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# Do Civic Education Achievements Influence Students' Civic Attitudes? The Cases of Latvia and Estonia in ICCS 2009

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# Aim

To study and define the influence of students' civic knowledge and skills on civic attitudes and the sense of belonging

# Question

To ascertain if there are coherences between the influence of students' civic knowledge and skills on civic attitudes and the sense of global belonging in the context of multi-culturalism

# Instruments

Students test, questionnaires, European Module

## Data in general

Students data form ICCS 2009 (International Civic and citizenship Education study) (Estonian N=2743; Latvian N=2602)

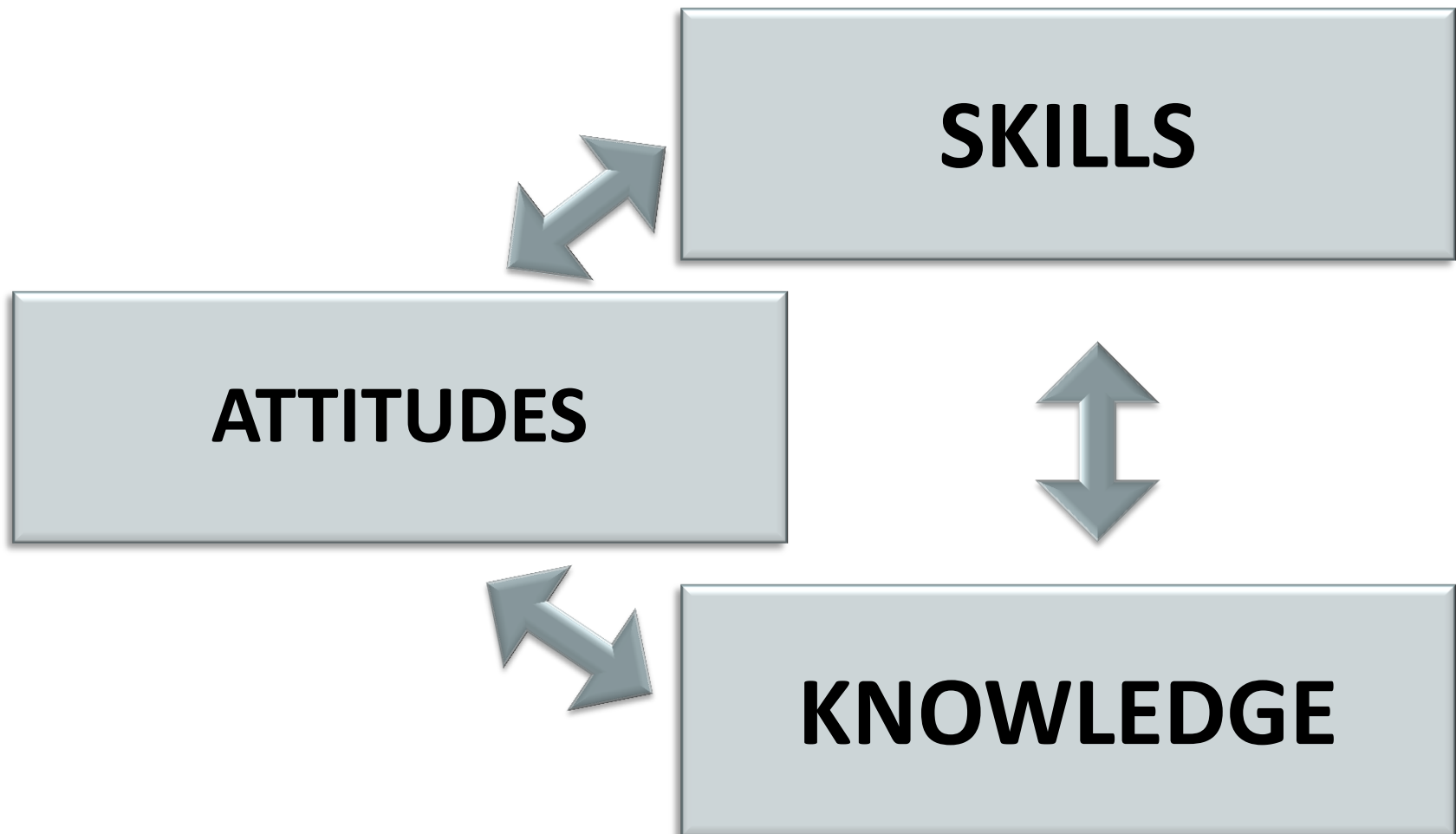
# Sample and data

	Sample groups	Abbreviation	N	Percentage proportion
<b>Students from Estonia</b>	..with Estonian language of instruction	EST EST	2177	41 %
	..with Russian language of instruction	EST RUS	566	11 %
<b>Students from Latvia</b>	..with Latvian language of instruction	LVA LVA	1992	37 %
	..with Russian language of instruction	LVA RUS	610	11 %
<b>Total</b>			<b>5345</b>	<b>100%</b>

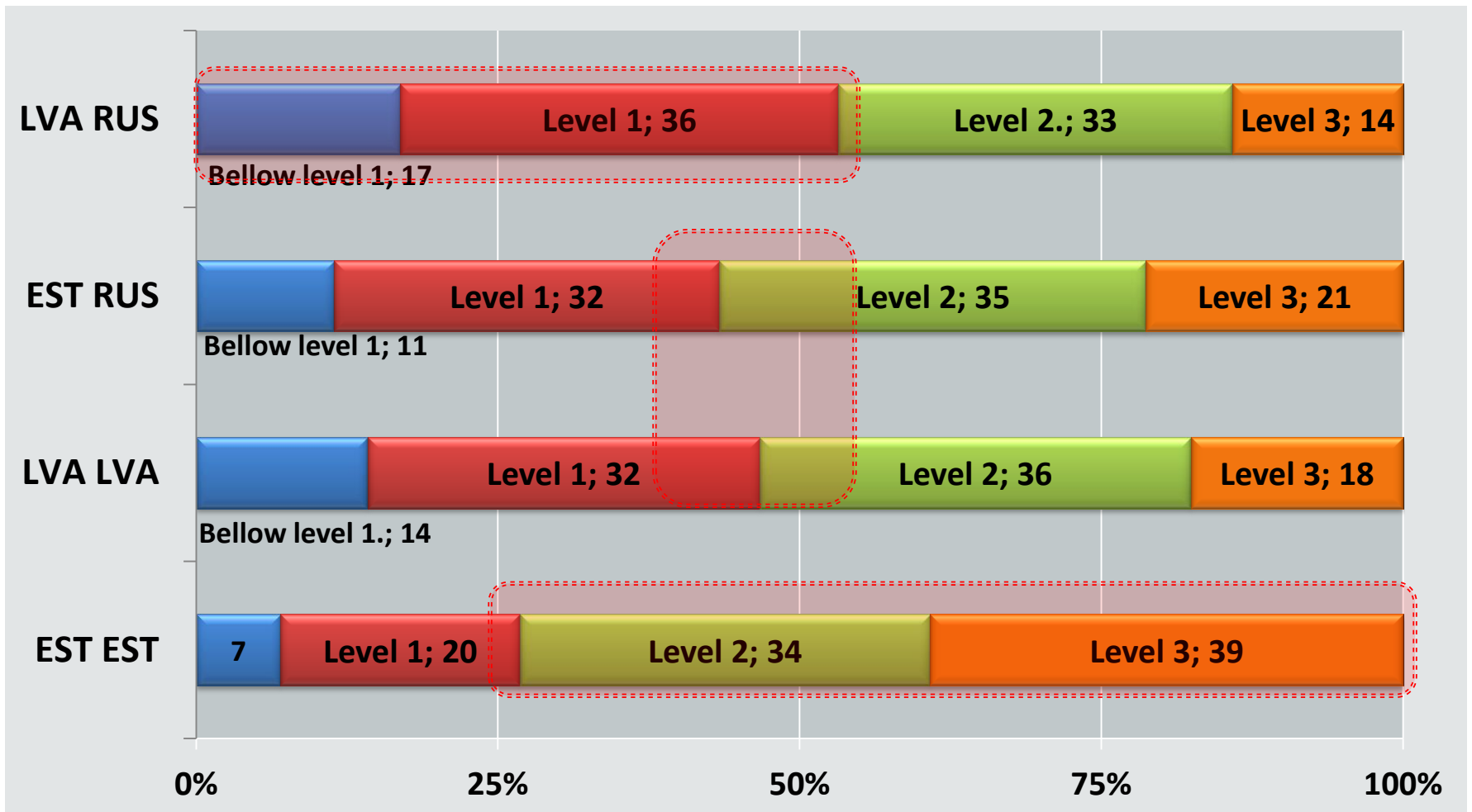
# Methods

- # Descriptive statistics**
- # SEM – Structural Equation Modeling**

# Simplified theoretical model of civic competence



# The division of students' knowledge and skills in levels according to the language of tuition (ICCS 2009 students' test)



# Latent variables of SEM model

Civic knowledge and skills

**Knowledge and skills**

Equality of  
European  
citizens

Citizens'  
rights

**Attitudes**

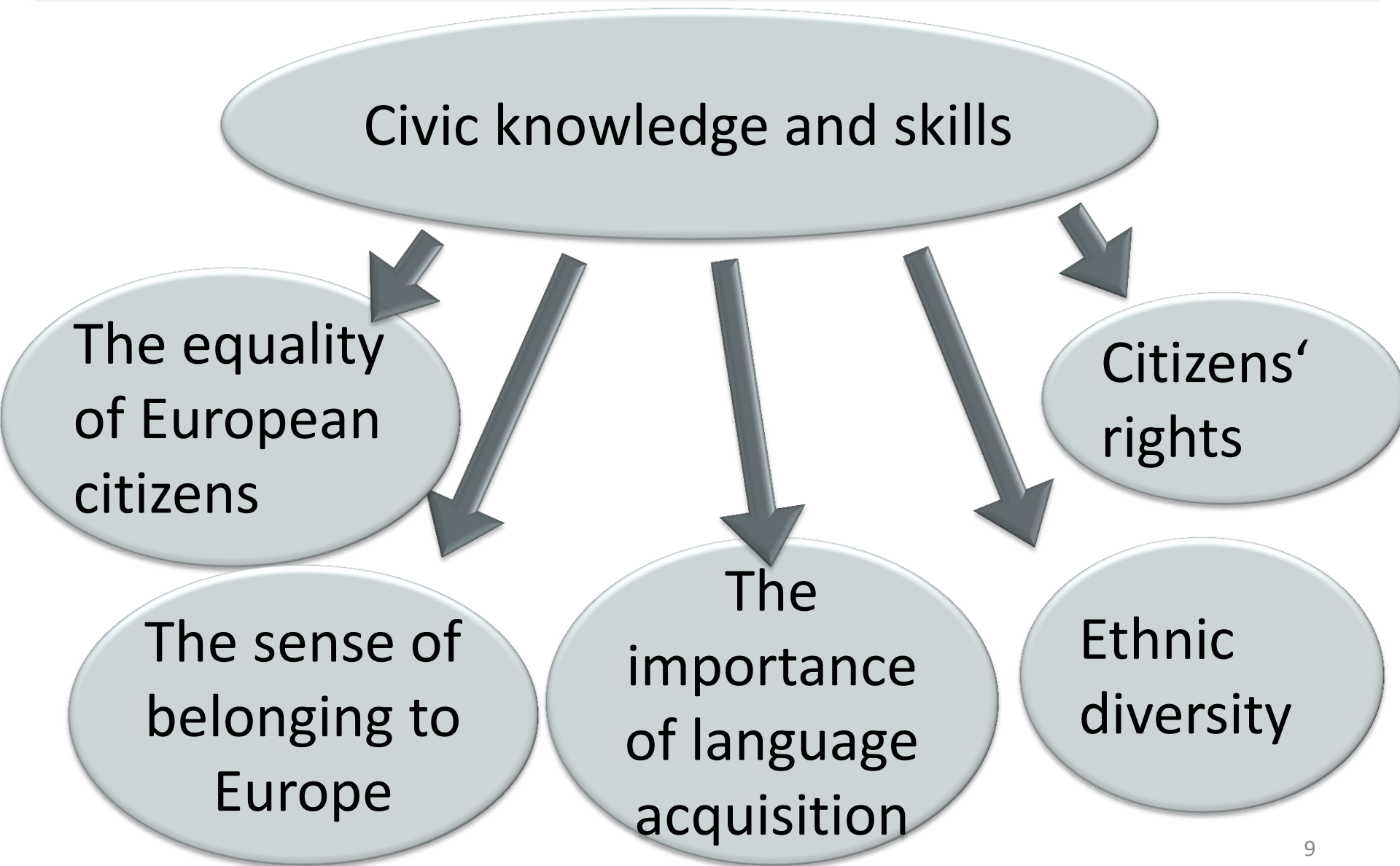
The sense of  
belonging to  
Europe

The  
importance  
of language  
acquisition

Ethnic  
diversity



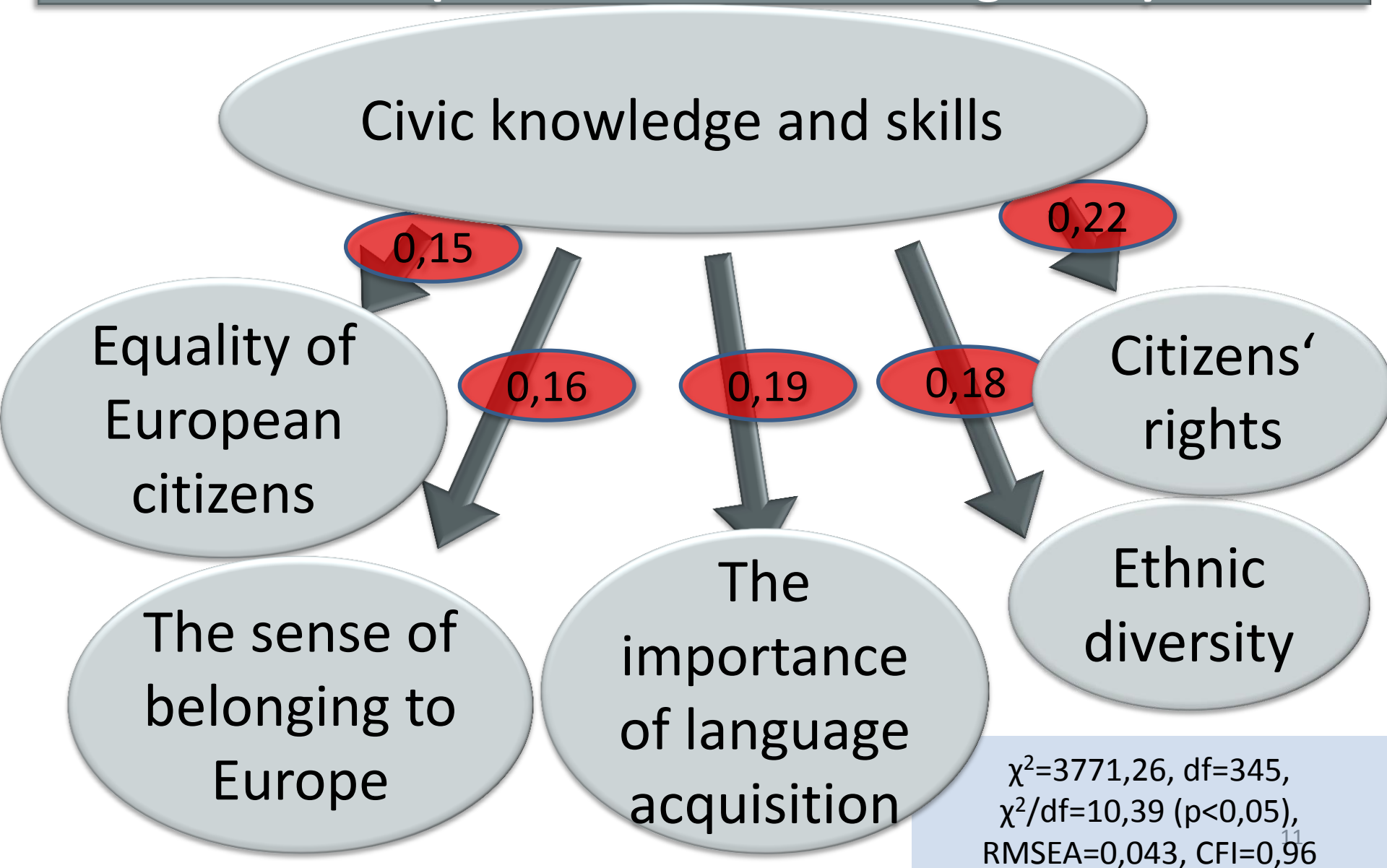
# Simplified conceptual model of civic competence



# The differences of Estonian and Latvian students' value of the scales of civic attitudes from students' achievements (mean 50; s.e. 10)

Scales	Estonia		Latvia	
	Below level 1 (s.e.)	Level 3 (s.e.)	Below level 1 (s.e.)	Level 3 (s.e.)
Importance of language acquisition	48(0,90)	51(0,27)	47(0,56)	52(0,68)
Equality of European citizens	49(1,36)	53(0,35)	48(0,74)	50(0,51)
Sense of belonging to Europe	50(0,75)	53(0,40)	47(0,83)	49(0,39)
Ethnic diversity	50(1,76)	54(0,32)	47(0,56)	50(0,37)
Citizens' rights	47(1,13)	51(0,27)	46(0,70)	53(0,34)

# Standardized regression weights of conceptual model (Estonia and Latvia together)



# Standardized factor scales of the latent variables of students' competence multi-model

Relations of latent variables		Standardized factor scales of sample groups			
Variable characterizing knowledge and skills	Variables of attitudes and the sense of belonging	EST EST	EST RUS	LVA LVA	LVA RUS
Knowledge and skills	→ The sense of belonging to Europe	0,18**	0,03	0,06*	0,11**
	→ Equality of European citizens	0,18**	0,23**	0,11**	0,13**
	→ The importance of language acquisition	0,13**	0,21**	0,15**	0,14**
	→ Ethnic diversity	0,23**	0,01	0,15**	0,12**
	→ Citizens' rights	0,32**	0,02	0,29**	0,14**

\*\* p<0,01; \* p<0,05

$\chi^2=3771,26$ ,  $df=345$ ,  $\chi^2/df=10,39$  ( $p<0,05$ ),  
RMSEA=0,043, CFI=0,96<sup>12</sup>

# Conclusion

- ✚ Estonian and Latvian Students' civic attitudes are influenced by the level of civic knowledge and skills.
- ✚ Students with a higher level of civic knowledge and skills have more explicit sense of global belonging, the ability of adaption and life in a multi-cultural society.
- ✚ For Estonian students, with Estonian as the language of tuition, civic attitudes and the sense of belonging to Europe are essentially influenced by civic knowledge and skills. For students in Latvia, with Russian as the language of tuition, who have the lowest results in ICCS test, 2009, the influence of knowledge and skills on civic attitudes is weaker.

**THE INFLUENCE OF  
STUDENTS' CIVIC  
KNOWLEDGE AND SKILLS  
ON CIVIC ATTITUDES  
AND THE SENSE OF  
BELONGING**

Thank you  
for  
attention!

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