



IE GULDĪJUMS TAVĀ NĀKOTNĒ

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# The Influence of Teachers' Citizenship Activities on Students' Civic Knowledge and Skills

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Ireta Cekse  
Andrejs Geske

## **Aim**

To investigate the importance of teachers' citizenship activities on students' civic knowledge and skills.

# Theoretical background

- Education environment has two basic categories: (1) primary - family; (2) secondary – school (Hirsto, 2001)
- School impact factors to the students civic and citizenship education: schoolmates', teachers', school environment and curriculum influence on student's civic skills, attitudes, knowledge and behaviour development (Torney-Purta, 2001; Crick & Advisory Group on Education for Citizen Schools, 1998; Colby, Ehrlich, Beaumont, & Stephens, 2003; Marschal, 1950).
- Teacher role in civic activities, cross curricular links, relationships between students etc. (Homana & Baber, 2006; Baber, 2006)

# Methodology of Research

- Estonian and Latvian data form International Civic and Citizenship Study 2009 - ICCS 2009 (2007-2010; participating countries: 38)
- Data collection: 2009
- Respondents: Grade 8 (14 years old students) and their teachers
- Research base:
  - 3940 teachers (1863 teachers form Estonia and 2077 teachers form Latvia)
  - 5345 students (2743 students form Estonia and 2602 form Latvia)
- Instruments: students tests (testing civic and citizenship knowledge and skills); teachers questionnaire (found out backgruond factors and facts; Likert type questions, multiple choose questions)

# Statistical methods

- **Descriptive statistics** use for verifying teachers answers
- **Factor analyse** use for making representative variables
- **Structural Equation Modelling - SEM** multi-model use for compering Estonian and Latvian teachers citizenship activieties influence on students citizenship competences

ICCS 2009  
country  
average for  
civic  
knowledge  
and skills

Country	Civic Knowledge							Average scale score		
	Years of schooling	Average age	200	300	400	500	600		700	800
Finland	8	14.7								576* (2.4)** ▲
Denmark †	8	14.9								576 (3.6) ▲
Korea, Republic of <sup>1</sup>	8	14.7								565 (1.9) ▲
Chinese Taipei	8	14.2								559 (2.4) ▲
Sweden	8	14.8								537 (3.1) ▲
Poland	8	14.9								536 (4.7) ▲
Ireland	8	14.3								534 (4.6) ▲
Switzerland †	8	14.7								531 (3.8) ▲
Liechtenstein	8	14.8								531 (3.3) ▲
Italy	8	13.8								531 (3.3) ▲
Slovak Republic <sup>2</sup>	8	14.4								529 (4.5) ▲
<b>Estonia</b>	<b>8</b>	<b>15.0</b>								<b>525 (4.5) ▲</b>
England ‡	9	14.0								519 (4.4) ▲
New Zealand †	9	14.0								517 (5.0) ▲
Slovenia	8	13.7								516 (2.7) ▲
Norway †	8	13.7								515 (3.4) ▲
Belgium (Flemish) †	8	13.9								514 (4.7) ▲
Czech Republic †	8	14.4								510 (2.4) ▲
<hr/>										
Russian Federation	8	14.7								506 (3.8)
Lithuania	8	14.7								506 (2.8)
Spain	8	14.1								506 (4.1)
Austria	8	14.4								503 (4.0)
<hr/>										
Malta	9	13.9								490 (4.5) ▼
Chile	8	14.2								483 (3.5) ▼
<b>Latvia</b>	<b>8</b>	<b>14.8</b>								<b>482 (4.0) ▼</b>
Greece	8	13.7								476 (4.4) ▼
Luxembourg	8	14.6								473 (2.2) ▼
Bulgaria	8	14.7								466 (5.0) ▼
Colombia	8	14.4								462 (2.9) ▼
Cyprus	8	13.9								453 (2.4) ▼
Mexico	8	14.1								452 (2.8) ▼
Thailand †	8	14.4								452 (3.7) ▼

ICCS 2009  
average

\* mean 500, s.e. 100

\*\* (s.e.)

Schulz, Ainley, Fraillon,  
Kerr, & Losito, 2010

# Variable establishment (from student test)

**Students' civic  
knowledge and skills**

**students' test**

80 questions dividet to 7 test boklets

Boklet	Possition		
	A	B	C
1.	C01*	C02	C04
2.	C02	C03	C05
3.	C03	C04	C06
4.	C04	C05	C07**
5.	C05	C06	C01
6.	C06	C07**	C02
7.	C07**	C01	C03

\*claster; \*\* claster who was at CIVIC study in1999

# Variables establishment (from teacher questionnaire)

**Teachers' civic activities**

- Environmental organisations (for example, UNESCO)
- Cultural and/or educational organisations
- Political parties or organisations
- Groups helping disadvantaged people
- Cultural groups promoting the integration of ethnic minorities

**Civic and citizenship education aims at school**

Most important aims of civic and citizenship education at school is...

- ...promoting knowledge of social, political and civic institutions
- ...promoting knowledge of citizens' rights and responsibilities
- ...promoting students' critical and independent thinking

**Class environment**

In your opinion, how many of your Grade 8 students ...

- ...get on well with their classmates?
- ...are well integrated in the class?
- ...respect their classmates even if they are different?
- ...have a good relationship with other students

**Collaboration in the facilitation of school development**

With reference to the current school year, how many teachers in this school ...

- ...actively take part in school development?
- ...encourage students' active participation in school life?
- ...cooperate in defining and drafting the school development plan?

**Ability to influence students' sense of citizenship**

Please indicate how frequently each of the following problems occurs among students at this school.

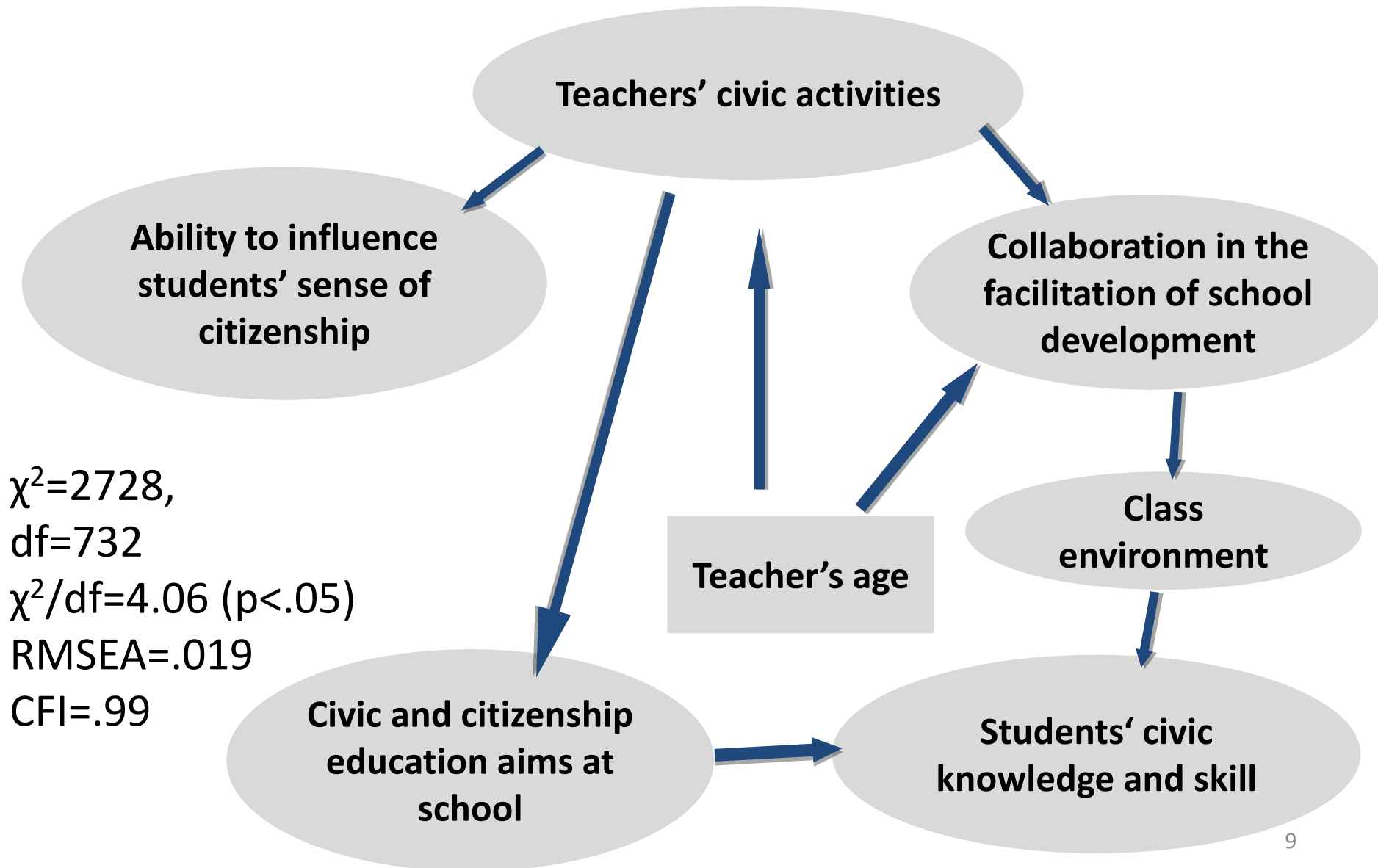
- Vandalism
- Bullying
- Violence

**Teacher's age**

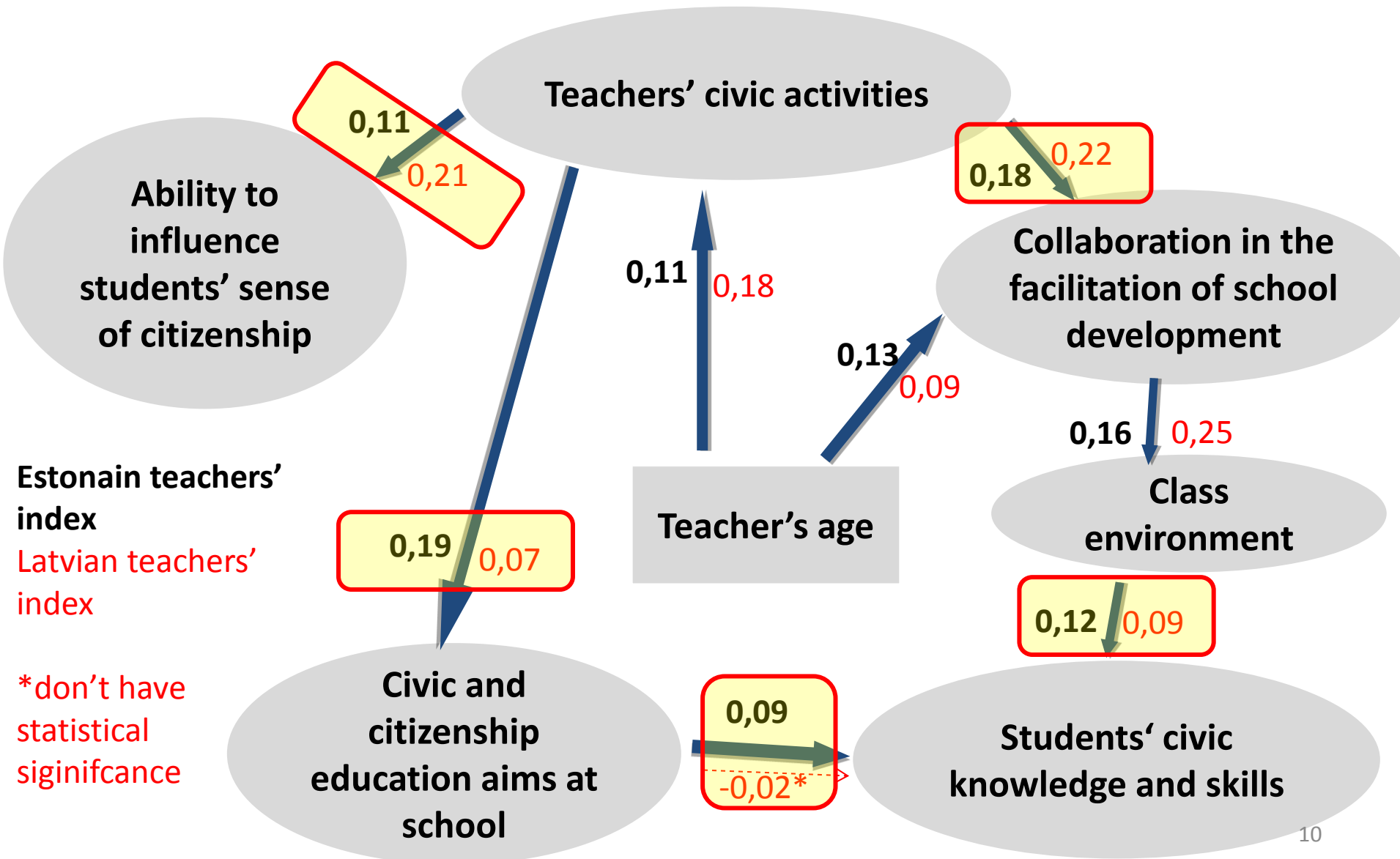
How old are you? (Only one answer is possible)



# Conceptual teachers' civic activities influence model



# Manifest and latent variables standardized index's of teachers' civic activity influence multi-model



# Conclusion

- More significant influence on the education aims at school and the indirect influence on the level of students' civic knowledge and skills are from teachers in Estonia.
- The collected data explains Estonian students' high results in civic and citizenship education test in the comparison to 38 participating countries.
- Teacher's civic interest and everyday civic activities influence the teacher's wish to create civically responsible and a favorably inclined environment at school and the level of students' civic and citizenship education.