition for moral valuation. According to Plant (2018), an individual cannot be morally blamed or praised without taking responsibility for their conduct. In this sense, one of the crucial conditions for responsibility is freedom as persons should only be held accountable for their voluntary deeds (Fuller, 2016). According to Floridi (2016), responsibility involves three vital concepts, which include future, permanence, and integrity. The notion of the future implies that all the responsibilities that people take relate to the future (Eren, 2014). The permanence concept infers that it is unrealistic to break off responsibility since life integrally and continually continues (Ribeiro et al., 2018). According to Engelbrecht et al. (2017), integrity entails accountability for all human life fields. In other words, it involves being fully accountable for the related matters regardless of one's responsibility for them.

CE instils responsibility in learners by focusing on several goals. One of them is to teach students how to love their country and therefore enable them to increase their love for their nation (Schulz et al., 2018). Another goal is to give learners the training required to help them adhere to the laws of their country (Law & Xu, 2017). Another goal is to equip learners with knowledge about leadership to increase the number of students with an interest in social leadership in their communities (Sibbett, 2016). One more goal is to enlighten students about their rights and responsibilities to develop a culture of human rights and build social links (Monaghan & Spreen, 2017). To achieve the above goals of CE, schools need to concentrate on creating awareness about responsibilities and rights.

The most effective means to teach learners to uphold rights and responsibilities is by enabling collaboration between society, school, and family. According to Rezaei-Dehaghani et al. (2018), family, school, and society are devoted systems. In particular, family has notable positive impact on the achievement of learners (Boonk et al., 2018). Ensuring that rights and responsibilities become a part of usual daily life from early childhood will lead to the creation of sentient citizens marked by ethical values and good character (Anisah, 2019). In society, learners have rights guaranteed to them by law to enable them to progress normally in the presence of respect and freedom in moral, social, emotional, mental, and physical terms (McLeod, 2018). In addition, there are some responsibilities that students assume in society after attaining certain age. On the one hand, schools should warrant students' rights that include the right to partake in school activities, the right to belong to committees in school and classroom settings, the right to privacy, the right to utilise the leeway of thought, the right to be properly appraised, the right to be safeguarded from harassment and discrimination, and the right to learn (Lewallen et al., 2015).

On the other hand, learners have responsibilities, which include attending lessons to learn, respecting school staff and other students, bringing the necessary tools to the classroom, obeying school rules, respecting personal and school belongings, conforming to academic standards, avoiding discrimination and harassment, performing the assigned tasks, and passing messages from school to their families (Nkechi et al., 2016). According to Karabanova (2019), families should nurture children to become young people with rights as well as moral and social education. The diverse perspectives on what responsibility entails and the best way to instil responsibility in learners will form the basis of the questions that will be used to interview the students at Private Girls School in Dubai. To be precise, the reviewed literature will be used to analyse the interviewees' responses about whether or not they are aware of how CE enhances personal and social responsibility. The concepts of right and responsibility will also be used to examine whether the participating students have an idea of how CE enables them to balance rights and responsibilities.

2.3 Theoretical Framework

2.3.1 Education Theory of Global Citizenship

The planned exploration will be founded on the education and social theories of global citizenship. According to the education theory of global citizenship, the content of CE should be developed in a way that helps learners to overcome the imperfections of modern-day realities (Pittman, 2017). Accordingly, CE should be offered to equip learners with skills and knowledge that enable them to critically evaluate the historical issues they inherited. According to De Oliveira Andreotti (2014), advocates of the education theory of global citizenship agree that CE

across the globe seeks to instil similar new values in students. The educational theory of global citizenship asserts that the contemporary education curriculum contributes to new inequalities informed by historical events; therefore, it cannot yield the type of citizens required in the 21st century (Guo, 2014). Unlike the contemporary education curriculum, which centres on divisive issues such as rising regional imbalances, growing international immigration, nationalist and tribal conflicts, territorial wars, and differing perspectives on globalism, CE focuses more on teaching moral values (Sullivan et al., 2018). The education theory of global citizenship argues that CE is the most appropriate means to encourage human rights awareness and multiculturalism (Muleya, 2018). Subsequently, the education theory of global citizenship will be incorporated into the discussion of the planned investigation to show how CE contributes to an improved understanding of human rights. The theory will also be used to emphasize the link between CE and morality by focusing on some of the values that learners derive from CE lessons. In addition, the education theory of global citizenship will help to explain how CE will eliminate cultural differences that characterized previous generations by promoting multiculturalism. Lastly, the theory will be instrumental in describing some of the new values that different versions of CE across the globe are instilling in learners.

2.3.2 Social Theory of Global Citizenship

The social theory of global citizenship argues that the primary goal of CE is to impart meaningful citizenship to learners. According to Peterson et al. (2018), meaningful citizenship comprises four core components, namely the awareness of the organization and content of social rights, an understanding of the type of form of such rights or obligations, an awareness of the

social forces that yield such practices, and an in-depth comprehension of different social organizations through which such benefits are passed to different societal segments. The social theory of global citizenship recommends that CE should not teach the global view of citizenship as doing so limits the concepts taught to the cultural and social conditions of the West (Bamber et al., 2018). Accordingly, CE should be informed by the social and cultural views of a community. Therefore, the social theory of global citizenship will be essential in describing how CE informs social responsibility in students. In particular, the theory will be employed to expound on how CE gives learners a better understanding of the concepts of rights and responsibilities. Further, the social theory of global citizenship will be useful in discussing how using CE to teach students about social rights and responsibilities benefits society in the long term.

2.3.3 Problem-Based Models of Learning

The planned investigation will adhere to the problem-based and project-based models of learning. According to Fajri et al. (2020), models of learning that are founded on problems and projects have been effective in equipping students with 21st-century skills. In particular, the problem-based model of learning involves instilling problem-solving, decision-making, collaboration, and communication abilities in learners to enable them to manage social challenges as a means of upholding their social responsibility (Fajri et al., 2020). Contrastingly, Bin-Tahir et al. (2021) states that the project-based model entails creating a project of an ideal citizen and structuring CE to ensure that learners possess the values and qualities of a 21st-century citizen. The project-based model of learning insists that CE should be informed by

issues that prevail in the community and concern public policy (Bin-Tahir et al., 2021). The problem-based model of learning will guide how the researcher evaluates the overall effectiveness of CE in the identified girls' only private school in Dubai. The problem-based model will lead to the identification of research variables that include collaboration, decision-making, problem-solving, and communication skills as indicators of enhanced social responsibility. The project-based model of learning will inform how the effectiveness of CE will be measured in the planned study. Based on the project-based model, CE can only be effective if it equips students with the qualities and values of an ideal Emirati.

2.3.4 Curricular Transportation Framework

The anticipated study will be informed by the curricular transportation framework. According to the Commonwealth iLibrary (n.d.), the curricular transportation framework comprises four components, such as the ideal society or person, the curricular programme, the effected curriculum, and the effect of the implemented curriculum on learners. Based on the framework of curricular transportation, an educational initiative such as CE is founded on particular ideals of the society or individuals (The Commonwealth iLibrary, n.d). The set ideals are used to develop a curriculum which is then executed in practice. Following the implementation of the created curriculum, learners acquire values and qualities that align with the set ideals of an individual in their communities (The Commonwealth iLibrary, n.d.). The curricular transportation framework will be used to justify the significance of CE by showing that it was introduced to equip Emirati students with the values and qualities of the ideal Emirati society.

2.4 Review of Related Literature

2.4.1 History of Citizenship Education in the Gulf Region

Citizenship is a role that requires learning about skills, attitudes, rights, and its duties. However, different countries have varying definitions of citizenship and therefore the conduct expected in their people also differs. Subsequently, it is inevitable that civic education programs have significant variations. In view of that, the history of CE is an exceptionally compound and full story. The history of CE can be traced to Rome and Greece (Missira, 2019). According to Veugelers (2020), the first state to implement CE was Sparta, which designed a coherent program for training cadet populaces in the early ages. Cadet training was essential in the State of Sparta as all its people were elite guardians of the polis. CE would later be introduced in Ancient Greece in 508 BCE to help in reengineering the Athenian population. In recent decades, CE has been widely embraced and implemented across the globe. In the US, CE was introduced into the education curriculum in the 1830s, a period when the Common Schools Movement was being led by Horace Mann. For instance, CE became a constituent of England education curriculum in the year 2002 (Veugelers, 2020). In England, CE was adopted amidst worries about falling democratic participation and social decline.

The history of CE in the larger Gulf region will be based on the historical timeline of CE in KSA (Kingdom of Saudi Arabia). According to Alharbi (2017), CE has undergone numerous phases since its introduction in KSA. The first phase of CE lasted from 1929 to 1936, when it

was introduced under a different title, namely Ethics and Citizenship Education. Under this title, CE embodied public authorities, rights of individuals, constitution, government types, the duty of the government, patriotism, homeland, nation, and family (Alharbi, 2015). In the preliminary phase of CE, the course was taught in grades three and four only. The second phase of CE lasted between 1936 and 1984. During that time, information about CE was excluded from the education system. CE was later reintroduced into the education system under the name Developer Education between 1984 and 1990 (Alharbi, 2017). Developer education shared the same features with the higher education system as it allowed learners to select subjects of their liking and create personal timetables (Mitchell & Alfuraih, 2018). However, the developer education system was annulled in 1990. The current phase of CE began in 1997, when CE was reintroduced into the national education curriculum as a subject. In 2010, CE was incorporated into the curriculum of social studies and citizenship education, which comprises history and geography, at the intermediate and primary levels (Alharbi, 2017). As such, the CE in the Gulf region was implemented between the years 1929 and 2010.

The implementation of CE in the UAE started in the year 2010. However, CE was introduced in the form of moral education in the UAE. Between the years 2010 and 2017, the UAE was making changes to its education curriculum by modelling the education system to affect the promotion of values such as empathy, acceptance, and non-violent conflict resolution approaches. As part of the changes in the UAE national education curriculum, moral education was introduced in January 2017 as a pilot program that lasted until September 2017. The moral education curriculum began to be formally implemented in 2018 (Pring, 2019). The objective of moral education in the UAE is to model learners in line with country's vision for the year

2021 that requires confident and ambitious persons. Another objective is to contribute to the National Agenda of the UAE of sustaining its position of being the greatest competitive national economy. The UAE national education curriculum that encompasses moral education works through talent recruitment, specialists' retention and continually building competencies (Gallagher, 2019). Hence, CE in the UAE was implemented much later compared to other Gulf countries.

The existing literature expounds on the development of CE globally, in the Gulf region, and the UAE. Its key strength is that it reveals when CE was introduced in the Gulf countries and the influences of the initiative. As per the explored literature, CE implementation in the UAE is still in the early phase.

2.4.2 Citizenship Education and Islamic Values

Religious education in the Gulf region is mandatory in all years of learning in secondary, intermediate, and primary school. In addition, Islamic culture is the primary subject throughout higher education (Aljabreen & Lash, 2016). According to Aldera (2017), the content of textbooks in Saudi Arabian public schools shows that Islamic matters account for one-third of the content. For instance, religious education accounts for one-third of the curriculum the elementary schools in KSA (Alharbi, 2017). According to Alharbi (2017), Arabic and religious studies constitute two-thirds of the curriculum of elementary schools in the Gulf region. Likewise, Arabic studies and religious education account for at least one-third of the curriculum of secondary schools (Omar, 2020). In addition, the primary objective of the educational system

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in the Gulf countries is consolidating Islamic values and directing the learners in the true direction of Islam (Sheikh & Ali, 2019). In the Gulf region, state constitutions are informed by the traditions of the Prophet (Sunna) and the Holy Quran (Kowalewska, 2019). The supremacy of Sunna and the Holy Quran was emphasized in 1992, when KSA issued the country's Basic Law (Haykel et al., 2015). The law indicated that KSA is an Islamic and Arab state, Islam is its religion, and the foundations of its constitution are the Sunnah and the Holy Qur'an (Alharbi, 2017). One of the provisions of the Holy Qur'an is maintaining world peace. The Holy Qur'an asserts that the social and moral virtue of every citizen is to coexist peacefully with others (Jahanbegloo, 2018). Another virtue that the Holy Qur'an demands of Muslims is loyalty. Accordingly, the Holy Qur'an instructs citizens to always be faithful to the law and their country (Alharbi, 2017). Apart from that, the Holy Qur'an directs that believers should be God's witnesses and securers of justice (Maerani, 2020). Subsequently, a better society is only possible in the presence of equality, justice, and consideration of the welfare of other persons. Based on the assertions above, it is apparent that Islam has contributed significantly to modelling the national values and personal lives of citizens in the Gulf countries.

The Holy Qur'an teaching has directly and indirectly contributed to the inclusion of CE in the educational systems of the Gulf States. Lessons on Islamic values have provided adequate background understanding of CE among learners in the Gulf region (Alharbi, 2017). One of the objectives of CE in the Gulf countries is to instil Islamic faith in learners' hearts and to develop pride in being a part of the Islamic world (Waghid & Davids, 2016). For instance, KSA's Saudi Vision 2030 seeks to entrench affirmative moral philosophies in children's character from early childhood through redesigning the country's education and academic systems (Hamdan

Alghamdi, 2019). KSA's goal for vision 2030 further validates the value of CE to realize the national objectives of preparing better citizens with enough capabilities to facilitate nation-building and lead rewarding lives (Yusuf, 2017). Hence, the primary role of CE in the Gulf countries is to maintain Islamic identity, which is an indication of national identity in individual Gulf countries.

The reviewed literature shows a strong connection between CE and Islamic values. One of these links is the Holy Qur'an, which dictates the values that all believers should possess. It is through instilling the values instructed by the Holy Qur'an that CE improves social responsibility in learners. Despite the rich content in the reviewed literature, there is a deficiency of information relevant to the UAE, where the anticipated investigation will happen. There is an information gap about how CE imparts Islamic values to Emirati students to augment social responsibility.

2.4.3 Perceptions about Moral Education as a Key Constituent of Citizenship Education

The UAE made moral education compulsory for all learners since 2017. According to Dr. Ali Al Naimi, the director of Abu Dhabi Educational Council, the goal of the moral education initiative is to ensure that learners are equipped with ethical values and decent thoughts such as community participation, respect, and tolerance (J Akraan AlAli, 2020). The objective of moral education would be attained by incorporating moral education into the national education curriculum and designing scientific educational frameworks and programs. According to Dr. Ali Al Naimi, the 21st century poses numerous trials to young people that often compromise their morals, which is why parents, the government, and educators must collaborate to teach

students community values and ethics under the moral education initiative (J Akraan AlAli, 2020). According to Wren (2021), the primary reason for implementing moral education in the UAE is to model a cultured and educated community that is highly devoted to its moral values and national identity. According to Sbai (2019), another reason why moral education was introduced into the UAE education curriculum is that although the past curriculum had undergone numerous changes, they were over-focusing on making learners more innovative and creative while disregarding vital issues such as respect for the innovations of others. Currently, one of the aims of CE in the UAE is to inculcate good morals in students.

Sufficient training for educators is essential to enable the effective implementation of moral education. According to Ruettgers (2013), at least 60% of learners graduating from different educational programs report that the programs gave them inadequate skills and knowledge to manage the classroom of the 21st century. In addition, Darling-Hammond et al. (2019) indicate that the growth of societies informs alterations in the abilities and knowledge required to compete and succeed, with some of them becoming obsolescent and others more treasured. Considering the newness of moral education, educators must receive proper training to help in the realization of the objectives of moral education (Razem, 2020). Moreover, training is imperative as it stresses the significance of parental engagement and role in teaching morals to the learners. According to J Akraan AlAli (2020), Sheikh Mohammed emphasized the need for parents to offer their support to attain the objectives of the moral education initiative as their role is fundamental in instilling a positive attitude and ethics in students. Accordingly, family and home are the foundation for educating and raising children. Several explorations support the assertions of Sheikh Mohammed on the importance of parental involvement in the execution

of education programs to inform students' character. According to Franciamore (2014), who completed a phenomenological investigation to determine parents' views on character education in a universal pre-kindergarten program, parents report a strong sense of accountability for their children's behaviour and character development even though they have little understanding of the best way to nurture their development. Further research shows that the effective execution of moral education depends heavily on the teachers' lives in and out of school settings (Bamkin, 2018). Teachers must have a deeper understanding of life and education to effectively offer character education. According to Osman (2019), the potentialities in the hearts of learners can only appear if teachers act as role models and display values that include non-violence, right behaviour, truth, and love every day of their lives.

According to the explored literature, CE seeks to teach learners about morals. Another deduction from the literature is that there is a need for continuous training of educators tasked with teaching CE. However, the views expressed in the reviewed literature are informed by teachers and other educational stakeholders in the UAE. Accordingly, there is a research gap in the views of Emirati students on the effectiveness of CE in improving learners' morals and the impact on continuous teachers' training on how CE is taught.

2.4.4 Essential Qualities Associated with Citizenship Education based on Teachers' Perceptions

Mindfulness is one of the qualities that learners gain from CE. According to J Akraan AlAli (2020), mindfulness is the awareness that arises from focusing more on the purpose in the

current moment and being open-minded to the re-counting of experiences instant by instant. Pang and Ruch (2019) affirm that mindfulness is useful in enhancing focus and attention, improving memory, increasing self-acceptance, improving self-understanding, and augmenting self-management skills. According to J Akraan AlAli (2020), educators offering mindfulness training must be practicing it in their lives, or else the value and validity will be lost. Research recommends that the strategies used to teach learners' mindfulness should stress environmental awareness and inform exercises that centre on body movements' awareness and breathing meditation (J Akraan AlAli, 2020). The most effective means of appraising the quality of mindfulness in learners is employing self-report questionnaires, particularly self-report questionnaires that encourage individuals to echo their experiences and themselves.

CE also instils the quality of curiosity in learners. According to J Akraan AlAli (2020), curiosity is an inherent love of knowledge and learning short of the enticement of profit. Curiosity is regarded as a drive similar to hunger or thirst, which compels organisms to try to abate uncertainty and unpleasantness. The theory of information gap articulates that curiosity emerges from focusing on the knowledge gap between what one wants to discern and what one discerns (Golman & Loewenstein, 2016). On the other hand, the model of deprivation of interest asserts that curiosity is caused by the fall of negative awareness and stimulation of a positive sense of uncertainty (J Akraan AlAli, 2020). The most fitting way to teach students curiosity is to contest their prevailing mental models and orient them to a knowledge gap through presenting contradictions, or problem-based and inquiry-based learning.

Another essential quality that students acquire from CE is courage. According to J Akraan AlAli (2020), courage is viewed as the capability to react in the face of uncertainty or worry, particularly in threatening situations. However, there is a need to differentiate between ethically courageous deeds and thrill seeking or foolhardiness, which involves taking risks in pursuit of adrenaline boosts, thus exposing oneself and other people to danger. According to Howard et al. (2018), the best ways to instil courage in students are encouraging learners to act as role models of risk takers, teaching students to see their mistakes as openings for learning, structuring grading policies that encourage revision, forgiving mistakes, and deliberating over narratives about errors that amounted to successful endings. Courage can be gauged by appraising altruism levels and the tendency for risk-taking to define ethical directions among students towards ethically courageous engagements.

An extra quality that learners get from CE is resilience. According to J Akraan AlAli (2020), resilience is defined as the capability or a set of capabilities that enable one to overcome impediments. On the other hand, research defines resilience as a vibrant process comprising a number of influences that inform whether a person will fail or succeed when facing adversities (Dahnial and Syamsuyurnita, 2022). Resilience is associated with three key influences, which include openings for important contribution and involvement, a message of high prospects, and loving relations (J Akraan AlAli, 2020). According to J Akraan AlAli (2020), the classroom setting is the most appropriate place for teaching learners the three main influences linked to resilience as it offers a conducive and supportive environment, which encourages learners to engage with their peers and taught concepts. Structured assessment techniques employed to

measure resilience should centre on six key domains, namely social competencies, positive values, interests and talents, friendship, education, and security.

CE also imparts ethics to students. According to J Akraan AlAli (2020), ethics involves physiognomies such as compassion, fairness, equity, justice, respect, kindness, and humanness. Research asserts that teachings on ethics are founded on moral development literature, which was started by John Dewey and Jean Piaget (J Akraan AlAli, 2020). Castner et al. (2017) enunciates that the most effective means for teaching learners' independence in taking ethical decisions is through establishing autonomous schools, where students are tasked with jointly making decisions that impact the whole community. The responsibility of making decisions that influence the whole community engages learners in age-appropriate but crucial roles that demand ethical conduct.

One more quality that learners acquire from CE is leadership. According to J Akraan AlAli (2020), leadership can be defined as an ethical and relational process of individuals trying to realize a positive change. Research ascertains that the relational model of leadership involves process-oriented, ethical, purposeful, empowering, and inclusive dimensions (Lord et al., 2016). J Akraan AlAli (2020) recommends that all learners should be given leadership lessons as true leadership emerges from group processes. Concentration on the leadership process and utilisation of the specimens of leadership along with deliberations surrounding the experiences allow learners to develop a deeper comprehension of group functioning and ways of enhancing their capacities. Thus, learners should be encouraged to assume leadership positions in their communities.

The strength of the examined literature is that it describes the qualities that CE instils in learners in the UAE. However, there is a lack of empirical findings showing that indeed students who have received CE lessons possess the discussed qualities. Therefore, there is a need to investigate the qualities that learners receiving CE lessons possess and how they perceive their role in making them more socially responsible.

2.5 Summary

One of the trends emerging from the explored literature is that CE in the UAE and other countries has focused on improving the moral standards of citizens. In particular, CE centres on instilling certain values in learners to enable them to become socially responsible citizens. Another trend that results from the reviewed literature is that CE is significantly influenced by the religion of a country or community. Subsequently, the values that CE seeks to impart to citizens are embedded in religious teachings and beliefs. The explored literature has revealed a pattern of multiple changes in the education curriculum to accommodate CE goals. Another pattern evident in the explored literature is that CE is implemented as civic education.

Several gaps in knowledge arose from the explored literature. Firstly, there is gap in the literature is the lack of information on how CE in the UAE instils Islamic values in students. Moreover, there is insufficient research on the effectiveness of CE in imparting Islamic values to learners. Another gap in research relates to students' views about moral education, which is the focus of CE. Past research has not investigated how Emirati students perceive moral

education and its impact on their overall level of social responsibility. Furthermore, the reviewed literature has shown that there is a lack of information about the key qualities that learners gain from CE.

Following the resulting trends, patterns, and gaps in the literature, data collection will centre on variables that have been examined in the reviewed literature. In particular, data will be collected to establish the link between the values instilled by CE and their influence on social responsibility conduct in the targeted population. Data collection will also focus on determining the association between Islamic values and the qualities expected in learners after being subjected to CE. In addition to that, the identified gaps in literature will guide the data collection process to ensure that the collected data can is fitting to close the knowledge gaps.

CHAPTER 3: METHODOLOGY

3.1 Overview of the Chapter

The purpose of this chapter is to introduce the research methodology of this mixed approach research concerning the influence of CE in nurturing student's positive behaviours. The application of constructivist and interpretivist paradigms in combination with the mixed approach for this study are discussed in-depth in this chapter. The research approach, data collective plan, instruments, data analysis plan, ethical considerations and trustworthiness are the primary components of this chapter.

3.2 Research Approach

This research is mixed and interpretive in its nature, applying the approaches of ethnography and case study as it attempts to explore different perception in nurturing student's positive behaviour through the introduction of CE. This combination of case study and ethnographic research nature is crucial for the study, as a case study allows making "an in-depth investigation of a specific real-life situation [in order to explore and unearth complex issues] from multiple perspectives" (for the purpose of this study, case study is important for the analysis of changes before and after the workshop as a single event crucial for the analysis (Cohen, Manion, and Morrison, 2018, p. 375). On the other hand, ethnography stands for the detailed and systemic study of people and cultures through the "portrayal and explanation of social groups and situations in real-life contexts" (Cohen, Manion, and Morrison, 2018, p. 292). As this study is conducted within the UAE context, it is crucial to understand how introduction of CE can impact

student behaviour to see the importance of its introduction into the school curriculum nation-wide. Moreover, it can help in analysing the practices and learning methods embraced in CE to reveal their adequacy or absence of such in terms of student engagement and skills promotion. The selected research approach and methods are suitable for both case study and ethnography, as interviews are appropriate for the last one and questionnaires, survey, and interviews are utilized within the former.

The research approach is a strategy and the process, which entails the steps of comprehensive assumptions to comprehensive methods of data gathering, study, and interpreting. Hence, it is grounded on the nature of the research issue, which is being addressed throughout the research. The research approach is fundamentally divided into two groups, encompassing the method of data gathering and the method of data examination. The current study is based on the data analysis approach, which can be of two types, i.e. inductive and deductive. Qualitative data entails inductive approach to analysis, while quantitative data applies the deductive one. The current study is based on a mixed type of research approach. Johnson and Onwuegbuzie state that this approach is utilized for depth of understanding and "corroboration particularly useful for complex issues" (2004, p. 15). It allowed extending and strengthening study's conclusions, thus, contributing to the published literature. In other words, whereas quantitative data brings breadth to the study, qualitative data provides depth to it, as quantitative approach allows generalising the findings to a wider population, while qualitative approach equips a profounder comprehension of the issue under study (Dawadi, Shrestha, and Giri, 2021). In fact, there are five major advantages associated with the application of mixed research approach, all of which are important for the current study. The first advantage is synergy, as quantitative method allows

attaining objectivity, while qualitative one equips explanation of the problem. Thus, the design can "integrate and synergize multiple data sources … [assisting] to study complex problems" (Dawadi, Shrestha, and Giri, 2021, p. 27). Better understanding is achieved through triangulation of results, which allows enhancing the validity of the study. Secondly, this method equips complementarity, as the results of one method can be elaborated, clarified, and validated with the other (Dawadi, Shrestha, and Giri, 2021). This creates a solid foundation for interpretation and conclusions. Thirdly, the combination of methods allows development, as the results of one method can be used for the development of the other (Dawadi, Shrestha, and Giri, 2021). This, for instance, allows providing better and more detailed explanation of quantitative data through the qualitative one. Fourthly, the approach allows "expansion, extending the breadth and range of inquiry" (Dawadi, Shrestha, and Giri, 2021, p. 27). Finally, mixed methods are participatory, as they provide participant with the voice important for implementing of necessary changes.

Finally, the research perspective and paradigm that was followed stands for constructivist and interpretivist. According to Cohen, Manion, and Morrison (2018) in constructivism people actively "seek out, select, and construct their own views, worlds and learning, and these processes are rooted in sociocultural contexts and interactions" (p. 23). Therefore, the researchers need to focus on the processes that led to the construction, i.e., how people collectively construct their social worlds. Hence, the researcher should examine the situation through the multiple lenses of the individuals involved emphasising the social nature of learning. The interpretive paradigm is featured by a concern for individual. Therefore, the researcher needs to set out to understand individual interpretations of the world, to see the social world

through the eyes of the participants (Cohen, Manion, and Morrison, 2018). As the study is aimed at exploring and understanding the impacts on behaviours both paradigms are crucial, as they can demonstrate how implementation of CE (the process in constructivism) nurtures their positive behaviour (individual interpretation in interpretivism). Due to the fact that the qualitative research needs the application of such tools, as interviews and surveys to comprehend the context and clarify the suggestive results, "interpretivism is the main research paradigm" for following (Dawadi, Shrestha, and Giri, 2021, p.26). Qualitative research alone is difficult to generalize due to the small study population. Therefore, integrating the quantitative method will mitigate the weakness. The mixed method will allow response contextualisation and enhance my deductions. Finally, using two methods will make the research results more credible and validate the conclusions. Questionnaires for both students and the head of high school will facilitate the collection of sufficient data regarding the research questions. Finally, both primary and secondary sources will make the research more credible as they will be guided by first-hand data and insights from existing research.

3.3 Data Collection Plan

3.3.1 Context

The UAE is selected as a context for the current study. The literature review revealed that UAE is actively engaged in preparing their students for civic involvement with the help of CE. Nevertheless, the initiative is encountering some challenges, as firstly, the initiative is under-researched, which results in the existence of a huge knowledge gap in terms of understanding the ways in which CE influences students and their behaviour. For the purpose of this study,

students of grades 11 and 12 are considered and are girls studying the same school. Hence, the context is highly limited.

3.3.2 Site

A single-gender private school for based in Dubai will be studied during this research. This school follows the American programme and syllabus, which is affiliated with the Common Core Norms to prepare all student for academic accomplishment in regards with primary education, middle and high school levels education, higher level of education, future professional career, and civic leadership. This educational establishment is acknowledged for its strong core values, including the provision of the learning experiences cultivating self-respect, resilience, and integrity; creation of opportunities for individual, academic, and social excellent through the advancement of independence, development of analytical skills, and responsibility; and development of citizenship, global awareness, and understanding of diversity. This school has approximately 500 students with 20 nationalities being represented in school, where approximately 75 percent of the students are locals (Emiratis). This is a comparatively small school in accordance with Dubai standards; however, it offers education from the pre-KG to Grade 12.

3.3.3 Population

The current study for the research purposes targets high level students, limited to grades 11 and 12, which presupposes that the entire study population in the age range of 16+. The control

group will consist of 8 high school captains who will obtain the CE training through the attention of specific workshops, trainings, and leading school-wide initiatives, all of which are aimed at enhancing students' positive behavior through the introduction of CE.

3.3.4 Samples

The cluster sampling method will be utilized. Despite the fact that the population within school is not that large, it can be viewed as bulky for the current study and widely dispersed, hence, gathering a simple random sample is problematic. For the analysis of behavioral changes and the influence of CE of positive student behavior it appears to be impractical to select students on a random basis. The cluster sample allows the researcher to select a specific number of students and test all of them (Cohen, Manion, and Morrison, 2018). The main challenge associated with cluster sampling stands for the fact that it can be built on bias. Random sampling of the control group might lead to the fact that the researcher will select those, who are not actively involved within CE and hence, will not demonstrate any significantly relevant results (Cohen, Manion, and Morrison, 2018). The issue here is one of representativeness, the possibility of including different students within the sample to catch the variability of the wider student population. Hence, this is the reason why house captains are selected, as they are supposedly more actively involved within school activities. In such a manner, another challenged of cluster sampling is omitted. Cohen, Manion, and Morrison state that cluster sampling might decrease the possibility of finding a discrepancy between the control and test groups, as it might dilute and weaken any intervention influences, i.e. "the experimental group influencing the control group and vice versa" (p. 394). Therefore, the selection of the most

proactive students with the control group and ordinary students within the test group allows omitting the dilution of the results. Moreover, cluster sampling suits the current research, as this is the method, which is broadly applied within small-scale research.

As it was mentioned previously, the control group is the one, consisting of 8 high school captains, who will be involved in attending trainings and workshops as well as the most crucial and cutting-edge incentives, all of which are specifically aimed at improving students' positive behaviour through the implementation of the CE. In fact, the study is aimed at introducing and delivering a 'House' system, which requires the provision of CE to the house captains.

3.4 Instruments

For this study, the use of several instruments was required, including student interviews, staff interviews, and student data. Questionnaires within the interviews are undoubtedly one of the primary sources of attaining data in this research endeavour. It is highly important for the researcher to ensure the validity, reliability, and unambiguousness of the questionnaire, which can appear in one of three types, including "close-ended, open-ended, and a mixture of the two" (Kandiko and Matos, 2021, p. 299). Nevertheless, open-ended questionnaires lead to a greater level of discovery, resulting in more revealing findings, regardless their difficulty of analysis. There are different methods of administering questionnaires, with each having its advantages and disadvantages. The group administered method will be applied. Self-administered method does not suit the purpose of the study, as the procedure has major defects, with the first standing for the fact that the respondents usually hardly ever return the questionnaire (Alshenqeeti, 2014).

Moreover, in case of misunderstanding or vague questions appearing, the researcher cannot clarify them. Group administered questionnaires is selected as a method, because of high return rate, the possibility of explaining any vague questions and misunderstandings, and the fact that the conditions under which the questionnaires were filled out are known. Following the purpose of the study, two surveys will be filled in by the participants. One will be provided to the group before the workshop and the other will be provided after the workshop. This will allow comparing the effect of introducing CE introduction and its effects/absence of effects.

The second major instrument for the data collection in terms of the mixed method design stands for the interview. Interviews are popular and broadly applied as they allow attaining first-hand information directly from the knowledgeable informant. The interview to be conducted will be performed in a person-to-person format. The most preferred type of the interview stands for the semi-structured guide approach, as it is believed to be flexible, allowing the interviewee to equip great and adequate amount of information. Diverse types of questions are to be used with the exception of the following types: multiple, leading, and yes-or-no. Multiple questions have a tendency of confusing the respondents; "leading questions (where the question influences the answer perhaps illegitimately) are connected to a bias" or assumptions already made by the research, making the respondent accept researcher's viewpoint; and yes-or-no questions do not equip any useful or relevant information (Cohen, Manion, and Morrison, 2018, p. 273). Interviewing presupposes selecting a knowledgeable and professional informant in order to obtain valid and reliable information. For the purpose of the current study, the interview will be conducted with the head of the school in a face-to-face format of a personal meeting.

3.5 Hypotheses

The current study uses mixed research approach, making it essential to develop a set of hypotheses. The following hypotheses were formulated from the examination of the literature review.

A. Citizenship education will create a sense of citizenship and positive behaviour within the school environment

B. Citizenship education will create a positive culture and relationships with all community members

C. Citizenship education is associated with increased attendance, attainment, and punctuality

3.6 Data Analysis Plan

In data analysis, quantitative data will first be validated, edited, and then coded, followed by descriptive analysis. The descriptive analysis is the mechanism allowing the work with "interpretations and judgements" in terms of the character and quality of the researched issue "to describe central themes or principle" (Patton, 2022, p. 156). In accordance with Zu et al. (2018), descriptive analysis and descriptive statistics are the most popular and adopted method of analysing quantitative data. This is the first level of analysis, which allows summarising the data and find patterns within it (Onwuegbuzie and Leech, 2006).

Analysis of qualitative data incorporates interpretation and an attempt in understanding the subjects' world as they construct it. This is performed through the process of organizing the data from the transcripts and field notes in order to elevate the researcher's understanding and for better presentation of the findings. A narrative analysis method will be applied for qualitative data analysis because it is believed to be multifaceted, detailed, and systematic. Narrative analysis is utilized to understand how research participants construct answers from their individual experience. This analysis has double layers of interpreting because narrative material from interviews is not taken at face worth, as summarizing is not the main aim of the research. Hence, there is a requirement of interpreting through coding, which can be "deductive and inductive" (Cohen, Manion, and Morrison, 2018, p. 664). As the study is conducted applying constructivist approach, it aims at conceptualizing the studied issue to understand it in abstract terms, articulate theoretical claims, acknowledge subjectivity. Thus, the behavioural changes and how CE can impact positive education should be analysed through conceptualization of each participant's experience, to understand it through coding of data selected from interviews and provide interpretation of participants' shared experience, allowing to "crystalize and exemplify an issue" (Cohen, Manion, and Morrison, 2018, p. 665). Coding of transcripts will be completed after the interview conducting and coding will be used to aid the researcher in understanding the perspective of participants and in analysing their experience. It will help in building an in-depth understanding of the study participants, further enhancing data validity.

Thus, both quantitative and qualitative are analysed separately and independently in parallel designs. Combining of quantitative and qualitative data strengthens the validity of the research,

the quality of the synthesis of data, and "the inferences that can be drawn from it (both defensible and credible)" (Cohen, Manion, and Morrison, 2018, p. 43).

3.7 Ethical Consideration

Ethical considerations in research stand for the assortment of values, which are directing and controlling the research design and practices. Researchers are supposed to constantly follow a certain code of conduct while gathering the data from respondents. Hence, ethical considerations work to protect the rights of the research participants, to enhance the research validity, and to sustain the scientific integrity.

The researcher ensured ethics remained a top priority throughout the research. In fact, "all research raises ethical issues" (Moriarty, 2011, p. 24). Hence, ethical considerations considered within the study stand for voluntary participation, informed consent, validity, anonymity, confidentiality, and results communication (Moriarty, 2011). Adhering to the methods outlined in this chapter is paramount in ensuring the validity and reliability of the research. Thus, all the participants were free to opt in and out of the study at any point in time, about which they were informed in informed consent, discussed further. All the participants prior to the interview, read the informed consent form (see Appendix III - IV), which presents a fair explanation of procedures, outlining of risks, which might be reasonably expected, outlining of benefits to be rationally anticipated, a suggestion of review of the processes, and an instruction that the people can withdraw without restrictions and limitation, if they have such desire or need. Thus, the participants were informed about the purpose of the study, all possible benefits, and risks.

Anonymity of the participants was preserved, as the researcher did not collect any personally identifiable information about the identities of the participants. The control group participants' identities were known by the researcher, but this information was hidden through anonymization for its not to be linked to any other data, which allowed preserving confidentiality. The presentation of the results is free of plagiarism and research misconduct, with all of the results being accurately presented and individually analysed. The risks for the participants of this study are considered as minimal. The only medium risk observed stands for the involvement of potentially vulnerable participants (see Appendix V).

3.8 Trustworthiness/Reliability of the Data, Site, Samples

The trustworthiness and validity of the mixed research depends on what the researcher sees and hears. Four concepts, which are crucial for establishment of trustworthiness stand for the possibility of the study to be viewed as credible, transferable, dependable, and confirmed. Credibility and transferability can be ensured in several ways. Thus, the conducting of literature review, as an essential part of the research serves among others the purpose of equipping credibility, as it demonstrates that the researcher is "up-to-date with all key issues and theoretical, conceptual, methodological, and substantive problems" in the field in which the research is being conducted (Cohen, Manion, and Morrison, 2018, p. 162). In addition, the selection of research approach of mixed nature also points at the research credibility, as the approach allows yielding the insights and explanations of the researched phenomenon through multiple views of it, which ultimately increases the usefulness and credibility of the findings, as they provide a more complete picture of the phenomenon itself. Moreover, it "increases

accuracy, reduces bias, provides a practical problem-driven approach, and enables compensation between strengths and weaknesses of research strategies" (Cohen, Manion, and Morrison, 2018, p.33). Data triangulation method, meaning the application of opposing sources of data, from different individuals and at different periods additionally guarantees and confirms credibility. In terms of transferability, it indicates that relevancies can be transferred to analogous situations, conditions, and contexts (Mohajan, 2018). Confirmability stands for the establishment of verifiable direct evidence from the experience the researcher encounters. Moreover, confirmability can also be established through ensuring in the absence of researcher bias. Transcribing of interviews and manual coding allows ensuring profound understanding of the interview content and participant intent. This leads to objectivity and neutrality, which are necessary for the appropriate data analysis.

CHAPTER 4: RESULTS, ANALYSIS AND DISCUSSION

4.1 Overview of the Chapter

This chapter presents the results of the data collection process. The quantitative data shows statistical significance in relation to dependent variables from pre-training to post-training. Qualitative data highlight themes expressed by participants in relation to their perceptions of the role of CE in determining their civic behaviour. Qualitative data considers perceptions of potential CE implementation programs and initiatives. In addition to presenting and analysing data, the chapter gives triangulation of the qualitative and quantitative data to provide a more balanced and detailed picture of the situation.

4.2 Analysis of Quantitative Data

4.2.1 Main Research Question

What perceptions do students have about the role of CE in equipping them with positive civic behaviour? The results from the pre-training and the post-training questionnaires (sample group - N = 8) denoted that the difference was not statistically significant between the two participant responses, $(F (1, 29) = 2.54, p = 0.12 >0.05, h 2 = 0.07)$ as illustrated in (see Table 2 and Table 3). Partial eta squared ascertained the dependent variable's variance proportion justified by the independent variable. The partial eta squared value was 0.07, thus only 7% of the pre-training and post-training answers' differences considerably affected the experiment. These results compare to the findings of Wren (2021) who studied a government higher education institution

in the UAE. Wren (2021) determined statistical significance in the difference between the control and intervention groups for social responsibility in relation to CE.

The table below shows the pre- and post-training interview descriptive statistics. These were converted from qualitative responses.

Table 2: Pre-Training and Post-Training Interview Descriptive Statistics

Intervention Totals	N = 8	Mean	SD
Collaboration	Pre-training	110.41	13.12
	Post-training	103.67	9.23
Decision-making	Pre-training	15.86	2.19
	Post-training	15.02	2.37
Problem-solving	Pre-training	16.47	2.63
	Post-training	16.98	2.28
Communication Skills	Pre-training	16.12	2.99
	Post-training	15.88	2.57
Leadership	Pre-training	15.69	2.42
	Post-training	14.91	3.14
Courage	Pre-training	15.64	3.50
	Post-training	13.20	2.90
Socially Responsible	Pre-training	15.20	1.79
	Post-training	14.65	1.56
Qualities and Values of an Ideal Emirati	Pre-training	16.52	2.30
	Post-training	14.10	2.70
Positive Culture and Relationships with All Community Members	Pre-training	15.30	2.22
	Post-training	14.35	2.49

From the table presented above, there is no statistical difference between the responses obtained from the participants. The values obtained are evidently different between the responses before and after the training, $F_{(1.29)} = 2.54$, $p = 0.12 > 0.05$, $h2 = 0.07$) as represented in the table above.

The table below represents the statistical significance of the dependent variables used during the study.

Table 3: Dependent Variables

Dependent Variable	F	Df	p	σ^2
Collaboration	2.50	1	0.119	0.72
Decision-making	0.18	1	0.710	0.004
Problem-solving	1.30	1	0.251	0.050
Communication Skills	0.26	1	0.601	0.010
Leadership	0.008	1	0.940	0.00
Courage	1.225	1	0.256	0.039
Socially Responsible	0.28	1	0.585	0.009
Qualities and Values of an Ideal Emirati	5.42	1	0.016	0.169
Positive Culture and Relationships with All Community Members	1.68	1	0.275	0.032

Note: *p<0.05

The results present a difference between the pre-training and post-training range of attitude scores that is statistically significant (p = 0.015). The after-training scoring is significantly higher than those gathered before training.

4.2.2 Attendance

The derived data showed that participants had improved attendance after training that improved their KHDA average score between 2021 and 2022 (see Table 4 and Table 5). This improvement in attendance is significant because according to the KHDA rating (see Table 6), 92%-95% is

acceptable, while below 92% is unsatisfactory. Although the improvement from 92-95% did not

change the rating from *acceptable* to *good*, it was a step forward towards a better rating.

These tables show the students' attendance rates between 2021 and 2022 during the first two

months of school. The importance of this is to consider the factors that have positively affected

the rates.

Table 4: Attendance Comparison – August 2021 v. August 2022

Date	2021	2022
August 29	89%	91%
August 30	90%	93%
August 31	89%	92%
Average	89%	92%

Table 5: Attendance Comparison – September 2021 v. September 2022

Date	2021	2022
September 6	92%	95%
September 7	91%	96%
September 8	87%	95%
September 9	93%	96%
September 13	92%	95%
September 14	93%	95%
September 15	92%	97%
September 16	92%	92%
September 20	90%	96%
September 21	91%	94%
September 22	93%	93%
September 23	91%	92%
September 27	92%	95%
September 28	94%	95%
Average	92%	95%

Table 6 highlights the KHDA qualitative ratings for each numerical percentage with respect to attendance.

Table 6: KHDA Attendance Rating

KHDA Rating	
Outstanding	>98%
Good	96%
Acceptable	92%
Unsatisfactory	<92%

4.3 Summary of the Quantitative Results

Quantitative results show a positive correlation between CE and students' behaviour and the perceived contribution of CE to the mentioned behaviour. In such a manner, students mentioned civic behaviour more after training than before it. The attendance improved after the training. These findings suggest that CE is considered to have a positive role in shaping students' civic behaviour.

4.4 Analysis of Qualitative Data

All eight participants completed the questionnaire before training and after the training. Analysis of the participants' response data (see Table 7) and interview data (see Table 8) was provided, and the results were compared between the two. According to the analysed qualitative data, an increase in almost all dependent variables after the training as compared to those before the training was determined. The variables with the most notable differences were collaboration,

problem-solving, courage, and communication skills. The interpretation and synthesis of these results are based on student questionnaires (see Appendix VI and VII), Head of High School questionnaires (see Appendix VIII), and attendance data. It is aimed at determining different perceptions that students have regarding the role of CE in equipping them with positive civic behaviour.

Table 7: Frequency before Training

Variables	**Frequency**	**Percentage**
Collaboration	5	62.5%
Decision-making	1	12.5%
Problem-solving	2	25%
Communication Skills	4	50%
Leadership	5	62.5%
Courage	1	12.5%
Socially Responsible	5	62.5%
Qualities and Values of an Ideal Emirati	2	25%
Positive Culture and Relationships with All Community Members	7	87.5%

Table 8: Frequency after Training

Variables	**Frequency**	**Percentage**
Collaboration	7	87.5%
Decision-making	3	37.5%
Problem-solving	5	62.5%
Communication Skills	5	62.5%
Leadership	5	62.5%
Courage	2	25%
Socially Responsible	5	62.5%
Qualities and Values of an Ideal Emirati	1	12.5%
Positive Culture and Relationships with All Community Members	8	100%

What are the benefits of implementing citizenship education workshops for students?

In relation to the benefits of citizenship education workshops for students, gaining communication skills and leadership opportunities and traits were most prevalent, while decision-making skills and courage had lower prevalence.

4.4.1 Positive Culture and Relationships in the Community

The repeated presence of positive relationships in the participants' responses demonstrates a deeper appreciation of the social relations in the school community. Patterns in this theme encompassed acknowledgement of the need for social connections, the excitement of belonging to a large group, and an understanding of the role of positive relationships in other areas, including problem-solving and the overall welfare of the school. After the training, respondents expressed an increased understanding of the compound nature of society and appreciation for diversity. The students demonstrated a deeper understanding that having good relationships with diverse people is a part of good citizenship. Student 2 explained, "I have made new friends in different grades. I am now buddy house captain with a grade 1 student. This friendship would not have happened without the new system." This finding coincides with that provided by Ikrame Sbai (2019), who determined that moral education-built students' character making them more responsible and boosting their sense of morality (Sbai, 2019). During the training, students learned that all members of the community were important, and they could be agents of cohesion in a diverse community by embracing the differences of other people.

Apparently, the CE provides opportunities to forge friendships that are necessary for healthy social interactions. CE activities also turned into a passion for some participants. Student 4 and Student 6 described their passion for house activities. Student 6 noted, "I am more passionate about wanting my house to win." Becoming passionate about winning in some activities could translate to increased commitment to achieve such a result. Consequently, it could spur students to act more responsibly and shape their behaviour positively towards following school regulations and good citizenship behaviour patterns. Similarly, Student 4 stated, "I am hoping my house can win the house trip as the whole house can attend a trip together (elementary and secondary)." In addition, students see activities as a means of fostering unity. Student 6 also said that through house events, "more students can get along. House events make all grades work together." These results also agree with Wren's findings that CE fostered a sense of belonging to the community and a desire to contribute to its improvement (2018). The activities are perceived as their way of contributing to the benefit of the house and the school.

4.4.2 Collaboration

One of the themes that participants mentioned both in pre-training and post-training responses is collaboration. Both in the pre-training and post-training responses, students repeatedly mentioned collaboration as a product of CE efforts at school. However, the association increased significantly from 62.5% before training to 87.5% after it. In such a manner, before the training, five respondents mentioned the collaboration in relation to the CE's role in shaping positive behaviour. This frequency increased to seven out of eight respondents in after-training responses. Student 1 stated, "I also enjoyed the student meetings that we had to talk about

matters highlighting the role of collaboration in problem-solving. Issues are better solved with the involvement of others. Other students state that they "[enjoyed] getting involved in school celebrations," "I liked how we all were a team," "[liked} helping out in sports day," and "enjoyed sports day and getting to help out the teachers." These responses acknowledge the role of working with others to achieve collective results. The recurring mention of the sports day (a social event) demonstrates students' understanding of the importance of collaboration in community issues. Student 5 said that they "enjoyed sports day and getting to help out the teachers." They emphasized another aspect of collaboration that was not limited to student-student efforts. Effective collaboration required seniors, authorities, and subordinates or juniors to achieve desired outcomes.

A notable difference in after-training responses considered students' increased understanding of their role in collaboration. After training, students understood that collaboration meant they had to be directly involved in helping others if needed and not just a group effort. Student 2 said, "I am now buddy house captain with a grade 1 student." Being a *buddy house captain with a grade 1 student* means working together with a house captain who just started at their position. Therefore, Student 2 had a responsibility to help or contribute more to their endeavours. Student 3 also said, "We worked in a team to plan for assemblies and events." The use of the pronoun *we* in the statement emphasizes the active involvement of all team members, including herself. This active involvement is also evident in Student 5's response, "Sports day is always fun as we help with the younger grade levels." Student 4 noted the learning benefit of collaboration. They said that the leadership attribute necessary for house captains was "teamwork as I have worked with higher grade levels. This has shown me what I want to do in grade 12." They noted that

from collaboration, they had learned that what was expected of a person should be done to be an effective house captain. Apart from learning, by calling teamwork a leadership attribute, this student emphasized the centrality of collaboration in succeeding in the house captain position. Student 8 also supports the idea that collaboration is central to house captains as she says, "I have been able to plan events with my other house captains." Student 8 further added, "This [planning with others] has helped me to build a positive relationship with these students I wouldn't have been able to before." In addition to ensuring success in the planning of events, collaboration is also a platform for building friendships. The after-training results show an increased mention and a deeper understanding of collaboration in relation to CE than the pre-training results.

4.4.3 Socially Responsible

Another theme that was recurrent in responses was increased social responsibility. This theme encompasses the desire to act responsibly with accountability and for the welfare of the community. Participants reported the intent to ensure the well-being of others as a motivation for their actions as house captains. This theme is recurrent in both pre- and post-training results. In pre-training responses, a student noted that house captains "should be kind and loves working with people." Meanwhile, another student wrote that increasing house events "increased the sense of family in the school community (caring for others and connecting with others)." They also showed an appreciation for ensuring one fulfilled assigned task. In pre-training, Student 7 reported that "responsibility and accountability" were crucial leadership attributes. Another student reported the importance of "self-awareness" as a leadership attribute. These results agree

with the provision of the education theory of global citizenship, which emphasizes students' acquisition of new values (Andreotti, 2014). These traits emphasize increased social responsibility by ensuring the welfare of others.

In addition, participants quoted activities that showed they were more socially responsible or helped them be. In post-training interviews, Student 1 said, "I have worked on my responsibility by planning events for my grade level" thus underscoring the great obligation (and achievement) of planning events and its contribution to them becoming more socially responsible. Student 3 stated, "I can help new students find their way around school." This undertaking shows improved contribution or increased social responsibility. Student 3 also said, "I am responsible for leading meetings and working with house staff" thus further highlighting the student's success in becoming more socially responsible. By noting activities that they undertake, students demonstrated their ability to perform social responsibility to the larger society.

4.4.4 Problem-Solving

The theme of problem-solving skills had a high prevalence in the after-training results. Student 3 said, "I have enjoyed helping the kids." While helping kids might not involve solving major problems, providing a solution to them is a learning experience to improve students' problem-solving skills. Student 5 captured an interesting aspect of problem-solving and stated that house events would lead to fewer fights between students. Managing conflicts is a product of problem-solving skills. People can work out differences with violence or confrontations. A subtheme that emerged after training was problem-solving at the community level (a class, a house, or a

school). Student 1 said, "I enjoyed being part of the student voice committee." The same sentiment was supported by Student 4. Student 4 provided, "I am able to speak to my homeroom and voice their opinions to staff. This has never happened before." Problem-solving skills are expanded from the personal or small group level to dealing with institutional level issues. House captains receive students' grievances. Later, they air them to the staff thus acting as a conduit between the staff and students. Student 5 also supports the aspect of institutional or community-level problem-solving skills. They provided, "House captains have helped with us as students having more of a voice around the school. Now we feel issues can be resolved quicker." Student 8 considered problem-solving as a responsibility of leaders. They asserted, "As Head of House I am responsible for ensuring all members complete tasks on time ready for us to present to the staff." These results show that students regarded CE as instrumental in learning problem-solving skills for personal problems, group-level conflicts, and community-level responsibilities.

Research Sub-Question:

What perceptions do students have about the integration of citizenship education in their school curriculum?

This study determined that students had unanimously positive perceptions of the integration of CE in their curriculum. Both in the pre-training and post-training responses, students cited the benefits of CE. There were no remarks about its adverse effects or how it affected their experiences at school. Notably, students seemed to gain a comprehensive understanding of CE after the training. In the pre-training responses, apart from house events, the students'

responses were largely shallow and limited. However, after the training, students cited their contribution in homeroom, senior committee, and student voice. For example, after training, students were able to mention more initiatives (see Table 9). They were able to identify more initiatives (see Table 9). In all responses, the participants perceived CE integration in the school curriculum positively.

Table 9: Frequency of Mention of CE Initiatives

Initiatives	Frequency (Before)	Percentage (Before)	Frequency (After)	Percentage (After)
General	6	75%	8	100%
Senior Committee	1	12.5%	2	25%
Model United Nations	2	25%	3	37.5%
Student Council	1	12.5%	-	-
Moral Education	1	12.5%	1	12.5%
Homeroom Reflection	1	12.5%	1	12.5%
Survey Forms	-	-	1	12.5%
House Captains	-	-	4	50%
Sports ECA's	-	-	1	12.5%
Teen-to-Teen ECA Club	-	-	1	12.5%
House Forums	-	-	1	12%

What are the different ways, in which the UAE government can integrate citizenship education curriculum in girls-only schools in such a city as Dubai?

The study determined that at the study location, CE was implemented through multiple forums and programs. The most notable to participants was the house events system. In this system, houses prepared for events, and house captains planned and delivered assemblies. A buddy system was created for house captains to build relationships with new students who have joined the school. House captains are a platform to discuss issues with students and voice them to the

administration. Other ways of integration include National Day, Awareness Campaigns, Teen-to-Teen Mentorship, Model United Nations (MUN), Sports (Football, Basketball, Badminton, etc.), Bake Sales, Graduation, Sports Day, International Day, Carnival, and Fright Night. All these activities and workshops were aimed at building student moral, as well as social, cultural, and civic values.

4.4.5 Communication Skills

Students expressed that the CE workshops helped them improve their communication skills thus, becoming more confident communicators. Student 1's response revealed that house events helped "by getting opinions of people on how we can be better house captains to improve the school." While this statement largely relates to decision-making, it has a crucial underlying aspect of communication, receiving feedback and arranging it. This acknowledgement, of other people's contributions, is central to effective communication that listens to and considers others' contributions. Student 2 also noted the importance of contributing and said they were "not shy to bring ideas to the house meetings." Learning to voice ideas during meetings is a necessary communication skill as one learns to contribute to topics, ask questions, and even express their disagreement with others' views. Student 4 also said that being a house captain required strong communication. This provision implies the contribution of CE workshops in building this trait. Since posts of house captains require strong communication, students who participate in these workshops develop strong communication skills to be effective in their roles.

Furthermore, the results show that students perceive CE workshops to improve their interpersonal communication capabilities. Student 6 said that the workshops built "public speaking (which) will help me in talking to other students." While the workshops largely build public speaking skills, they equip individuals with audience awareness that helps when they talk with others. On the same note, Student 3 provided that through workshops, "we are more relaxed when we talk to other students that we don't know and teachers who do not teach us." Similarly, Student 5 noted, "I have become better at listening to other people as I usually just want to speak my opinion and not listen to others as much." It emphasizes the role of workshops in helping students gain and improve their interpersonal communication skills. Another subtheme that appeared through analysing the interview transcripts is the ability to use communication in problem-solving. Student 4 noted, "I am able to speak to my homeroom and voice their opinions to staff." It presented communication as a tool for problem-solving. These findings reveal that CE workshops benefit students in building their communication skills holistically ranging from public speaking, audience awareness, interpersonal communication, and solving problems.

4.4.6 Leadership Skills

Another benefit of CE workshops to students was developing leadership skills. Both interview transcripts and questionnaire answers demonstrate the contribution of these workshops to building leadership skills. Student 1 highlighted the importance of "getting opinions of people on how we can be better house captains to improve the school." This note relates to the

leadership attribute of engaging members in achieving common goals. Student 2 provided, "House captain should be kind and loves working with people." It further emphasized the benefit of building leadership skills. The workshops train students to become conscious leaders that are kind to their subordinates and work with them. Students understood that leadership was not about giving orders and supervising others only, but working constructively with them towards achieving set objectives. In addition, Student 8 considered that workshops developed leaders' self-awareness. They stated, "Self-awareness will help me reflect." Workshops build leaders, who are conscious of the important role of members or subordinates and who are able to appreciate and incorporate their contributions. In addition, they develop leaders' self-awareness that brings to light their weaknesses, biases, and strengths. This self-awareness ensures that leaders are not blind to how they can contribute or where they are likely to fail and thus cooperate with others to complement and supplement each other.

Furthermore, the workshops provide opportunities for students to practice learned leadership skills. Student 4 stated, "I have enjoyed the experience and some of the opportunities, such as being able to run an assembly…" Student 7 also noted, "I can lead events within my class." These opportunities to run and lead events allow students to practice and exercise what they have learned in the workshops. These opportunities give students a sense of responsibility to accomplish assigned roles. Student 1 captured this sense of being responsible and asserted, "I have worked on my responsibility by planning events for my grade level." Student 3 also noted, "It helped me work on my leadership skills as I am in charge of the whole school's house. I am responsible for leading meetings and working with house staff." These responses highlight how the workshops put an obligation to be responsible for tasks assigned to help students develop

their leadership skills. The knowledge that a task's success depends on one's ability to coordinate and lead others prompts students to be committed to it and deliver as expected. Student 2 noted that consequently, students became more confident and "organized in meetings." They receive opportunities to embrace their role and improve their confidence to conduct meetings. CE workshops teach and avail opportunities to exercise lessons learned that equip students with knowledge on leadership and build actual leadership skills through practice.

4.4.7 Decision-Making

Decision-making skills are another theme that was apparent in the study results. Student 1 noted that CE house captains got "opinions of people on how we can be better house captains…," which highlights the involvement of the whole student body in decision-making. In such a manner, although house captains are responsible for the house events and activities, the opinions of the rest of the students count in designing and preparing these events. Student 4 noted, "I enjoy being more involved in school decisions." It explicitly revealed a direct involvement in the decision-making at school. By involving house captains in decision-making, CE workshops provide them with opportunities to practice and improve their decision-making capabilities. Another opportunity for decision-making is course selection. Here, students get chances to determine crucial aspects of their school experiences. Student 7 said, "[I liked] the opportunities we have when picking our course selections." Providing students with opportunities to select courses they want to study builds their confidence in the decisions they make about their future and careers. In addition, students become more committed to the decisions they make or contribute to making.

4.4.8 Courage

Lastly, the results revealed that citizenship education workshops benefitted students by building their courage. Students noted improvement in self-confidence as a result of participating in workshops. Student 4 noted that the as a house captain, "I will be outside of my comfort zone." This aspect helps develop their confidence. By assigning students responsibilities "out of comfort zone," workshops teach them to adapt and gain confidence in dealing with people. An increase in courage or confidence is more apparent after the training when increased confidence was mentioned more times than before the training. Student 2 said, "I became more self-confident." Student 7 said, "I am more confident to speak in front of my class when presenting my assignments. Before this was so scary to me." Participating in the CE workshops has built students' courage and confidence and eliminated self-doubt. Workshops boost students' courage to handle things that they previously shied away from thus gradually building confidence in the shelf.

4.5 Summary of the Qualitative Data

Consistent with the existing literature (Sbai, 2019; Wren, 2018; Sarbaini, 2019; Bamber, Lewin and White, 2018; Cantón & Garcia, 2018; Pangalila, Tuerah and Umar, 2020; Hamdan, 2019), the findings of this research reveal a relationship between CE and developing indicators of social responsibility in girls-only private high school in Dubai. Comprehensively, the results show

prominent differences between pre-training and post-training answers considering social responsibility, positive culture and relationships in the community, and collaboration variables. These variables were mentioned more frequently after training. Being assigned tasks to lead house events, conduct meetings, and participate in student voice committees, students learned to contribute as leaders, be considerate and self-aware, and work with others towards achieving set goals. This finding agrees with Sbai (2019) who determined that Moral Education was vital in developing children's values and beliefs (Sbai, 2019). Participants enjoyed CE initiatives, more so the house events and assemblies. The responsibility to plan and execute house events provided students with a sense of belonging to a larger community and made them willing to win. In such a manner, they increased students' commitment to assigned tasks. Students also learned effective communication and gained confidence through these opportunities that made them better members of society. These findings support the idea that CE plays a role in building a society based on principles of integrity and respect with leaders participating in the life of their respective communities.

4.6 Triangulation of the Two Data

In this study, the quantitative data showed a correlation between CE and the development of students' behaviour. In particular, the retrieved attendance data demonstrated that CE workshops improved students' behaviour, specifically attendance from 89% to 92% and 92% to 95% for August and September of 2021 and 2022, respectively. In addition, the partial eta squared showed an association between CE training and students' perception of the CE's role in developing their civic behaviour. After training, students mentioned "more socially

responsible," "positive relationships and culture in community," and "problem-solving, and collaboration" more frequently. This increase suggests that after training, students associated CE with the development of their civic behaviour more than before the intervention. This interpretation of quantitative data agrees with the findings of qualitative data. The study found that after the training, students had a better understanding of the contribution of CE to the development of their socially responsible conduct. In addition, students associated CE with numerous benefits, including leadership and courage, as well as communication and decision-making skills. Both quantitative and qualitative data in this study suggest that in girls-only private high schools in Dubai, students considered CE instrumental in developing their civic behaviour. Finally, the data suggest a positive correlation between CE and the development of civic behaviour in this population. Since the sample for this study was very particular, the generalizability of this data is limited to samples meeting similar characteristics.

CHAPTER 5: CONCLUSION

5.1 Overview of the Chapter

This chapter is the culmination of the study which summarizes the key aspects that have been discussed and reviewed throughout this research. The key findings are detailed in a discussion that highlights the exploits in the study with reference to the research questions that the researcher strived to answer. It also forms the basis to either accept or reject the hypothesis that was developed in the beginning. Therefore, the discussion also suggests what expectations were met and whether there is a need for further studies or not. After the review of the findings, the recommendations from the outcomes as an indication of the value or the context, in which the results can find application, are provided. Recommendations determine whether the pre-determined intentions have led to generalizations and conclusions, which can then be implemented in practice, or not.

The implications of the study are also included in this section to provide meaning to the context, in which the ideas researched are the most relevant. Limitations are included with the idea to demonstrate that despite the efforts of the researcher to gather the evidence required to answer the research questions, some problems experienced in the process could have undermined the precision of the results. Therefore, one should be careful when making deductions from the findings. Based on this information, the scope for further studies will be established.

5.2 Discussion of Key Findings

According to the results of the pre- and post-training questions, it was determined that citizenship education played a significant role in nurturing the attitude of learners and forging the development of civic behaviour. The attitude scores provided statistically significant results. It is an indication of the influence of CE on nurturing the attitude following the best practices and the skills taught during the sessions. CE has been shown to have a positive influence on the attendance of students. Here, the average improved from 92% to 95%. Even though the margin is small, the intervention had been implemented for a short period only. As a result, it might be assumed that progressive development and implementation would lead to considerable advancement. In such a manner, the basis of success would be considered the definitive element of progress.

CE has had a positive influence on shaping the civic behaviour of students in light of the commitment that they were able to show. The beneficial information shared during the process is imperative in nurturing communication skills since a beneficial environment is created in this case where students can interact and share knowledge with one another. Progressive development is nurtured following the consistency, with which the skills are imparted. There is an open sharing in collaborative sessions during the course of CE training. All learners are engaged to acquire the skills and concepts of a good citizen. The sense of responsibility is nurtured in the course of engagement whereby the happenings in the immediate surrounding can be evaluated for the value that they create. It is a part of problem-solving skills that help students to cope and manage the issues that might arise. Social responsibility also develops alongside

courage since students are exposed to the key elements that form a part of learning and also acquire skills on beneficial aspects of national importance.

The level of engagement in the system points to an opportunity for learning about the qualities and values of a good Emirati. As a result, a sense of responsibility is instilled to ensure that the positive culture and relationship in the community setting would be nurtured in line with the values that it is likely to yield. Patterns show promise for progress, an implication that the context, in which they can be applied, vary based on intentions and personal expectations. Therefore, it was determined that CE had a positive influence on the development of the personality of students following the beneficial skills that they can acquire. The trends should be sustained in light of the positive effect that would be achieved.

The findings showcase that CE is a significant determinant of the development of a sense of citizenship and generally nurturing positive behaviour in the school environment. Students have the desire to abide by the set of expectations and best practices at school with the goal of improving their achievement in order to ensure conformity to all central practices. The culture of positive relationships nurtured gradually leads to positive identification with members of the community so that conformity is always guaranteed. Student achievement in overall subjects is improved once the virtue of responsibility has set it. The desire to learn is created following the knowledge of the value that can be achieved with the help of efforts. Therefore, progressive development and meeting the ventral goals of performance can be considered in the course of attainment. Therefore, the learning objectives and the basis of student achievement would be achieved.

5.3 Recommendations

Among the important recommendations that might be made from the findings is the need for the implementation of CE following the positive influence that it has on the improvement of student and attendance and behaviour. There is a notable improvement in relation to the KHDA guiding scores and behavioural points on the school management system. It is an implication of the potential for improvement of student achievement.

Citizenship education should be progressively implemented in the education setting in light of the probable effect that it would yield in nurturing a positive culture of collaboration and social responsibility. The focus is made on the collective engagement of students following the value that it is likely to yield to the progress of all members of the team. There is a clear objective setting with reference to the positive outcomes that it should attain.

Communication, problem-solving, and decision-making skills are some of the virtues that have been identified to be associated with CE. As a result, it is recommended to implement the aspects of this education in the educational curriculum to achieve all-around development. Vital traits are espoused in learners after the introduction of CE, so that perspectives of development improve academic achievement and the expectations of understanding society in addition to the levels of performance and success that would be achieved. Learning outcomes can be significantly improved with the implementation of CE.

5.4 Implications

Theoretically, the implications of the study are based on the development of positive frameworks with the potential to enhance learning as a conditioned reflex action, so that viable elements identified to have the potential for value creation would be progressively introduced with the expectation that needs of the students are always met. Methodological implications pertain to the introduction of such approaches as cooperative learning, in which a group-based approach can always be outlined to ensure maximum engagement of learners with reference to the achievement that they are desired to meet.

Empirical implications would be based on the need for formative and summative assessments of learning to ensure that pre-determined ideas always remain viable for the attainment and look to the kind of improvements and values that would be created. Identification of areas of weakness during assessment would justify the need for the development of alternative approaches to ascertain that the mission and vision of learning will be considered viable.

Practical implications would be the manner, in which direct engagement of students allows for progressive development of beneficial skills, so that the proposed methods and level of engagement are continually embraced with reference to the positive influence that would be achieved.

Education implications include the progressive review of the curriculum to make CE a permanent requirement for all students following the merits that have been identified to be

associated with it. The future of learners in terms of performance improvement is generally bound to be more assured.

5.5 Limitations

The use of questionnaires as one of the tools for data collection potentially undermined the authenticity of some findings following the inability of researchers to provide clarification on some questions that were included but vague. The respondents were merely expected to respond to what was captured in the questionnaire booklet without the expectation of editing the information. As a result, some of the findings associated with the questions that could have been vague might have influenced miscuing the results. Therefore, any recommendations made could be considered misleading and not suited to the intentions, primary objectives, and research questions as had been designated.

Another probable limitation in the study is the focus on only a single learning institution. The study has been conducted in a single school. Nevertheless, the generalization about the importance of the CE is expected to be made to the entire population or all schools in the UAE. Having a single learning institution as the point of focus would not reflect a significant finding that might be used to make recommendations. Any biases or other adverse effects on the single learning institution, in which the study has been conducted, would have the effect of masking the due progress that should be made with the reference to the expectation of value creation and associated best practice standards to be attained. Meaningful findings with statistical significance may only be development when the study is conducted in several learning

institutions as it would form the basis of reliability and validity of the findings, so that the conclusions made would be more precise.

5.6 Scope for Further Study

There would be the need to explore other methods of data collection that improve the score of data that can be gathered. If one decides to adopt questionnaires, it would be imperative to introduce open-ended questions, so that the details desired are amassed related to the positive results that would be deduced from the same. The scope of further studies can also be increased by staging the study in different school setups to justify the creditability of the findings. Once the sample size is expanded in this pretext, the possibility to improvement of accuracy would be ensured. The generalizability of the findings to larger populations may only be considered sustainable in the case of consideration of a wider scope of study focus to allow for more informed decision-making pertaining to the intentions and the research questions that have been created.

5.7 Concluding Note

Citizenship education has a positive implication on nurturing the behaviour of the learners. The study findings have revealed that CE can nurture andpositively impact student behaviour. When CE is implemented within the learning context, it it possible to have various benefits, including improving communication skills, as students have the opportunity to interact well with others. CE ensures that the learners gain the skills necessary to be patriotic and good global citizens. With the implementation of CE, the positive impacts will include the students developing a

sense of citizenship, and at the same time, nurturing positive behaviour in the school environment. CE ensures that the students are only adapting positive behaviours within the school, and following that, most of them will have the goals of higher achievement.

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APPENDICES

Appendix I: Student Interview Questionnaire

I. General Questions:

     1. How long have you been studying in this school?

     2. What things you like in the school?

     3. What things you dislike in the school?

     4. What activities have you participated in outside a school setting?

II. House Captain Questions

     5. How do you think increasing house events will improve social connections in the community?

     6. Describe what leadership attributes you have and how this can be used within your role as a House Captain.

     7. Do you participate in school activities?

     8. Are the activities lead by staff or students?

III. Citizenship Interview Questions

     9. Are there activities in the school that focus on citizenship for students?

     10. Does the school provide students with the opportunity to participate in citizenship education (list these opportunities)?

     11. Does your school introduce citizenship in all courses?

VI. Other Comments or Questions

Appendix II: Head of High School Questionnaire

I. General Questions:

    1. How long have you been head of high school?

    2. What are your objectives for this year related to leadership in this school?

    3. To what extent does your school strategic plan focus on integrating leadership and citizenship?

    4. Does your school include citizenship education in all courses? Please provide me with an example.

II. Activities:

    5. What kind of activities does the school organize for the students?

    6. Does your school organize activities that target citizenship for students?

III. Other Comments or Questions

Appendix III: Consent Form (English)

Dear participants,

I am, Hind Adel Alzarouni, a student at the British University in Dubai. I am currently completing my Master of Education degree program. As part of my graduation dissertation project, I am conducting a qualitative and quantitative case study research to investigate citizenship education in a private school following American curriculum in Dubai, UAE. To collect data, I am going to interview 8 high school students and the head of high school.

I will use the information from this study to write a masters dissertation paper. This study will be publishable. You are encouraged to ask any questions at any time about the nature of the study and the methods that I am using. Your suggestions and concerns are important to me; please contact me at any time at the address/phone number listed above.

Your participation in this research is voluntary; you have the right to withdraw at any point of the study, for any reason without penalty and the information collected and records written will be turned over to you. Your confidentiality will be guaranteed as your name will be anonymous.

The information gathered for this study would be used only for the purpose of this study. At your discretion, the tapes recorded will be destroyed. At your request, you can receive a summary of the research findings.

Thank you for your possible participation in this project.

Please respond to the following:

Do you grant permission to be interview?	• Yes	• No
Do you grant permission to be audio taped?	• Yes	• No
Are you interested in receiving a summary of the findings?	• Yes	• No

Respondent's Name: _____

Date _____

Signature _____

Appendix IV: Consent Form (Arabic)

تحية طيبة وبعد،

أنا هند عادل الزرعوني طالبة في برنامج الماجستير في الإدارة والقيادة التربوية في الجامعة البريطانية بدبي. أتقدم إليكم بالموافقة على مشاركتكم في هذه الدراسة من خلال جمع البيانات حول موضوع البحث وذلك بإجراء مقابلة شخصية معكم علما بأن موضوع الدراسة هو " **تأثير التربية المواطنة في تنمية السلوكيات الإيجابية للطالبات: استكشاف تصورات الطالبات في مدرسة خاصة في دبي**" وتهدف الدراسة إلى دراسة الوضع الحالي واقتراح توصيات تفيد المدارس والطلبة في هذا المجال وتسهم في خدمة الوطن وتحقيق رؤية القيادة الرشيدة في تقوية روح المواطنة لدى أبناء الدولة الدارسين في المدارس الخاصة. سأقوم بمقابلة ٨ طالبات من المدرسة رئيسة المرحلة الثانوية.

علما بأن المشاركة في البحث غير إجبارية ولكم الحق في الانسحاب من المشاركة في الدراسة في أي وقت وستكون المقابلة لأغراض الدراسة فقط وسيتم تسجيل المقابلة ليتم استخدامها من أجل هذه الدراسة وسأقوم بكتابة ما جاء في المقابلة وإرساله إليكم لاعتماده من قبلكم. كما لن يتم ذكر أي أسماء من المشاركين في البحث. كما سأقول بالتخلص من المقابلة المسجلة مباشرة بعد الانتهاء من البحث.

علما بأن أسئلتكم أو اقتراحاتكم مهمة بالنسبة لي ويمكنكم التواصل معي على الهاتف الشخصي أو عبر البريد الالكتروني الموجود أعاله. كما يمكنني إرسال ملخص للدراسة لسيادتكم بعد الانتهاء من الدراسة .

شاكرة لكم مشاركتكم المتوقعة

لا ☐	نعم☐	هل توافق على المشاركة في المقابلة؟
لا ☐	نعم☐	هل توافق على تسجيل المقابلة؟
لا ☐	نعم ☐	هل ترغب بالحصول على ملخص عن الرسالة؟

الاسم: ـــــــــــــــــــــــــــــــــــ

التاريخ: ـــــــــــــــــــــــــــــــــــ

التوقيع: ـــــــــــــــــــــــــــــــــــ

Appendix V: Research Ethics Form

Research ethics form self-assessment

Application for approval of research activity involving human subjects, personal data, or confidential material

This application form is to be used by researchers seeking approval from the Research Ethics Committee.

Research that involves human subjects, personal data, or confidential material, and is associated with The British University in Dubai, cannot begin until ethical approval has been obtained.

Section I is a general research identification table.

Section II is for the details of the ethical matters your research might involve and the necessary steps you are planning to take to address them.

Section III is an ethics checklist that will help you identify your research risk level. If you answer 'Yes' to any one of the high risk statements, then your research is High Risk. If you answer 'Yes' to any one of the medium risk statements, and 'No' to all high risk statements, then your research is Medium Risk. If you answer 'No' to all high risk and medium risk statements, then your research is Low Risk.

If you have documents related to the ethical considerations of the research such as, for example, a consent letter, evidence of external approval, questionnaire samples or interview questions, you can enclose them with this form before submission.

I.   **Research identification**

Name	Hind Alzarouni
Faculty/Programme	Master of Education in Management, Leadership and Policy
Contact number	+971553764444
Email	20001779@student.buid.ac.ae
Research type	□ Research project √ Doctoral/Masters research □ Module assignment
Research title	The Impacts of Citizenship Education in Nurturing Students' Positive Behaviors: Exploring the Perceptions Students in a Private School in Dubai
Date	September 15, 2022
Submitted to (name)	□ Faculty nominated member (research projects): □ Director of Studies (doctoral research): √ Dissertation supervisor (Masters research): Dr Solomon David

□ Module coordinator (module assignment):

II. Research ethics details

Background and rationale for study (this should be sufficient to justify the proposed research). Aims and objectives of the research (or the research question/s) and potential benefits of proposed research: 500 words max)
A discrepancy exists between the inconsistent behavior of students on their citizenship when attending an American girls-only private school.
The study's aim is to explore the impacts of citizenship education in nurturing student's positive behavior by understanding the perceptions of students in a private school in Dubai. The study's objectives are:

    1. To explore and understand the impacts of citizenship education in nurturing students' positive behavior through literature review
    2. To investigate the effect of citizenship education on students' positive behavior using experimental design with a pre-test and a post-test
    3. To account the perceptions of students on the impact of citizenship education in nurturing students' positive behavior using an interview, survey, data collection and comparison between 21/22 and 22/23 (behavior, attendance, etc.)

The study's main research question is: What are the different perceptions in nurturing students' positive behavior by introducing citizenship education?

    - How do students perceive the integration of citizenship education into a school?
    - What are the different ways citizenship curriculum in a girls-only school in Dubai?
    - What are the benefits from implementing citizenship workshops to students?

The goal is to enhance student's knowledge and understanding of citizenship within a private school setting. The expected outcomes are:

    - Create a sense of citizenship and positive behavior within the school environment
    - Create a positive culture and relationships with all community members
    - Increase in attendance, attainment, and punctuality across the whole school

Main ethical consideration(s) of the research the ethical matters your research may involve)

Ethical considerations include:

    - Voluntary participation
    - Informed consent
    - Validity
    - Anonymity
    - Confidentiality
    - Results communication

Methods of data collection (outline in detail how data will be collected and attach a copy of any questionnaires, interview schedules or observation guidelines to be used: 400 words max)

The research methodology will be a mixed method, both qualitative and quantitative method. The qualitative method will entail in-depth research, while the quantitative will involve surveys and data collection. The data will be from both primary and secondary sources. The sampling method will involve cluster sampling - looking at specific phases of the school.

Data will be collected through surveys and in-depth interviews. While surveys will facilitate an understanding of the general character of the sample population, in-depth interviews will ensure an in-depth understanding of the population regarding the questions of interest. Data collection tools will be questionnaires with both closed-ended and open-ended questions. In data analysis, quantitative data will first be validated, edited, and then coded, followed by descriptive analysis. A narrative analysis method will be used for qualitative data analysis because it is multifaceted and thorough. It will help in building an in-depth understanding of the study participants, further enhancing data validity.

Qualitative research alone is difficult to generalize due to the small study population. Therefore, integrating the quantitative method will mitigate the weakness. The mixed-method will allow response contextualization and enhance my deductions. Finally, using two methods will make the research results more credible and validate the conclusions. In-depth interviews in qualitative and quantitative research will facilitate the collection of sufficient data regarding the research questions. Both primary and secondary sources will make the research more credible as they will be guided by first-hand data and insights from existing research. Finally, the cluster sampling method will be used as a sampling technique since it is simple, saves time, and accommodates all the samples that will participate in the research.

Recruitment of participants
(outline the number and type of participants involved; give details of how potential participants will be identified and invited to take part in the study; and how informed consent will be obtained: 300 words max)

Participants include:
- Head of High School --> meeting, interview
- Grades 11-12 House Captains (8 students) --> interviews
- Grades 11-12 Students (60 students) --> student data (from iSAMS – school database)

Please attach a copy of your information sheet(s), draft materials such as interview questions etc. and consent form as well as indication of planned time of issue/use. If you are not using a consent form, please explain why.

Consent will be obtained through completing a form.
√ Attached

Potential adverse effects on participants and steps to deal with them
(outline if you anticipate any potential harm or negative consequences including psychological stress, anxiety or upset which may be induced by the study, and the steps to be taken to address them)

There will not be any potential harm or negative consequences as this is not a high-risk project.

Steps to be taken to ensure confidentiality of data
(outline steps to ensure confidentiality, privacy and anonymity of data during collection, storage and publication. Specifically identify any confidential or personal information, and/or any other party's protected intellectual property which you need to use and safeguard)

Participants will be given pseudonyms to ensure anonymity. All data and research will be stored on a secure device. Any data extracted from the school's database is confidential and will remain private.

Steps to be taken to ensure financial and commercial propriety

(specifically identify any external funding or significant third-party financial involvement with the research)
Not applicable
Other plans to address a particular ethical matter not mentioned above
Not applicable

III.   Research ethics checklist

If you answer 'Yes' to any one of the high risk statements, then your research is High Risk. If you answer 'Yes' to any one of the medium risk statements, and 'No' to all high risk statements, then your research is Medium Risk. If you answer 'No' to all high risk and medium risk statements, then your research is Low Risk.

High Risk	
Will consent be coerced out of participants by those who would likely benefit from the research?	□Yes √ No
Will it be necessary for participants to take part in the study without their knowledge and consent at the time?	□Yes √ No
Will the study involve some form of invasion of privacy?	□Yes √ No
Is discomfort or harmful impact to participants likely to result from the study?	□Yes √ No
Is there a possibility that the safety of the researcher may be in question?	□Yes √ No
Will the research require the researcher to be deceptive or dishonest with the participants?	□Yes √ No
Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?	□Yes √ No
Will the research have negative intrusive physical or psychological effects on the participants?	□Yes √ No
Will the names of the participants or the institution appear in the research?	□Yes √ No
Does the research involve the condition of destroying recorded data after it is used?	□Yes √ No
Medium Risk	
Will the research involve governmental institutions or participants such as, for example, the military or the judiciary?	□Yes √ No
Will the study involve discussion of sensitive or potentially sensitive topics and issues?	□Yes √ No
Does the research involve potentially vulnerable participants (for example children, prisoners, or people with disabilities)?	□Yes √ No
Does the research involve participants that are unable to give consent?	□Yes √ No
Will the research involve administrative or secure data that requires permission from the appropriate authorities before use?	□Yes √ No
Will research involve the sharing of data or confidential information beyond the initial consent given?	□Yes √ No

Risk level identified	√ Low	□ Medium	□ High

The researcher undertakes not to deviate from the original consent granted by the University's Research Ethics Committee. The researcher bears full and sole responsibility for any deviation from this consent and all consequences arising from such deviation. The

researcher waives all right of appeal in the event of any penalties applied by the University arising from such deviation.
Declaration by the Researcher:

Having read the University's Research Policy I declare that the information contained herein is to the best of my knowledge and belief accurate.

I am satisfied that I have attempted to identify all risks that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that all researchers (including myself) working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as the lead researcher, take full responsibility for the ethical conduct of the research in accordance with subject-specific and University Ethical Guidelines (Policies and Procedures Manual), as well as any other condition laid down by the Research Ethics Committee. I am fully aware of the timelines and content for participants' information and consent.

Name: Hind Alzarouni

Signature: Date: 15th September 2022

Appendix VI: Student Questionnaire Response Sample (Before Training)

I. General Questions:
    1. How long have you been studying in this school?
        13years

    2. What things you like in the school?
        Friends and different opportunities they provide for example trips

    3. What things you dislike in the school?
        Uniform

    4. What activities have you participated in outside a school setting?
        Quran reading/class

II. House Captain Questions
    5. How do you think increasing house events will improve social connections in the community?
        More opportunity to speak with younger grades

    6. Describe what leadership attributes you have and how this can be used within your role as a House Captain.
        Self-awareness will help me reflect

    7. Do you participate in school activities?
        Yes

    8. Are the activities led by staff or students?
        Staff

III. Citizenship Interview Questions
    9. Are there activities in the school that focus on citizenship for students?
        Some

    10. Does the school provide students with the opportunity to participate in citizenship education (list these opportunities)?
        Yes senior committee

    11. Does your school introduce citizenship in all courses?
        No

IV. Other comments

Appendix VII: Student Questionnaire Response Sample (After Training)

I. General Questions:
  1. How long have you been studying in this school?
    13years

  2. What things you like in the school?
    Being with the same group of girls for so long

  3. What things you dislike in the school?
    I will be leaving this year and will miss my friends and teachers.

  4. What activities have you participated in outside a school setting?
    Music club

II. House Captain Questions
  5. How do you think increasing house events will improve social connections in the community?
    House events this year have been much better. I have been able to plan events with my other house captains. This has helped me to build a positive relationship with these students I wouldn't have been able to before.

  6. Describe what leadership attributes you have and how this can be used within your role as a House Captain.
    As Head of House I am responsible for ensuring all members complete tasks on time ready for us to present to the staff.

  7. Do you participate in school activities?
    Yes

  8. Are the activities led by staff or students?
    Students

III. Citizenship Interview Questions
  9. Are there activities in the school that focus on citizenship for students?
    Some but not all

  10. Does the school provide students with the opportunity to participate in citizenship education (list these opportunities)?
    House captains, MUN.

  11. Does your school introduce citizenship in all courses?
    Some

IV. Other comments

Appendix VIII: Head of High School Questionnaire Response

1. How long have you been Head of High School?
   4 years

2. What are your objectives for this year related to leadership in this school?
   This year we have decided to push student voice within in Houses. In years gone by, students have always thought their voice was not heard, therefore we have introduced House Captains throughout the school. We have organized monthly meetings within Homeroom time, along with House Forums termly which include the whole school. Personally, I would really like to see student contribute to the success of the school on a more frequent basis. To ensure this process is achieved a selected group of students have been placed on a citizenship module to increase their leadership skills, specifically looking at their communication, responsibility, teamwork and are following the school policies (attendance, behaviour and uniform).

3. To what extent does your school strategic plan focus on integrating leadership and citizenship?
   Integrated leadership has been a section that has continuously been looked at and updated. We are always looking for different ways to improve this and support students within their time at school.

4. Does your school include citizenship education in all courses? Please provide me with an example.
   This is currently being integrated, however has not been fully successful across all subjects at this current point.

5. What kind of activities does the school organize for the students?
   National Day, Awareness Campaigns, Teen-to-Teen Mentorship, Model United Nations (MUN), Sports (Football, Basketball, Badminton, etc.), Bake Sales, Graduation, Sports Day, International Day, Carnival, Fright night.

6. Does your school organize activities that target citizenship for students?
   Yes. This can be seen through our house events this year. Each house is responsible for preparing and planning a whole school event and assembly. We have introduced an ECA which provides students with the opportunity to develop the above skills further. We are also preparing a pathway for students who are interested in becoming house captains next year, providing them with small leadership roles and responsibilities around the school.

7. Other comments
   I am excited to see the progress of our students and school this year. I look forward to reflecting on a positive implementation of the House Captains and how this can improve their overall responsibility as a student.