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ABSTRACT

This exploratory study of 24 questions was conducted to gain information about the perceptions, opinions, and practices of the social studies methods instructors of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS). The study was undertaken to clarify and direct future research studies on citizenship education. The 321 CUFA members, of whom 103 responded, were questioned about their preference for one or more of the eight citizenship instructional approaches identified by Dynneson and Gross. The eight approaches included citizenship as: (1) persuasion, socialization, and indoctrination; (2) contemporary issues and current events; (3) the study of U.S. history, civics, geography, and related social science courses; (4) civic participation and civic action; (5) scientific thinking; (6) a jurisprudence process; (7) humanistic development; and (8) preparation for global interdependence. The respondents were also asked to give their assessments on the influence and impact of citizenship education on students and society, to assess perspectives on the eight approaches, and to address a definition of citizenship education. The most important recommendation originating from the survey was to shift the focus away from teacher education and move directly into the classroom environment in order to identify and attempt to measure what transpires within the school. Each of the 24 questions is reproduced with an analysis and accompanied by a graph. The appendix explains how the data were analyzed. (DJC)

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88-CERAS-18

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March 1988

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CERAS

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AN EXPLORATORY SURVEY OF CUFA MEMBER'S OPINIONS AND PRACTICES PERTAINING TO CITIZENSHIP EDUCATION IN THE SOCIAL STUDIES 1985 - 1986

RESEARCH MONOGRAPH

BY

THOMAS L. DYNNESON
RICHARD E. GROSS
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1987

THE CITIZENSHIP DEVELOPMENT STUDY PROJECT

STANFORD, CALIFORNIA

ABSTRACT

The research interests of the Citizenship Development Study investigators is to acquire information regarding the current status of citizenship education within the educational community in the United States. This monograph consists of an exploratory study of the opinions and practices of members of the College and University Faculty Assembly (CUFA), a subgroup of the National Council for the Social Studies. This membership generally represents university and college social studies methods instructors who are responsible for the education and training of social studies teachers.

During 1986, members of the Citizenship Development Study Project developed a survey instrument that could be used to gather information from members of the College and University Faculty Assembly of the National Council for the Social Studies (henceforth, CUFA) regarding their preferences for one or more of eight citizenship instructional approaches. This initial study was designed as an exploratory study that could be used to help in the development of scientific surveys that would follow. The results of this survey were used to assist in the identification and clarification of concerns that would arise in the study of the status of citizenship education in the United States.

The study provided a great deal of information on the citizenship education perspectives and practices of college and university educators. These perspectives and practices have been separated into subsections in the monograph. In addition to information about the processes and procedures of the study, the monograph addresses consensus and the definitional problem associated with citizenship education.

THE CITIZENSHIP DEVELOPMENT PROJECT

In recent years, the United States has been the scene of a tidal wave of immigration from every culture and society in the world. Languages and cultures are so numerous that they form a conglomerate of diversity that would swamp and paralyze most other societies. Assimilation is the test of the survivability of democracy, and a continuing process that contributes to the vitality of democracy. Historically, American citizenship has effected by the consequences culturally pluralistic society, but never to the extent that pluralism exists today. Since the days of Jefferson, three fundamental factors have been used to forge diversity within the united pluralism. These factors have included a democratic ideology, a common educational experience that promotes a unity in the face of social differences, and a shared willingness to accept diversity as a perceived good in society.

American citizenship can be seen as the by-product of three factors that include democratic government, public education, and a culture that can be described as a united pluralism. The interaction among these factors has produced a socialization process quite different from most socialization processes found in other nations or societies. These socializing processes is what makes American citizenship different and vital. In order to understand the mechanisms of the socializing processes associated with citizenship development in the United States, we are required to study the interactions of ideology, education, and cultural pluralism as they are manifested in educational programs and in the processes of child development. The means and methods for understanding these complex social phenomenons consist of intellectual and research processes. The capital goal of this inquiry is to explore the current status of citizenship education and come to an understanding of the dynamic social processes that influence its development.

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I. CHARACTERISTICS OF THE CUFA SURVEY

During 1986, members of The Citizenship Development Study Project developed a survey instrument that could be used to gather information from members of the College and University Faculty Assembly of the National Council for the Social Studies (henceforth, CUFA) regarding their preferences for one or more of eight citizenship instructional approaches. This initial study was designed as an exploratory study that could be used to help in the development of scientific surveys that would follow. Because of the exploratory nature of this study, the researchers did not attempt to plan or execute attempts to increase the number of survey returns. At the same time, the 32 % response rate was considered fairly substantial given our initial expectations. The results of this survey were used to assist in the identification and clarification of concerns that would arise in the study of the status of citizenship education in the United States. Therefore, in reporting the results of this initial survey we are labeling the study and its results as exploratory. This study will raise many questions and issues that will require a more specific type of inquiry--an inquiry in which specific in-depth investigation can be pursued.

Because we are especially concerned with the actual practices that social studies methods instructors use within the United States, additional investigations are necessary in order to complete the findings of this report. This exploratory study simply reflects the thinking of a sample of CUFA members who responded to the mail-out survey. The value of an exploratory study as described in this report is that it helps to clarify issues and directions. At the same time, an exploratory study often raises issues and questions that may not have otherwise been recognized.

Eight Citizenship Approaches

These eight approaches were identified originally by Dynneson and Gross in a 1982 article that appeared in September/October issue of The Social Studies. The eight approaches included the following:

1. Citizenship as Persuasion, Socialization, and Indoctrination.
2. Citizenship as Contemporary Issues and Current Events.
3. Citizenship as the Study of American History, Civics, Geography and Related Social Sciences.
4. Citizenship as Civic Participation and Civic Action.

5. Citizenship as Scientific Thinking.
6. Citizenship as a Jurisprudence (legalistic) Process.
7. Citizenship as Humanistic Development (concerns for the total welfare of the student).
8. Citizenship as Preparation for Global Interdependence.

A brief description of each approach was included with the survey instrument. The 1982 article contained an extensive description of each of the eight approaches.

THE GOALS OF THE SURVEY

The goals of this component of research were the following:

1. To identify the nature of citizenship education, including its varied approaches.

2. To gain insights into the current status of citizenship education as seen through the perspectives and practices of social studies methods instructors.

3. To identify issues, concerns, problems, and questions that need to be addressed and resolved in regard to the education of social studies teachers.

4. To identify sources of influence, both educational and social, that contribute to citizenship development.

5. To gain insights into the extent to which social studies methods instructors agree or disagree on educational approaches to citizenship education.

6. To gain insights into the extent to which social studies methods instructors agree or disagree on a definition for citizenship education.

THE IMPORTANCE OF THE SURVEY

The investigation of the thoughts and opinions of CUFA members regarding citizenship education in the social studies was undertaken in order to gain information about the perceptions and practices of social studies methods instructors. The results should contribute to the overall study of citizenship education in the United States. Information collected from this group eventually will be compared, contrasted, and combined with information from other groups including teachers, administrators, and students. In total, this data should become the basis for a broader picture of the status and the importance of citizenship education in the

social studies.

Through the survey of CUFA members, we can gain new insights into the current status of citizenship education according to the following issues and concerns:

1. The patterns that exist in terms of respondents' preferences and practices in citizenship education.

2. The respondents' assessment of the influences (especially persons with whom the student has direct contact) that affect citizenship development.

3. The respondents' assessment of the impact of citizenship education on citizenship behavior.

4. The respondents' assessment and preference of attributes that help define or identify the "good" citizen.

5. The respondents' preference for some of the eight recognized approaches to citizenship education that have been described and recommended in social studies literature.

6. The respondents' use of the eight approaches to citizenship in social studies methods courses for teacher candidates.

7. The extent to which the eight approaches to citizenship are valued and assessed by respondents.

8. The identification of adoptions and modifications to citizenship education in light of the perceived needs of students.

9. The identification of influences that contribute to variations in citizenship education programs for students.

10. The extrapolation of the information to other specific elements of social studies.

THE DESIGN OF THE SURVEY

The survey of CUFA members is the first of several components of a larger study on the status of citizenship education in the social studies. (Four identified populations include social studies methods instructors, teachers, administrators, and students.) The results of the study should provide information that will be the basis for describing of the current thoughts and practices of social studies methods instructors on the current status of citizenship education. The results of this survey should lead to the identification of more specific issues and problems pertaining to citizenship education in the social studies as seen through the eyes of those surveyed. The design of the study is based on the following activities:

The Review of Literature

The literature review spans a fifty year period from which books, journals, and articles that pertained to citizenship education were analyzed for recommended approaches. Journal articles were of particular

importance to this review, including Social Education, which has served as the official voice of the National Council for the Social Studies. The library search focused on articles that recommended different approaches to the teaching of citizenship education. As a result of this search, eight separate approaches to citizenship education were identified. Later these eight approaches were reported in the September/October 1982 issue of the Social Studies in an article entitled "Citizenship Education and the Social Studies: Which is Which?" These eight approaches became the basis for an inquiry into the status of citizenship education.

The Questionnaire

A questionnaire was developed in which the eight approaches identified in the 1982 article were the basis for inquiring into the status of citizenship education in the social studies. The questionnaire was designed to collect information about perceptions, practices, and preferences pertaining to citizenship education in the social studies. The questionnaire contained broad-based questions which became the focal point for identifying specific concerns and issues that would lead to more in-depth inquiries in future studies. The questionnaire had three parts. The respondents were asked to (1) give their assessments on the influences and impact of citizenship education on students and society, and to clarify items related to attributes of what might be considered a "good" citizen, (2) assess perspectives on the eight approaches to citizenship education, and finally (3) address a definition of citizenship education in which respondents were asked whether or not they would accept the definition as stated. Those who did not accept the definition were given an opportunity to modify the definition in order to make it acceptable.

The questionnaire was reviewed by a small number of social studies methods instructors, approximately sixty-five prospective elementary and secondary teachers, and a public relations specialist who had had school district experience in the development of questionnaires. After several modifications, a final draft of the the questionnaire was printed.

THE POPULATION AND SAMPLE

The survey was sent to CUFA members as representative of the population of social studies methods instructors currently teaching at the colleges and universities in the United States. The members residing in the United States consisted of a group of approximately 321 individuals, of which 103 completed returned a questionnaire. This providing an exploratory sample of 32%.

CUFA members mainly consist of college and university faculty members who typically teach social studies methods courses in schools and departments of education. Through the survey, the perceptions,

opinions, and practices of social studies methods instructors in general can be obtained from a segment of social studies methods professionals who should be the most informed. A current mailing list of CUFA members was acquired from the office of the National Council for the Social Studies, and these members were used as the study population. The survey was sent to all members of CUFA; however, only United States respondents were included in the analysis of data. The questionnaire was sent again to the CUFA membership in order to solicit responses from those who did not return the initial survey. The follow-up survey was analyzed as a separate study; the results were compared and contrasted with the results of the initial survey as a check of validity.

Respondants Knowledge

The questionnaire contained two items (Questions #13 & 14) that served as a check on respondent's knowledge of the eight citizenship approaches. The items and their results are described below:

Item:

Question #13

Are you familiar with all eight approaches? (yes/no) If not, please designate the approaches you are least familiar with. (A list of the eight approaches followed the above question).

Survey Result:

Eighty-eight indicated that they were familiar with the eight approaches, thirteen were not, and two did not respond. This result gave an 87.1 % yes response.

To provide for sampling variability, a confidence interval estimate was made indicating that at the 95% confidence level one can assert that the true percentage of yes responses should lie in the interval from 80.6% to 93.6%.

(see chart for Question #13)

Inferences:

1. The great majority of social studies methods instructors were familiar with all eight of the citizenship approaches.

2. A small minority of social studies methods instructors were not familiar with, or they did not approve of the term "scientific thinking."

3. A small minority of social studies methods instructors were not familiar with "humanistic development."

4. Very few social studies methods instructors were not familiar with "persuasion, socialization, and indoctrination."

5. Very few social studies methods instructors were not familiar with "jurisprudence process."

Item:

Question #14

Designate the approaches that are included in your instructional program. (A list the the eight approaches followed the above question)

Survey Result:

(see chart for Question #14)

Inferences:

1. To a relatively large statistical extent, all eight citizenship approaches can be found in most college and university level social studies methods courses that currently are used for the preparation of elementary and secondary teachers.

2. "Contemporary issues and current events," the "study of American history, civics, geography and related social sciences," "civic participation and civic action," "scientific thinking" and "preparation for global interdependence" were designated as approaches that were most commonly included in social studies methods courses.

3. "Persuasion, socialization, and indoctrination," "jurisprudence process," and "humanistic development" were designated as approaches that were less commonly included in social studies methods courses.

Discussion

In general, the respondents indicated that they were familiar with all eight of the citizenship approaches. Of those who commented on "scientific thinking," a few objected to its use as appropriate terminology. Some preferred another term such as "inquiry" or "problem solving;" however, most of those who objected on usage grounds were fairly well aware of the characteristics of this approach. The term "scientific thinking" has its origins in the work of John Dewey and is related to scientific problem-solving. While other terms may be more appropriate in

light of current pedagogical developments, this term has some historical significance.

While the respondents indicated that all eight approaches were included in their instructional programs, the amount of instructional time spent on each approach and the degree of emphasis were not determined. In addition, the study did not include any provisions for identifying the various methods or types of materials that were included for instruction in each of the eight approaches. As a result, these researchers are reluctant to assume that extensive time and effort is extended to more than two or three of these approaches.

THE ANALYSIS OF DATA

A detailed description of the techniques used in the analysis of data is contained in the Appendix of this report.

II. DEVELOPING AND TESTING A PROJECT DEFINITION FOR "CITIZENSHIP EDUCATION"

Citizenship education has been the subject of comment, study, and program development for many years, and yet there is a general reluctance on the part of educators to define **citizenship education** in clear and unequivocal terms. After several attempts to identify and describe the important characteristics of citizenship education, a working definition was drafted and included in the exploratory survey for CUFA members. The purpose of including the definition was to obtain an indication of expert thinking and opinion on the subject.

Developing a Working Definition

The CUFA questionnaire attempted to develop and test the acceptability of a definition for the term **citizenship education.** Respondents were asked to review the prescribed definition and to accept the statement intact, or to accept the statement with their specifically imposed modifications. The statement and its corresponding results are included below.

Item:

Question 24

Do you accept the following definition of **citizenship education** or how would you modify it to meet your conception of the term?

"While an important and central element of the social studies, citizenship education is a responsibility of the entire school (as well as of family and community). It includes the means by which individuals are prepared to gain the knowledge, skills and values that enable them to understand, examine, decide and participate in public affairs and in (the means for) forwarding the well-being of other individuals and of their society."

Survey Result:

This statement was accepted by 69.8% of those responding. It can be asserted with 95% confidence that the response lies within the interval 60.6% - 79.0%.

Respondents' Recommended Modifications

1. Comment be added to the end of the definition to read -- "to relate in a human way with individuals in other cultures."

2. Insert the phrase -- "means by which individuals are made aware of their own responsibilities and of moral ethical codes of society and are encouraged and prepared to gain the knowledge...."

3. Change the last line to read -- "forwarding the well-being of themselves and other individuals and of their society."

4. Change the second sentence to read -- "It includes the means by which individuals growing up in the United States are prepared...." -- Add the following statement to the end of the last sentence -- "as part of an interdependent global community with competing definitions of the role and responsibilities of citizens."

5. That we recognize and appreciate cultural pluralism.

6. Insert "nation" at the end of the first sentence to read -- "(as well as of family, community and nation)" -- Add the following statement to the last sentence -- "as well as provide opportunity to apply their current level of knowledge, skills, and values through participation in public affairs."

7. Include world or global community membership/citizenship among the specified components to be understood, examined, etc.

8. Change the statement to address how citizenship behaviors are expressed in a democracy by redefining democracy in light of each generation's ability to act and to solve their social problems.

9. Omit the following words from the last sentence -- "of other individuals."

10. Omit "prepare" in the second sentence of the definition. "I would suggest another word instead of 'prepare,' in addition to, 'learning,' 'participating,' 'experiencing,' involved in.' Use words that suggest learning as involved the everyday experiences of children in the schools as active citizens when learning (not preparing for age 18 or whatever)

would be more appropriate."

11. Modify the second sentence to read -- "It includes the means by which individuals are prepared to gain the values, knowledge, and skills that enable them to understand, make decisions, and participate in public affairs...."

12. Change the emphasis of the definition to include more emphasis on the need for students to participate in activities related to promoting citizenship education.

13. Add a statement to the last sentence -- "and become rational decision makers in a democratic society."

14. Insert the word "commitment" in the second sentence so that it reads -- "It includes the means by which individuals are prepared to gain the knowledge, skills, values, and commitment that enable...." The respondent argues that "As a society we have to encourage commitment to democratic processes as part of public school preparation."

15. Change "of society" in the last sentence to "of the global community."

16. Respondent calls for a word usage change -- "I do not equate 'enable them to participate' with 'instruction that includes political participation."

17. The last sentence to read -- "and in forwarding the well-being of oneself, others, and the society as a whole."

18. The second sentence should read -- "knowledge, skills, values, and experiences...."

19. Eliminate the beginning of the first sentence so that it begins with "Citizenship education...."

20. Realize that, -- "Not only does it include the means, it (citizenship education) requires students to use those means as a participant in citizen endeavors outside of school hours."

21. Eliminate the first phrase of sentence one and begin the sentence with "Citizenship education...."

DISCUSSION

While survey results indicated that the majority of respondents (69.8%) were willing more or less to accept our working definition of **citizenship education**, a respectable number of respondents suggested some modifications. As a result of this survey, our definition will be subjected to a review and undoubtedly some minor revisions will be made.

The central features of the project definition will continue to emphasize four principles that define the meaning of **citizenship education**. These principles include:

1. The means whereby American youth acquire citizenship knowledge, skills and values. These means include both the social and educational influences that shape, direct and reinforce citizenship behaviors.

2. The acquisition of student competencies that are considered a prerequisite to a meaningful and competent American citizenship. These competencies include the abilities related to understanding, examining, deciding, and participating in community affairs in order to contribute to the public affairs.

3. The acquisition of student values and attitudes that encourage participation in the activities that forward the well-being of other individuals in society.

4. The acquisition of student values and attitudes that encourage participation in activities that forward the well-being of society at large, especially in connection with the institutions of society.

A definition of **citizenship education** helps to specify the roles and the responsibilities that schools must shoulder in the education of youth for citizenship. The clarification of related terms will be addressed according to the specifics of their application.

III. ANALYSIS AND RESULTS

The results from the CUFA survey were analyzed according to the following statistical procedures:

The Clopper-Pearson Confidence Interval

The Chi-Square Goodness of Fit Test

A Distribution-Free Test for Ordered Alternatives Based on Page's Adaptation of Friedman Rank Sums

Each question was treated separately according to charateristics of the item and the data resulting from the survey. In sections IV, V, and VI, the project investigators reviewed the results of the analysis of data by exploring various interpretations and inferences that emerged from the survey. The interpretations and inferences will serve as the basis for further investigation into the concerns that were raised in the CUFA survey. In addition, new research instruments have been developed as a direct consequence of the survey.

THE CLOPPER-PEARSON CONFIDENCE INTERVAL

The **standard estimator** for the probability of a success or other specific response to a **dichotomous random variable** is given by the ratio of the number of favorable responses to the total number of trials. This **estimator, $\hat{p}$,** is the **observed relative frequency of successes** in an experiment involving **Bernoulli trials**.

The estimator alone is inadequate for most statistical interpretations. A confidence interval on this estimator provides additional useful information. The method accredited to Clopper and Pearson is the **standard frequently used.** In this study, the number of observations are on the order of 100 and consequently a large sample approximation of the Clopper-Pearson estimator is used. This is given by a normal approximation of the **Binomial distribution.**

Let Pl(a) be lower bound and Pu(a) be the upper bound corresponding to the (1 - a) confidence interval, then

$$P[Pl(a) < \hat{p} < Pu(a)] >= 1 - a$$

where

$$Pl(a) = \hat{p} - z_{a/2}\,[\hat{p}(1 - \hat{p})/n]$$

$$Pu(a) = \hat{p} + z_{a/2}\,[\hat{p}(1 - \hat{p})/n]$$

n = the number of observations

$z_{a/2}$ = the standard normal variable estimator

and

$\hat{p}$ = the estimator of the probability of success

For smaller sample sizes, the lower and upper estimators of the confidence interval are described in terms involving the **Snedicor F distribution** (Hollander and Wolfe, p. 24).

CHI-SQUARE GOODNESS OF FIT TEST

The Chi Square Goodness of Fit Test is directed towards the determination of the presence of **discrepancies between the observed frequencies and the expected hypothetical frequencies.** In these problems, the observed frequencies are the number of respondents indicating the given response. The hypothetical frequencies are determined from the expected distribution of responses as determined by an initially given model. The **null hypothesis** of the statistical study is essentially that the observed data fits the model. The model used in most of these questions is one of assuming that all responses will be uniformly distributed, that is, there is no preferred response.

To enhance the validity of this test, the sample should be sufficiently large to assure that five or more responses are found in each interval. This also can be accomplished by combining some of the adjacent intervals.

Critical values of the test statistic are dependent on the **degrees of freedom** in the analysis. For the **one way distribution** investigated, the degrees of freedom are one less than the number of intervals in the model. For the questions at hand, the following critical values of the **Chi-square statistic** are used.

	Levels of Significance			
df	0.05	0.025	0.01	0.005
1	3.84	5.02	6.63	7.88
2	5.99	7.38	9.21	10.60
3	7.81	9.35	11.34	12.84
4	9.49	11.14	13.28	14.86
5	11.07	12.83	15.09	16.75
6	12.59	14.45	16.81	18.55
7	14.07	16.01	18.48	20.28
8	15.51	17.53	20.09	21.96

(This data was taken from Table A-6a of Dixon & Massey, Introduction to Statistical Analysis, McGraw Hill, 1957).

A DISTRIBUTION-FREE TEST FOR ORDERED ALTERNATIVES BASED ON PAGE'S ADAPTATION OF FRIEDMAN RANK SUMS

The problem of determining whether or not a rank order exists for the attributes of questions 15, 16, and 17 has been addressed through an adaptation of a procedure developed by E. B. Page in 1963. This procedure is designed to **test the alternate hypothesis of ordered alternatives** against the **null hypothesis,** all ranks being equal. Rejection of the **null hypothesis** provided statistical data to support that at least one of the inequalities in the ordering is strict. **Page's test** is based upon a **distribution-free test** developed by Friedman, Kendall, and Babington Smith.

When data is **rank-ordered**, as is the case with the questions under investigation, there is the problem of assessing the equivalence when attempting to analyze results. This reference is further complicated by the unknown "distances" between the various ranks.

The procedure as adapted to this analysis takes the observed number of respondents corresponding to a given rank-order for each of the eight strategies. Looking at each in turn, the strategies were ranked according to the number of respondents designating that rank. Ties were resolved by using arithmetic means.

Because the blocks in the analysis are ranks, the ranks of the attributes had to be modified from those employed by the **Friedman rank-sum analysis.** To do this the ranks of the attributes were obtained by using a weighted mean. Those at the 1 level were multiplied by eight, those at the 2 level by 7, etc. The method of obtaining these ranks is the primary deviation from the Page procedure.

The weighted means were then ordered by increasing magnitude, and as an ordered array, used to create the required **L statistic of Page.** This statistic is given by the following formula:

$$L = R1 + 2*R2 + 3*R3 + \ldots + 8*R8$$

where * indicates multiplication. Critical values for this statistic with eight treatments or strategies and eight blocks or ranks are as follows:

Levels of Significance		
0.050	0.010	0.001
1,371	1,401	1,433

(This data was taken from Table A-16 of Hollander and Wolfe, Nonparametric Statistical Methods, Wiley-Interscience, 1973)

THE ANALYSIS OF QUESTION #1

Question: At what age level should children receive specific instruction in citizenship?

3 - 5 years	43	6 - 8 (9) years	69
10 - 12 years	68	13 - 15 years	72
16 - 18 years	71		

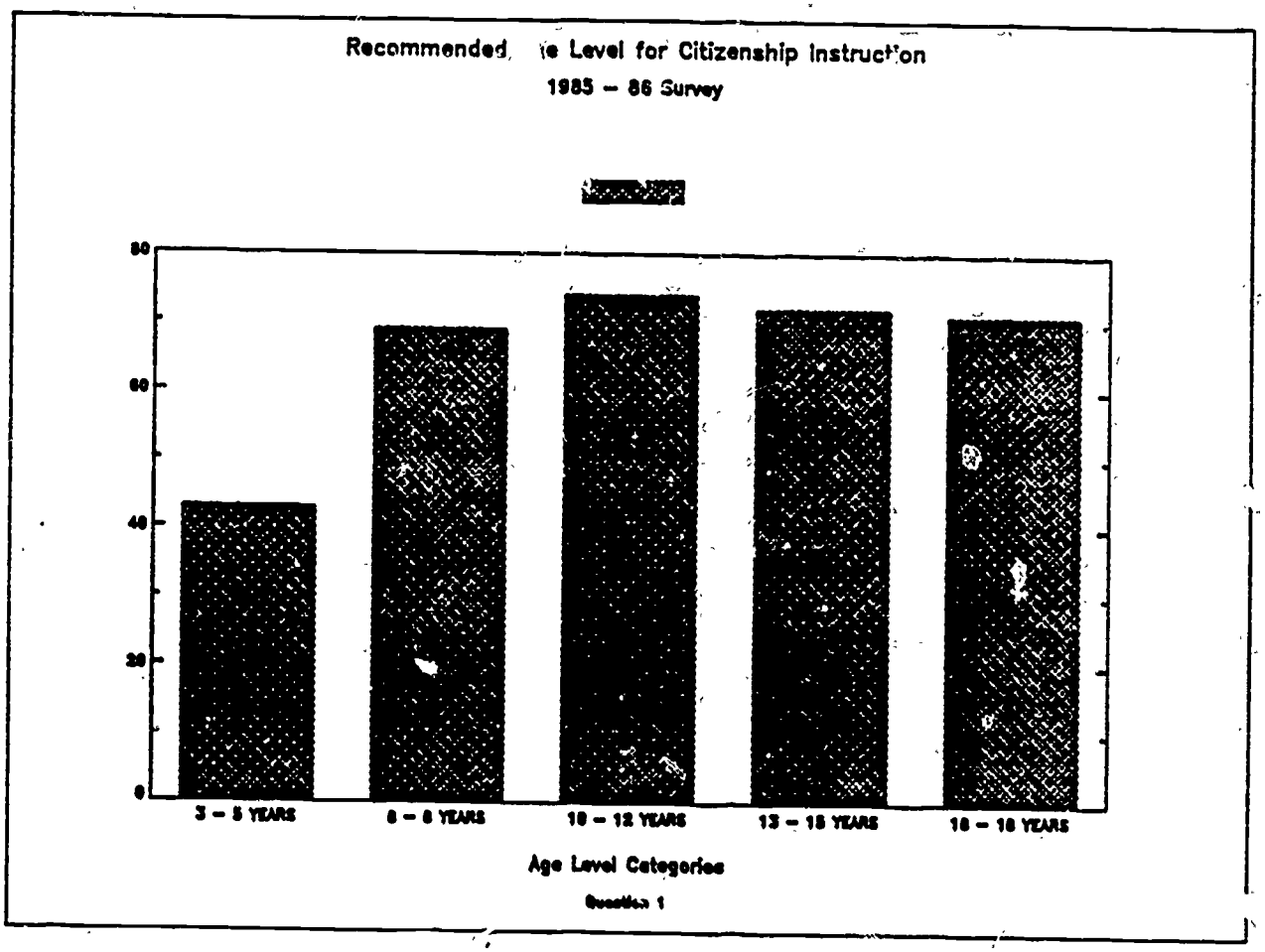
Hypothesis: Respondents feel that children should be given specific instruction in citizenship at all age levels.

The calculated **Chi-square statistic** has a value of 10.073, larger than 9.48, the critical value of a 5% level of significance. This leads to the rejection of the null hypothesis. Thus respondents did not feel that citizenship instruction should be given at all age levels.

If the preschool age level is eliminated from the survey, the resultant **Chi-square statistic** has a value of 0.18, leading to the conclusion that essentially the same number of respondant's advocated citizenship education at each school age level.

The proportion of respondents recommending that citizenship be taught to preschoolers is 41.7%. Using a large sample approximation of the **Clopper-Pearson** confidence interval for dichotomous data gives us a 95% confidence interval, 32.2% - 51.3% for the probable percentage of individuals advocating citizenship instruction for preschoolers.

Interestingly, only about 71% of the respondents indicated that citizenship should be taught at each of the levels indicated.



At what age level(s) should children receive specific instruction in citizenship?

Testing at the 5% level of significance that all ages are suitable for teaching citizenship, the hypothesis is rejected. The hypothesis, however, would be accepted at the 2.5% level of significance.

Deleting the preschool age group, the Chi-square statistic has the value of 0.18, leading to the consensus that Citizenship should be taught in all school age levels.

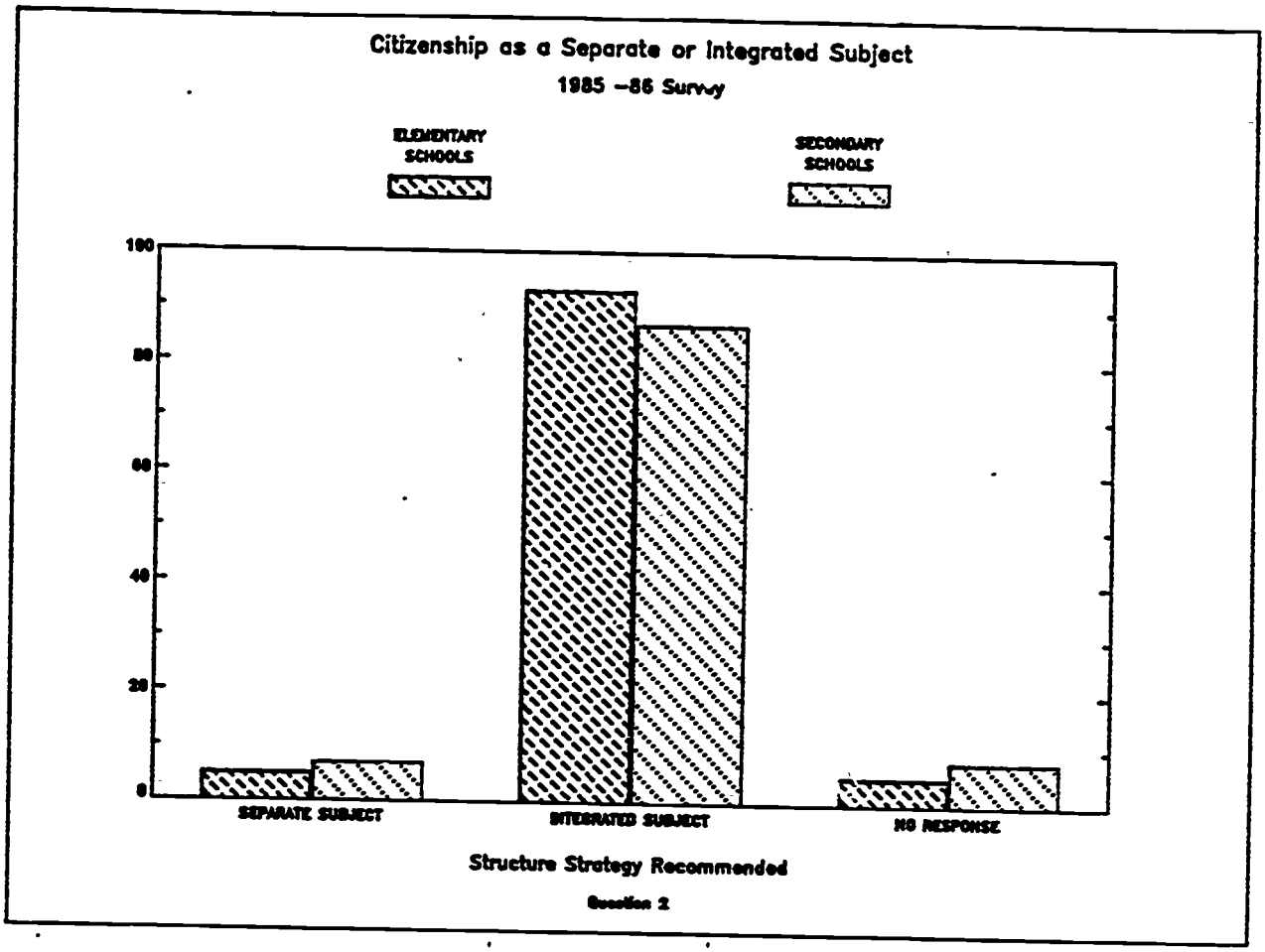
THE ANALYSIS OF QUESTION #2

Question: Should citizenship be taught primarily as a separate social studies subject or as an integrated part of the regular social studies curriculum?

Analysis: In analyzing this data, only those responses indicating a separate or integrated course were considered. The proportion of respondents that indicated an integrated approach were then calculated. Also calculated was a **Clopper-Pearson** estimate of the 95% **confidence interval.**

The purpose of the confidence interval is to permit one to identify an interval in which that the value of the true or population value can be expected to be found with odds of 19 to 1.

The observed proportion recommending an integrated program in the elementary school was 94.9%, with a 95% **confidence interval** of 87.3% - 97%.



Should citizenship be taught primarily as a separate social studies subject or as an integrated part of the regular social studies curriculum?

Neglecting the "no responses" 94.9% voted for an integrated program within the elementary schools. Based on the number responding, this yields a confidence interval with a 95% probability that the true percentage of those recommending an integrated course lies in the interval of 90.5 - 99.3%.

For the secondary level, 92.5% recommend that the program be integrated. The 95% confidence interval for this ranges from 87.3 to 97.9%.

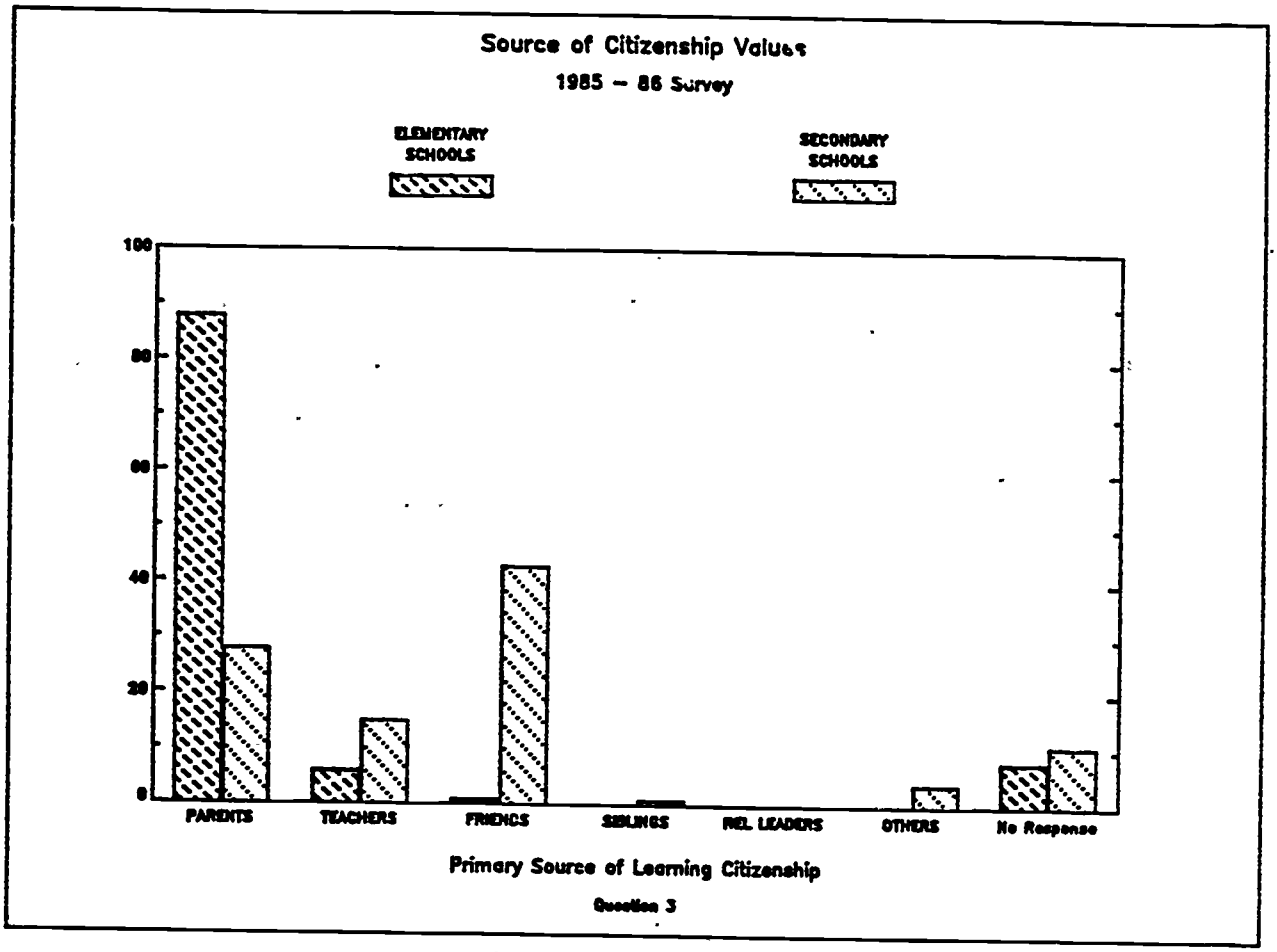
THE ANALYSIS OF QUESTION #3

Question: Which of the following is the most valuable in the formation of citizenship values?

parents	teachers
friends	siblings
religious leaders	others

Hypothesis: The source of citizenship values is the same for both elementary and secondary students.

The response pattern to this data is such that a statistical analysis was not warranted. It is worthy of note that the influence shifted from parents for elementary school students to friends, and in a more limited way, to teachers when students were in the secondary school.



Which of the following is most influential in the formation of citizenship values?

In elementary school
(please select one)

In secondary school
(please select one)

THE ANALYSIS OF QUESTION #4

Question: Which of the following is the most influential in the formation of citizenship knowledge?

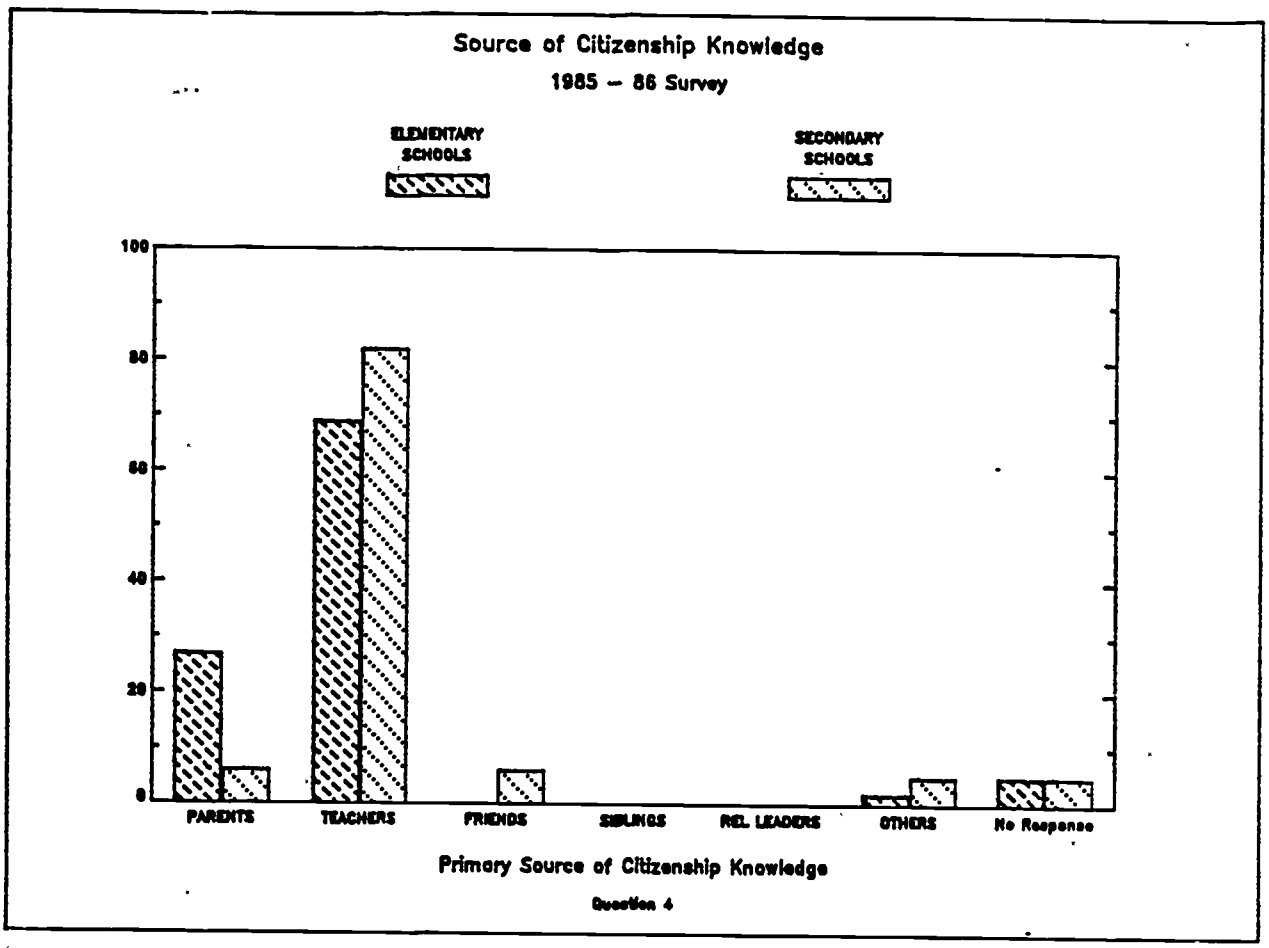
parents	teachers
friends	siblings
religious leaders	others

Hypothesis: The source of citizenship knowledge is the same for both elementary and secondary students.

Again the distribution of data does not warrant a statistical analysis. It is interesting to note that the influence in forming citizenship knowledge by teachers increased only slightly in going from elementary to secondary school. The influence of parental knowledge, however, was perceived to drop from 27% to 6%.

The development of peer recognition in going from elementary to secondary school is also weakly indicated. None indicated the influence of friends as primary for elementary students, but it jumps to 6% for secondary students.

The shifts in primary indicators is not as marked as it was for the previous question involving the agent of influence on values.



Which of the following is most influential in the formation of citizenship knowledge?

In elementary school
(please select one)

In secondary school
(please select one)

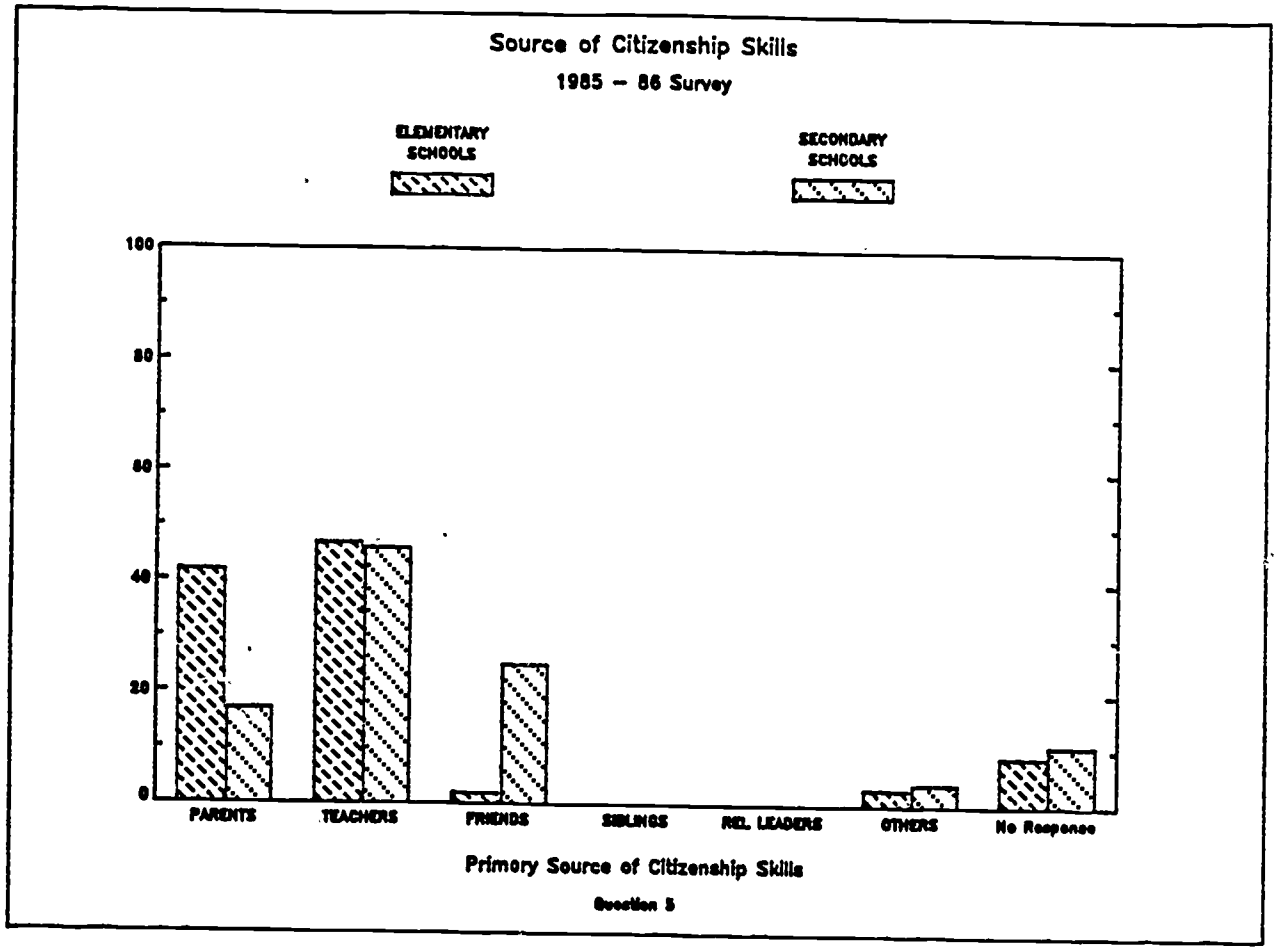
THE ANALYSIS OF QUESTION #5

Question: Which of the following is most influential in the learning and practice of citizenship skills?

parents	teachers
friends	siblings
religious leaders	others

Hypothesis: The source of citizenship skills is the same for both elementary and secondary students.

In looking to this question, the role of the teacher seems to remain constant. There is, however, a perceived shift from parents to friends as the students change from elementary to secondary schools.



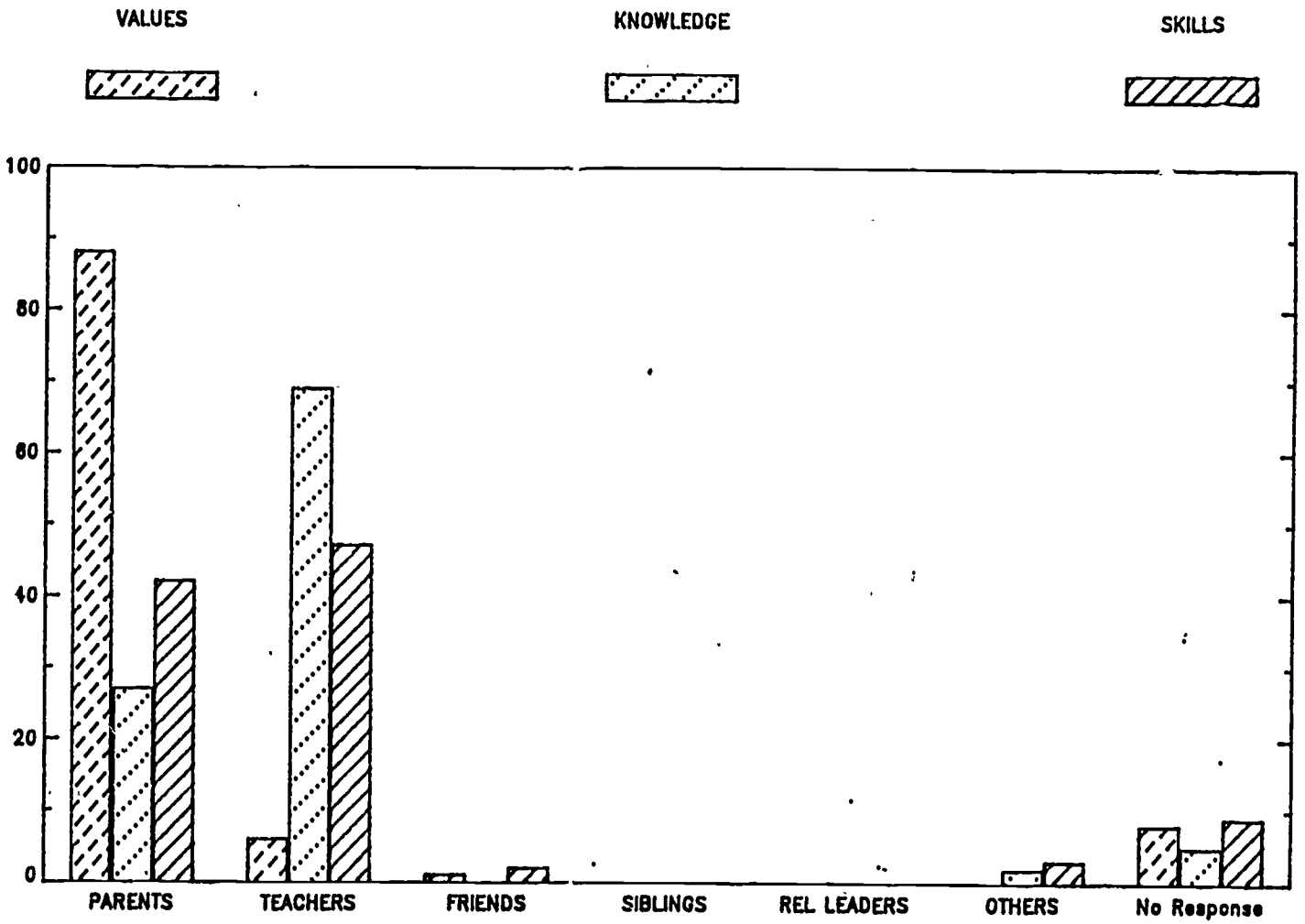
Which of the following is most influential in the formation of citizenship skills?

In elementary school
(please select one)

In secondary school
(please select one)

Influencing Factors in Elementary Schools

1985 – 86 Survey

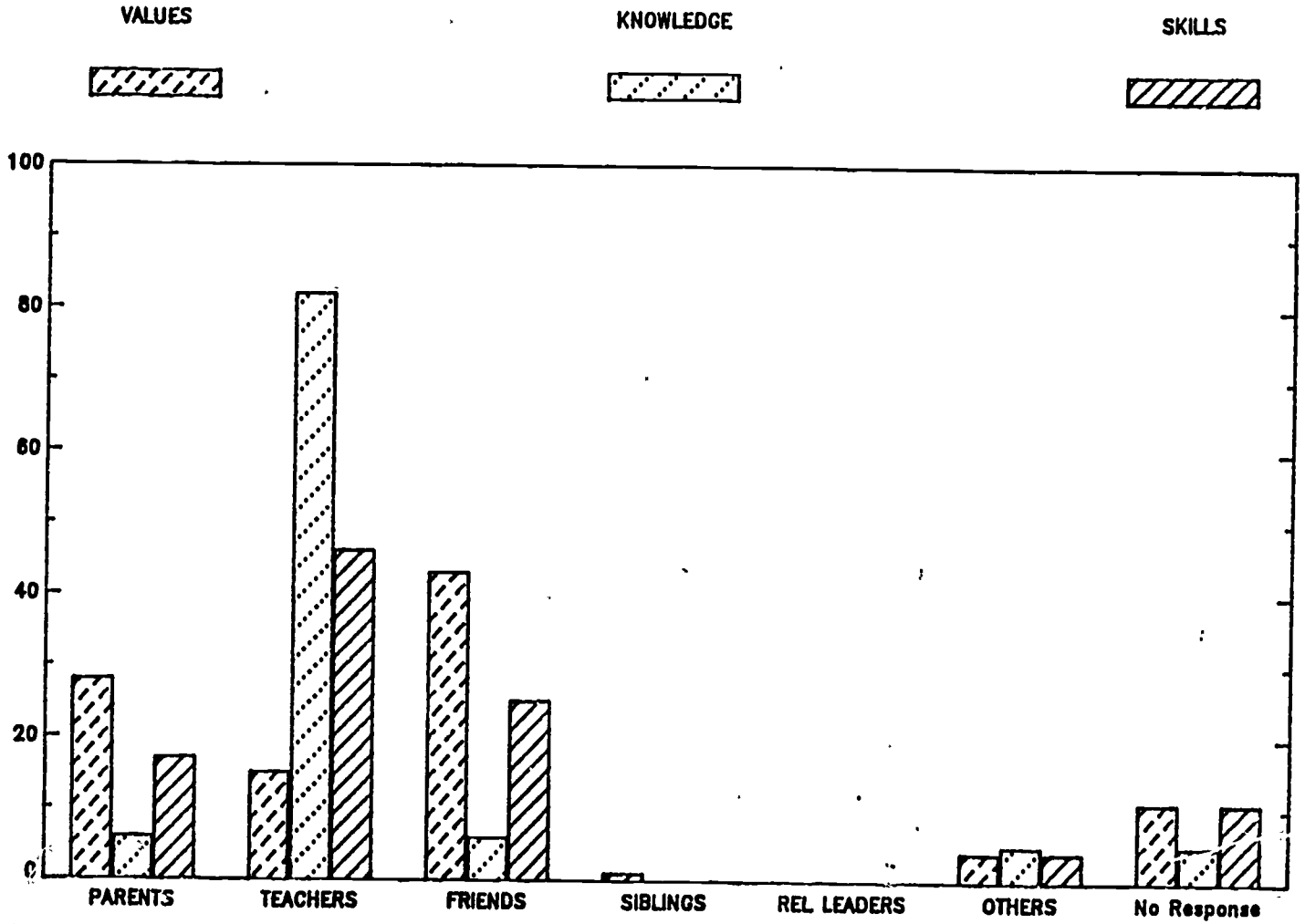


Primary Source of Influence

Composite of questions 3, 4 and 5 for Elementary Schools

Influencing Factors in Secondary Schools

1985 – 86 Survey



Primary Source of Influence

Composite of questions 3, 4 and 5 for Secondary Schools

THE ANALYSIS OF QUESTION # 6

Question: Do citizenship instructional programs vary according to the following attributes of students: race, religion, ethnic affiliation, political background, economic background, social background, student ability, student experience, community characteristics?

Analysis: 82.2% of the respondents indicated that citizenship programs vary according to student attributes. Using a large sample estimate of the **Clopper-Pearson** confidence interval, the expected true value can be assumed to lie in the interval 72.2% - 88.2% with 95% level of confidence.

This question suggests further areas of research aimed at investigating the nature of the changes as well as which attributes are correlated most to the changes. One could also ask if teachers teach toward a norm, or do they merely accommodate?

Question 6

Do citizenship instructional programs vary according to the following attributes of students:

race,
religion,
ethnic affiliation,
political background,
economic background,
social background,
student ability,
student experience,
community characteristics?

Eighty two point two percent (82.2%) responded yes.

The 95% confidence interval for a yes response is 72.2 - 88.2%.

It is worth observing that thirty two (32) of those responding suggested additional factors as requested.

ITEM #6 RESPONDENTS' LIST OF OTHER FACTORS

Student Attributes:

- Academic Ability
- Gender
- Interests
- Learning Styles
- Handicaps
- Prior Knowledge
- Developmental Level
- Youth Group Membership
- Friends
- Siblings.
- Parental Attitude and Values
- Parental Level of Education

Teacher Attributes

- Background
- Professional Affiliation
- Responsibilities
- Perception of Citizenship
- Knowledge
- Skills
- Ability to Teach
- Religion
- Personal Qualities
- Political Perspective
- Attitudes and Values
- Motivation
- Commitment to Citizenship Development

Community Attributes

- Predominant Values and Attitudes
- Region of Nation
- Social Expectancies
- Qualities of Leadership
- Socio-economic Standards
- Interests
- Financial Support for Education

Program Attributes

- Nature of the Program
- Level of Indoctrination
- Nature of the Curriculum
- Textbook Adoption Procedures

School Atmosphere and Environment
Graduation Requirements
Budget
Staff Development

THE ANALYSIS OF QUESTION #7

Question: What teaching strategy(ies) is (are) most compatible with citizenship education content?

lecture	small group work
discussion	inquiry
simulation	role playing
other	

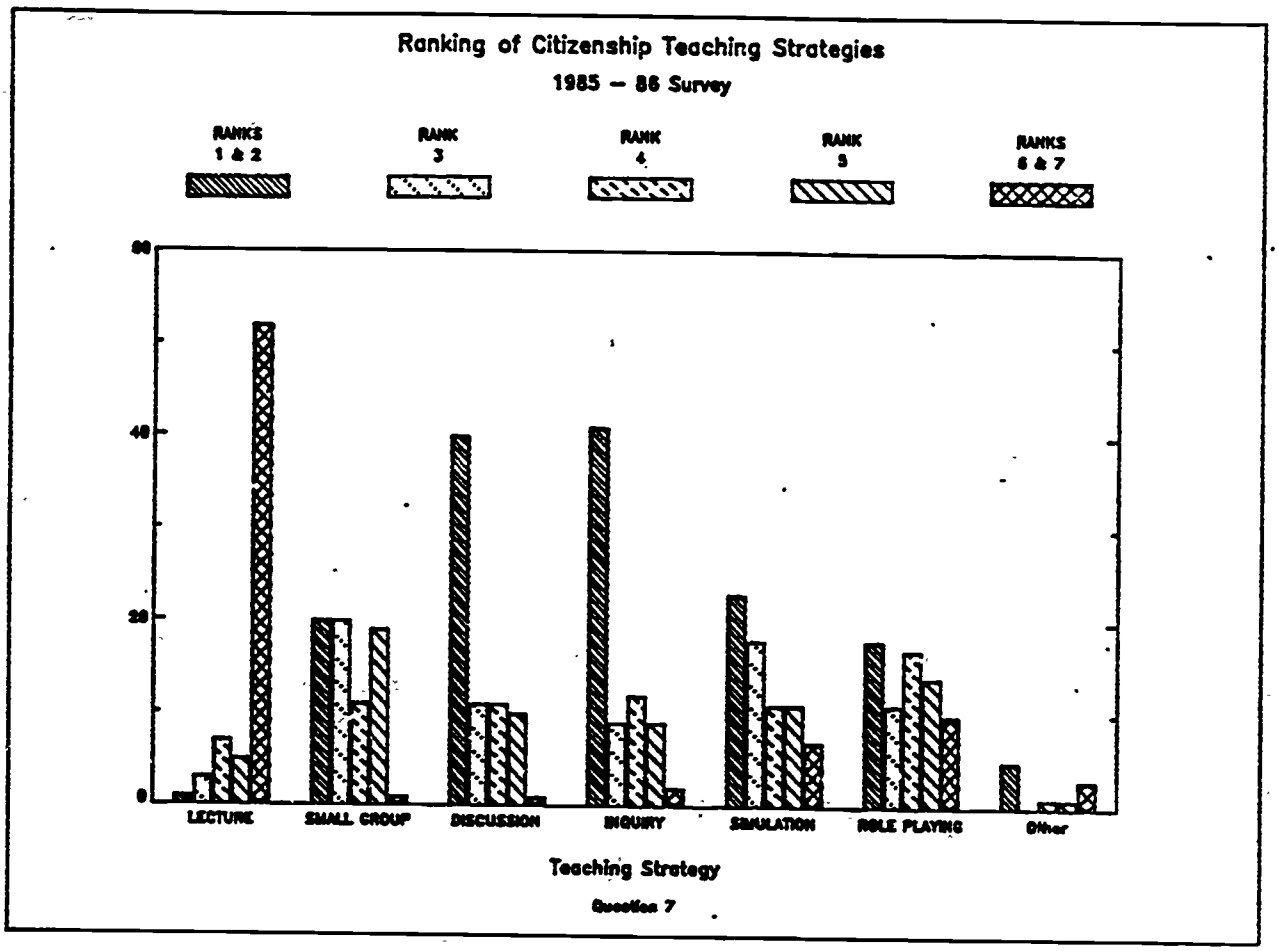
Though seven items are being ranked, it is not always possible to distinguish between two adjacent ranks; this is particularly true of 6 and 7 because of the nebulous "other," which may or may not have been significant.

Assuming that ranks 1 and 2 would be high, they were lumped into one category. Similarly ranks 6 and 7 were combined.

One obvious conclusion is that the lecture mode is considered as the least compatible teaching strategy for citizenship education.

At the other extreme, "Discussion" and "Inquiry" are considered the most compatible.

The rankings of "Small groups," "Simulation" and "Role playing" are reasonably well distributed across all but the lowest ranks.



What teaching strategy(ies) is (are) most compatible with the citizenship education content?

(please rank order)

lecture
small group work
discussion
inquiry
simulation
role playing
other

THE ANALYSIS OF QUESTION #8

Question: What do you estimate to be the overall percentage influence of education on the development of citizenship in American society?

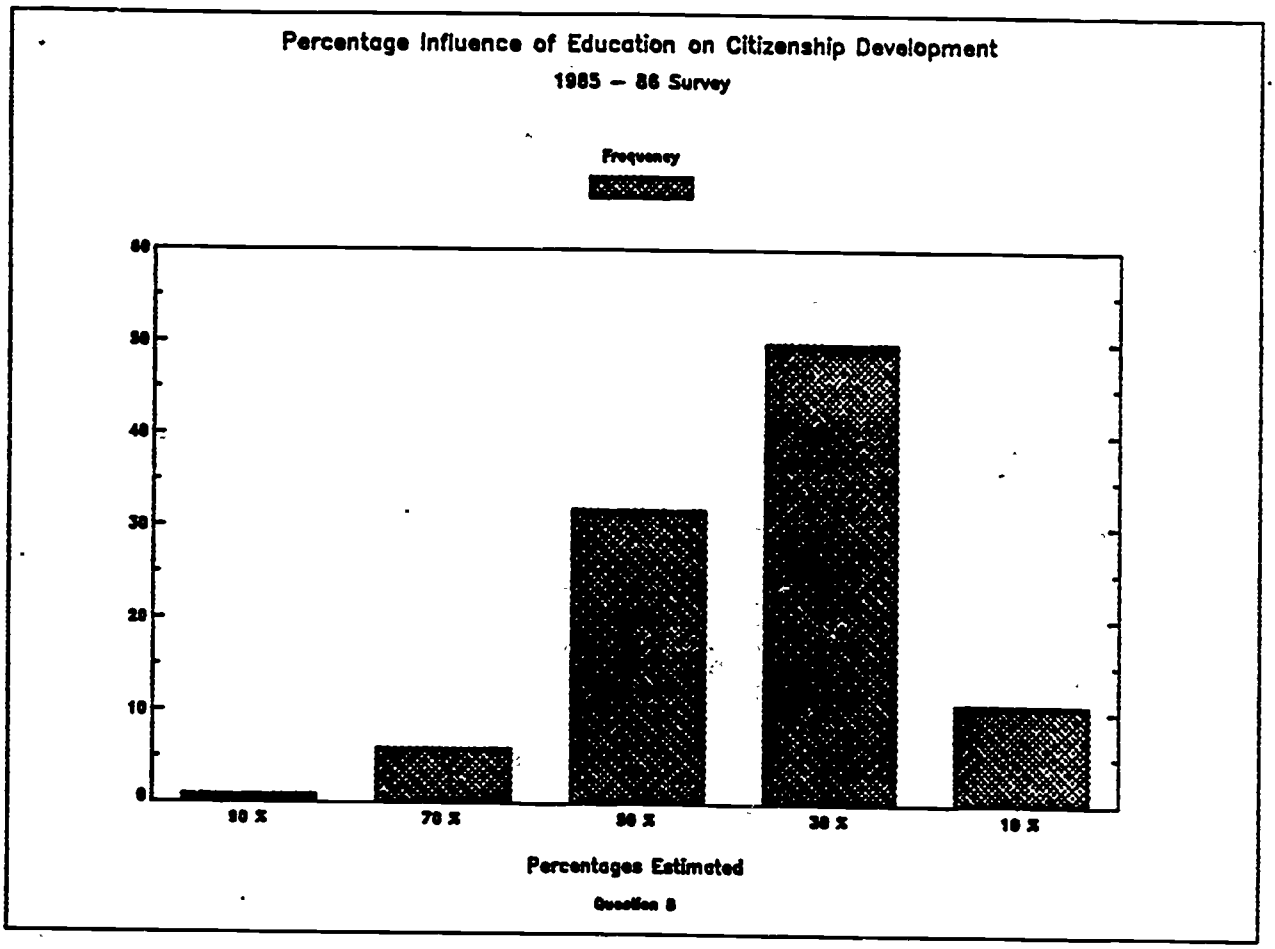
90% 70% 50% 30% 10%

Analysis: The percentage estimate of educational influence on citizenship has a mean of 37.2% with a standard deviation of 15.96.

The median is a better estimator to use in this situation. The percentage estimates of half the respondents will be less than the median value, and of course, fifty percent indicate more. The value of the median is 35.6%.

Pursuing the analysis further, twenty-five percent of the respondents felt that education influences less than 25.6% of the development of citizenship. Furthermore, only 25% consider that education has more than a 48.75% influence on citizenship development.

This poses the question as to the source of the additional 50% of the influence.



What do you estimate the overall percentage influence of education on the development of citizenship to be in American society?

(please select one)

90% 70% 50% 30% 10%

Mean percentage 37.2

Standard deviation 15.9

Median percentage 35.6

Quartile range 25.6 – 48.7%

THE ANALYSIS OF QUESTION #9

Question: What is the most important attribute for effective instruction in citizenship education? (please select one)

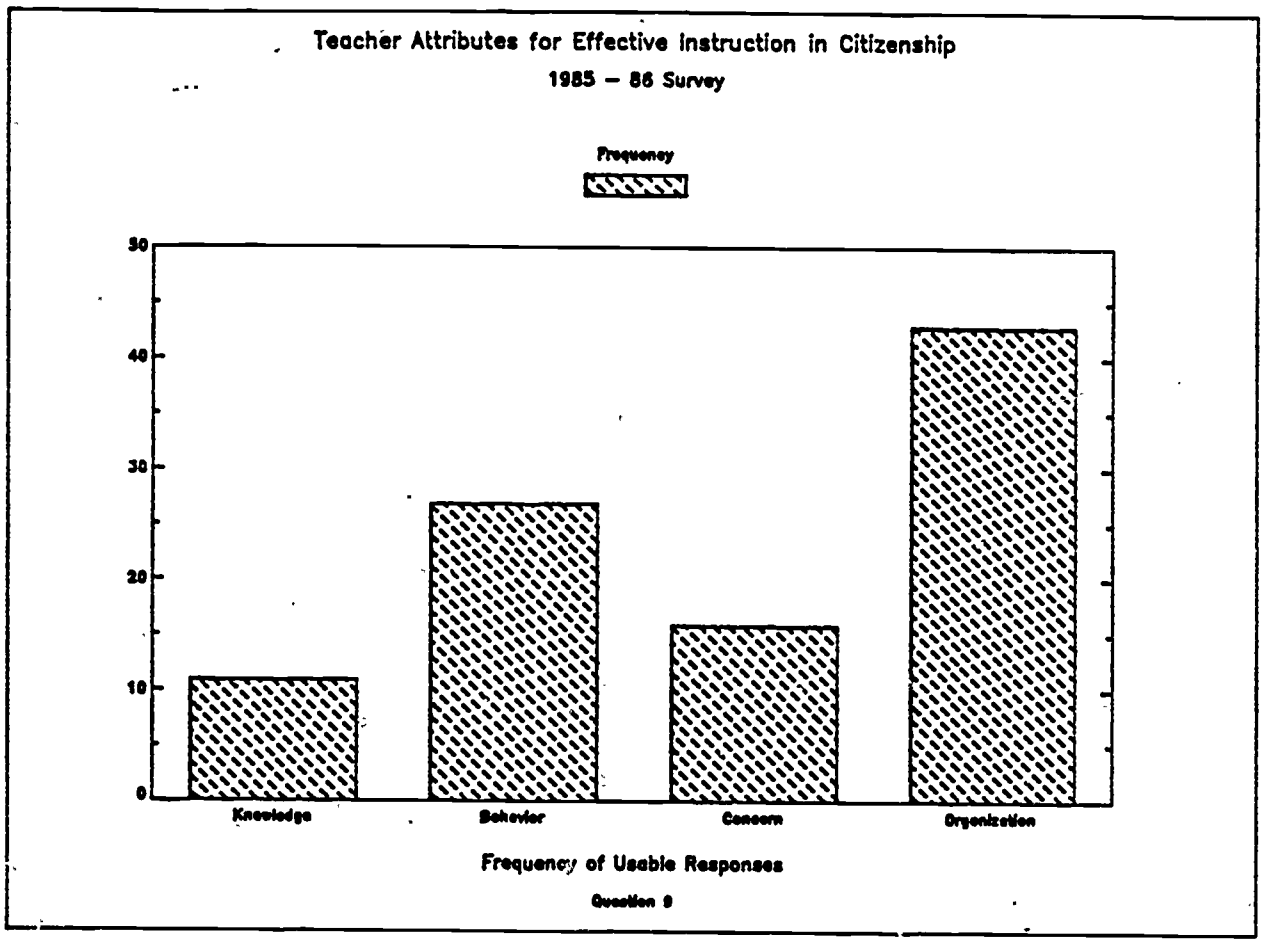
knowledge of government
exemplary behavior
concern for students
classroom organization and approach

Hypothesis: Each of the four attributes is equally important.

Using the null hypothesis, that all four attributes were considered to be of equal importance, led to a rejection by the **Chi-square test**. "Classroom organization and approach" was considered to be the most important and "knowledge of government" the least important.

Deleting the highest ranked attribute almost reduces the remaining items to a common level at which one could assert that the three remaining are equivalent. This the resultant **Chi-square statistic** to 7.44, a value greater than the critical value of 5.991 at the 5% confidence level, again resulting in a rejection of equivalence. (The original **Chi-square value** was 24.86 with a critical value of 7.815).

If one were to further delete "exemplary behavior" from the analysis, the remaining elements could be shown to be equivalent. This leads to the tentative conclusion that the two highest ranking elements are indeed critical to the teaching of citizenship.



What is the most important teacher attribute for effective instruction in citizenship education?

(please select one)

knowledge of government

exemplary behavior

concern for students

classroom organization and approach

THE ANALYSIS OF QUESTION #10

Question: What role(s) should indoctrination play in citizenship education? (please select one)

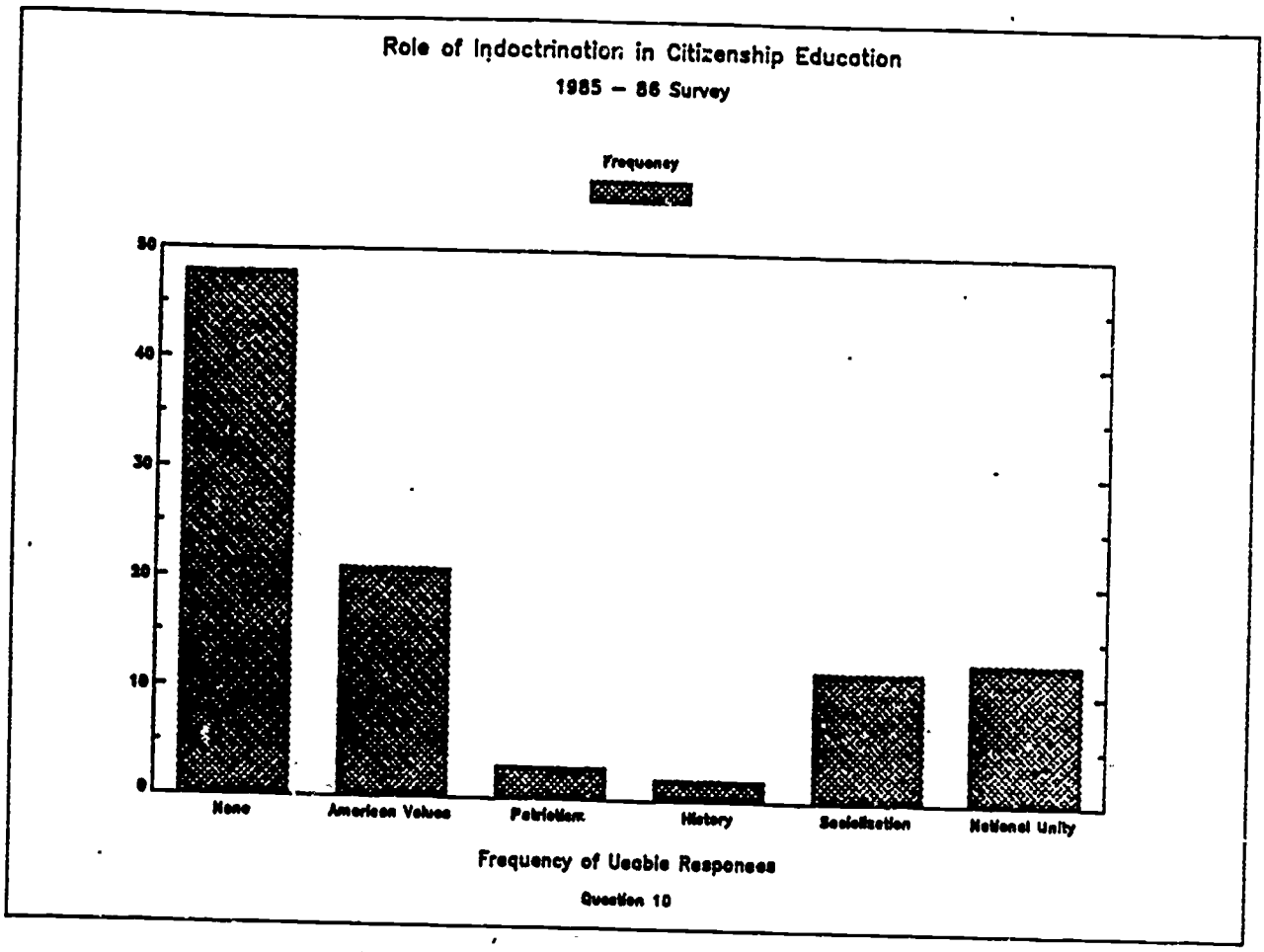
none
to teach American values
to teach patriotic ideals
to teach national history
to socialize the child into the American way of life
to achieve some degree of national unity

This is a poorly stated question in that the original statement asks for a plural response, but then the request is specifically for just one. Most respondents indicated only a single choice.

Hypothesis: "Indoctrination" should play an equivalent role in each of the listed teaching modes of teaching citizenship.

Apparently the work "indoctrination" is a "loaded" word, as 48 of the 91 usable responses said it should have no role. This extreme bias resulted in a rejection of the null hypothesis that indoctrination should play some role in citizenship education. On combining "patriotism" and "history" as a single entry, the increased frequency count assures a more reasonable set of data. The **Chi-square test** resulted in a calculated value or 56.7, far in excess of the critical value at the 5% level of significance of 9.488.

If the "none" category is deleted from the analysis and again "history" and "patriotism" are combined, a **Chi-square value** of 12.75 is obtained. This is still in excess of the 5% level critical value of 7.815, and hence the null hypothesis of equal responses is rejected.



What role(s) should indoctrination play in citizenship education?

(please select one)

none

to teach basic American values

to teach patriotic ideals

to teach national history

to socialize the child into the American way of life

to achieve some degree of national unity

THE ANALYSIS OF QUESTION #11

Question: What are the 3 most important measures of an effective citizen? (please rank order)

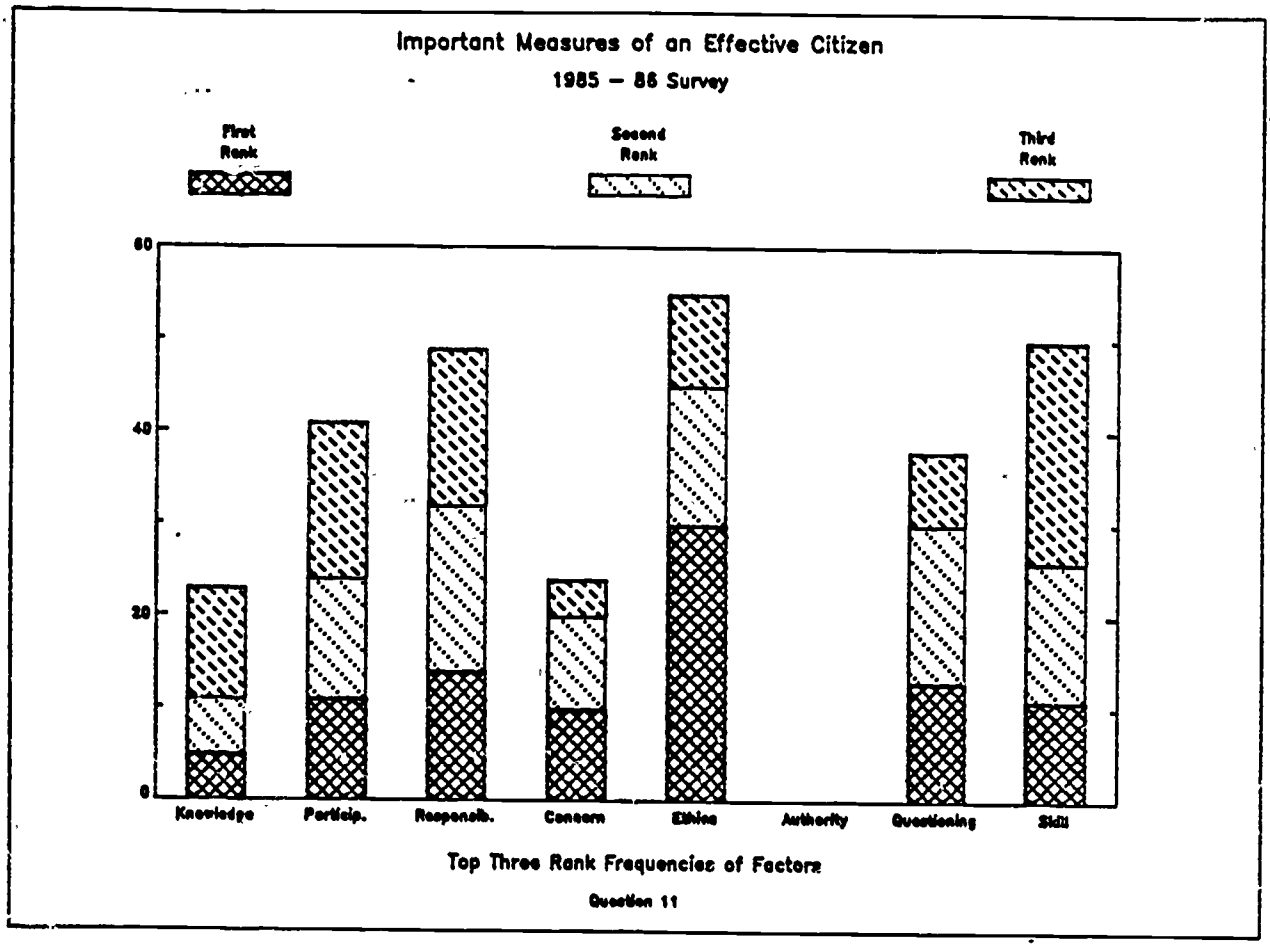
knowledge of current issues
participation in school activities
dependability in school tasks
concern for the welfare of others
moral and ethical behavior
acceptance of authority of school officials
ability to question and challenge ideas
ability to make wise decisions

Hypothesis: All measures of an effective citizen are of equivalent importance.

Testing the assumption that all values are equally important was again carried out with the **Chi-square statistic**. Using all eight categories gave a test value of 67.3 well in excess of the critical value of 14.067.

On observing that noone ranked "acceptance of authority" among the first three, this item was deleted from the analysis providing for a **Chi-square calculation** of 23.9. From observation of the graph, it appears that the items fall in different categories, with "participation," "responsibility," "ethics" and "skill" being among the higher ranked.

The lower section of the stacked bars in the graph indicates the frequency of those ranking first. It is evident that "ethics" significantly ranked above all other items.



What are the 3 most important measures of an effective citizen?

(please rank order)

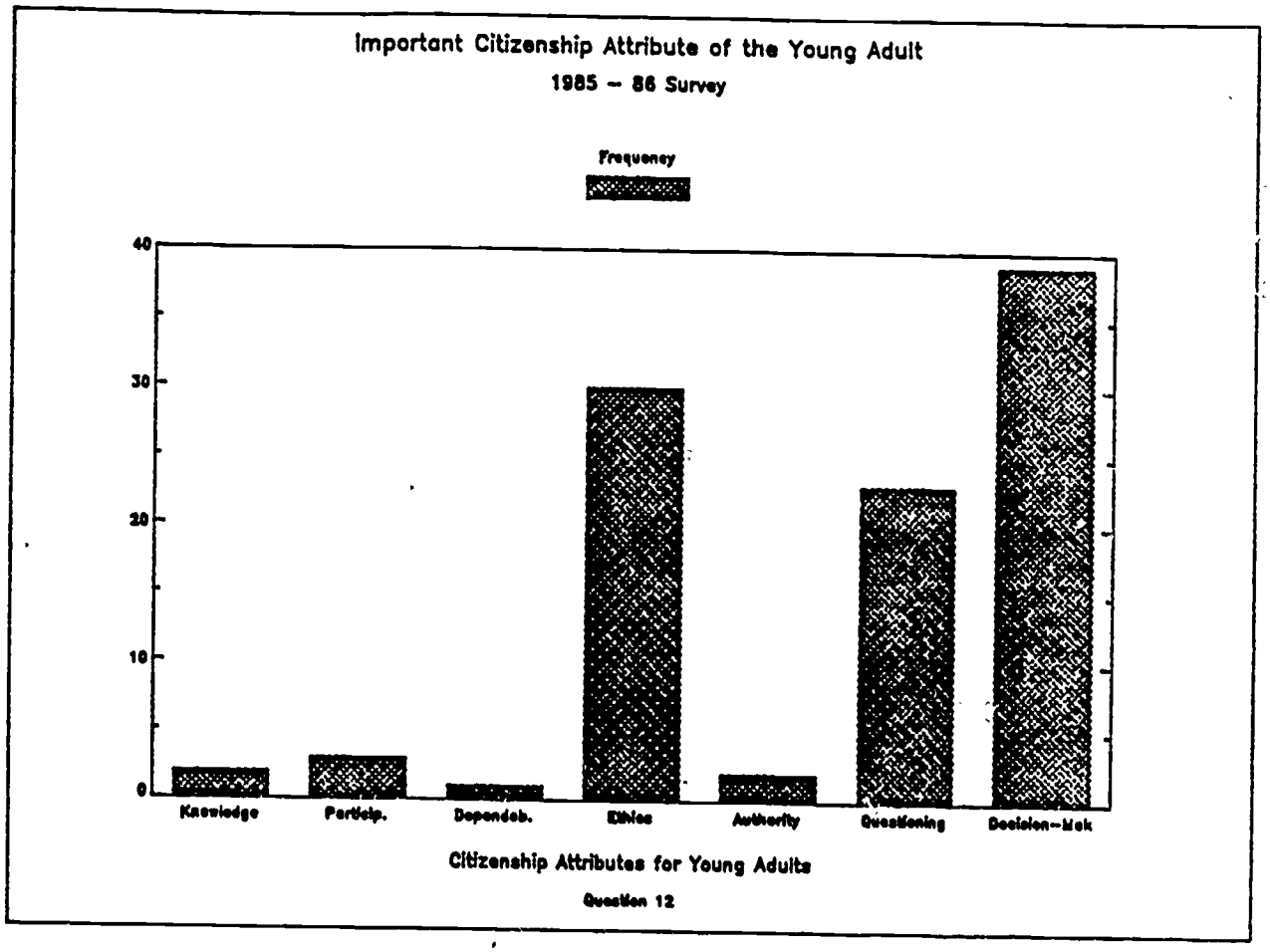
1. knowledge of current issues
2. participation in community affairs
3. acceptance of responsibilities
4. concern for the welfare of others
5. moral and ethical behavior
6. acceptance of authority
7. ability to question ideas
8. skill in problem solving

THE ANALYSIS OF QUESTION #12

Question: What is the single most important citizenship attribute of young adults? (please select one)

Hypothesis: There is no single most important citizenship attribute for young adults.

The data divides into two distinct groups, with three of them receiving the greatest frequency of responses. Considering only these high ranking values, a **Chi-square value** of 4.2 was calculated, less than the critical value of 5.991. It can thus be assumed that each of the three items -- "ethics," "questioning" and "decision-making" -- was equally important.



What is the single most important citizenship attribute of young adults?

(please select one)

knowledge of government

participation in school activities

dependability in school tasks

moral and ethical behavior

acceptance of the authority of school officials

ability to question and challenge ideas

ability to make wise decisions

WORKING DEFINITIONS

The following working definitions were included in the questionnaire in order to help clarify the eight citizenship approaches. Questions 13 - 23 required respondents to apply these eight citizenship approaches to instructional situations.

THE EIGHT APPROACHES TO

CITIZENSHIP EDUCATION

Citizenship as:

Persuasion, Socialization, and Indoctrination

This approach is based on the assumption that children need to be taught the perceived norms and values of their society and culture.

Contemporary Issues and Current Events

This approach is based on the assumption that in order to become effective and concerned citizens, studer. s must participate in studying the contemporary issues of their times.

Study of American History, Civics, Geography and Related Social Sciences

The underlying assumption of the approach is that students will become "good citizens" through the accumulation of factual information pertaining to the setting, history, process of government, and the American economic system.

Civic Participation and Civic Action

This approach is based on the assumption tha" "good citizens" are capable of participating directly in the affairs of adult society.

THE EIGHT APPROACHES TO
CITIZENSHIP EDUCATION

Citizenship as:

Scientific Thinking

The basic underlying assumption of this approach is that students should be trained in certain intellectual processes and procedures in order to help them assume the responsibilities of effective citizenship.

Jurisprudence (legalistic) process

This approach is based on the assumption that traditional constitutional and legalistic processes hold the key to sucessful citizenship in a democratic society.

Humanistic Development (concerns for the total welfare of the student)

This approach is based on the assumption that citizenship education rests on the growth and development of healthy and well-adjusted children.

Preparation for Global Interdependence

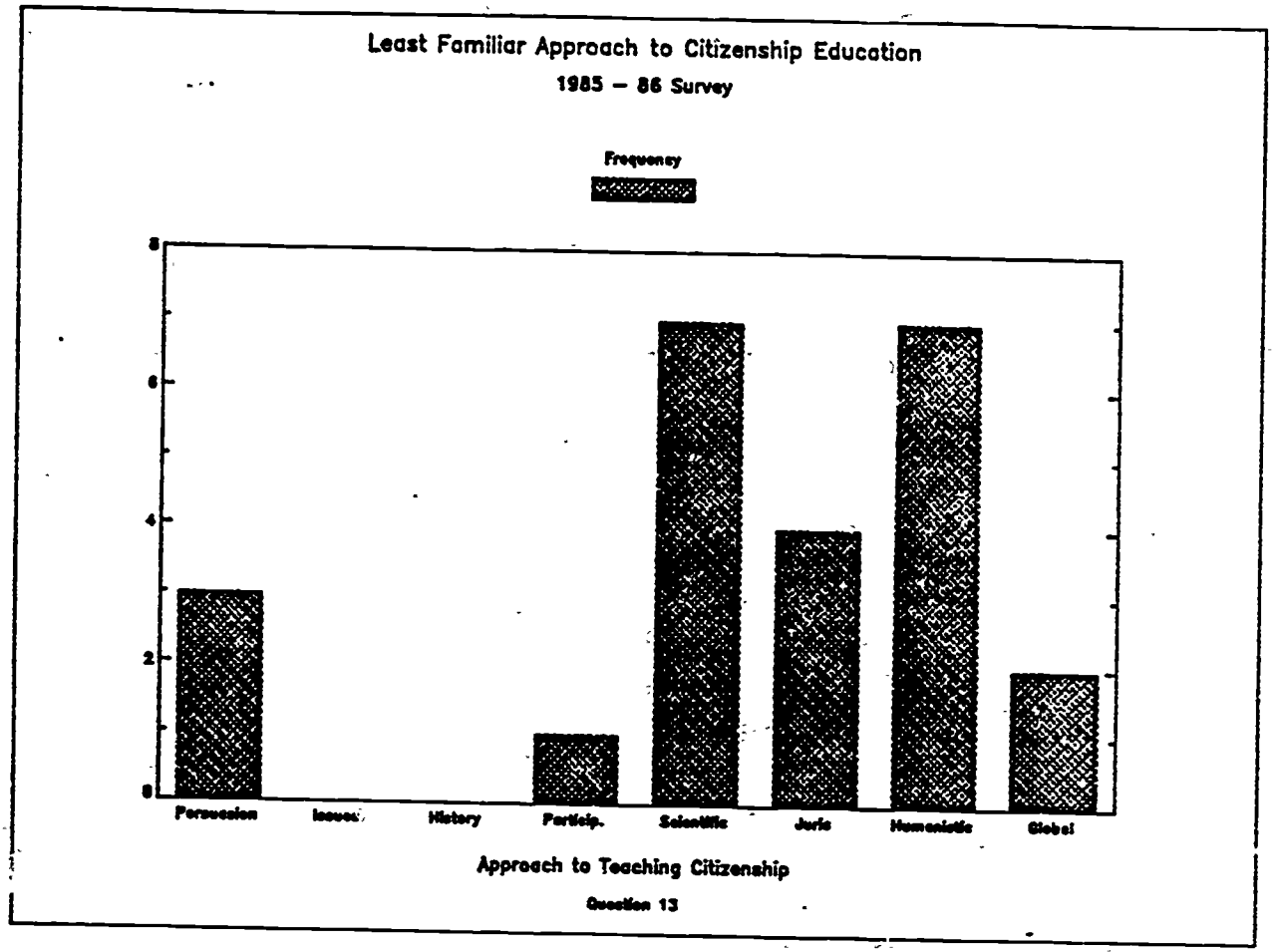
This approach reflects the growing concerns about nationally centered programs that tend to neglect the growing worldwide needs, links, and responsibilities of humankind.

THE ANALYSIS OF QUESTION #13

Question: Are you familiar with all eight approaches? Yes, No If not, please designate the approaches you are less familiar with.

Analysis: Eighty-eight indicated that they were familiar with the eight approaches, thirteen were not, and two did not respond. Ignoring the no responses, this reference gave a 87.1% yes response.

To provide for sampling variability, a **confidence interval estimate** was made, indicating that at the 95% confidence level, one can assert that the true percentage of yes responses should lie in the interval from 80.6% - 93.6%.



Are you familiar with all eight approaches? If not, please designate the approaches you are least familiar with.

Persuasion, Socialization, and Indoctrination

Contemporary Issues and Current Events

Study of American History, Civics, Geography and Related Social Sciences

Civic Participation and Civic Action

Scientific Thinking

Jurisprudence (legalistic) Process

Humanistic Development (concerns for the total welfare of the student)

Preparation for Global Interdependence

THE ANALYSIS OF QUESTION #14

Question: Designate the approaches that are included in your instructional program.

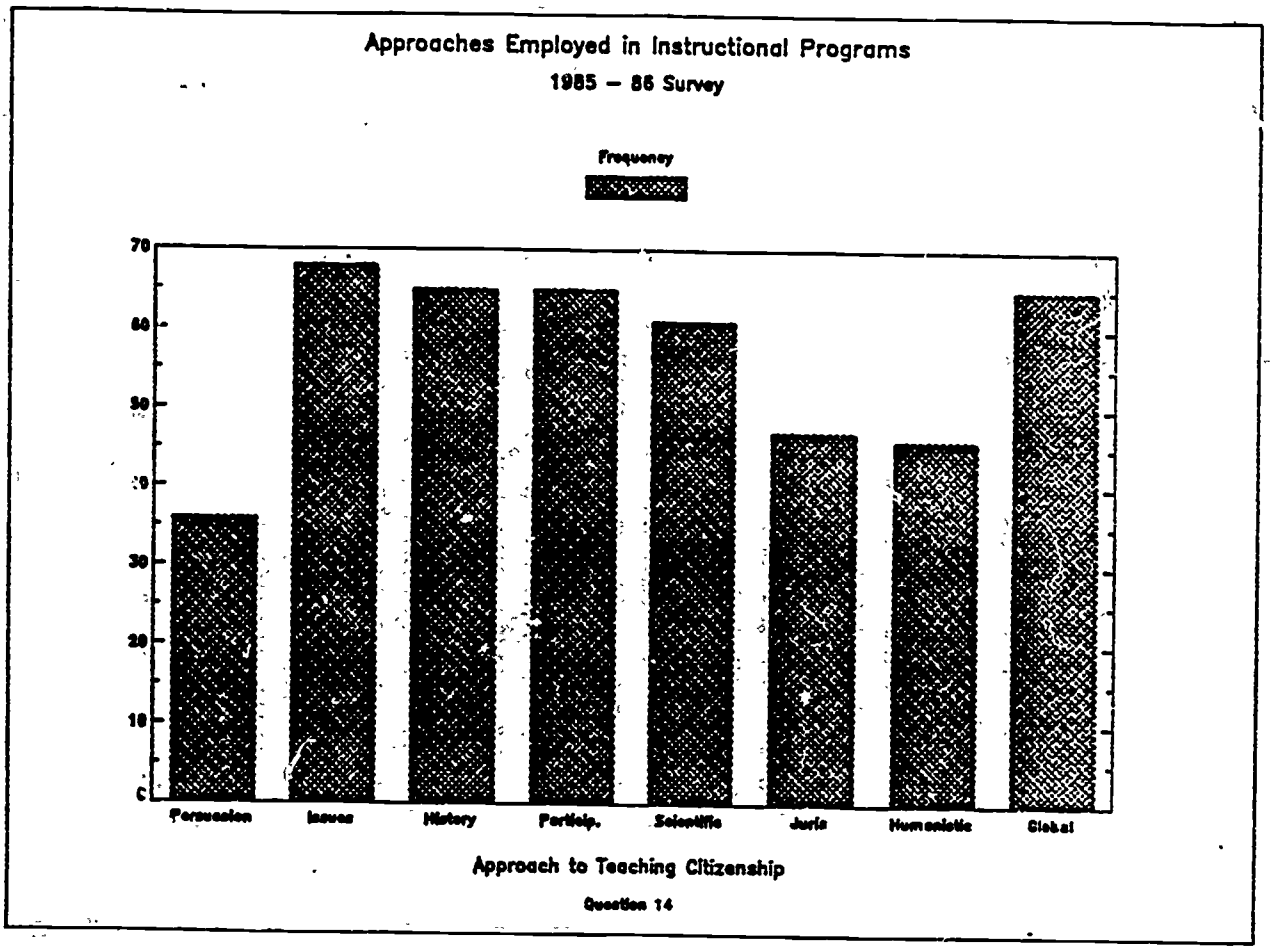
Though 87.1% claimed familiarity with all eight approaches, the response to this question shows that all approaches are not equally used (or accepted) in instructional programs. Allowing for multiple strategies to be used, the sum of the responses exceeds the number of individuals answering the questionnaire. At this point no effort has been made to determine whether a pattern of mixed strategies of instruction is to be found. It can be demonstrated, however, that all methods are not in equal favor.

Hypothesis: All of the eight approaches are equally used in citizenship instructional programs.

A **Chi-square analysis** was performed to determine statistically if the approaches are equally used. The following data on approaches used gave rise to a calculated **Chi-square statistic** of 17.481 at seven degrees of freedom. At the 5% level the critical value is 14.067, and hence the hypothesis of uniform usage is rejected. From looking at the histogram it is apparent that "persuasion" is the least used.

persuasion	36	issues	68
history	65	participation	65
scientific	61	jurisprudence	47
humanistic	46	global	65

Essentially, five of these approaches are used with equal frequency, but even these are used in less than two-thirds of the programs.



Designate the approaches that are included in your instructional program.

Persuasion, Socialization, and Indoctrination

Contemporary Issues and Current Events

Study of American History, Civics, Geography and Related Social Sciences

Civic Participation and Civic Action

Scientific Thinking

Jurisprudence (legalistic) Process

Humanistic Development (concerns for the total welfare of the student)

Preparation for Global Interdependence

THE ANALYSIS OF QUESTION #15

Question: Rank-order the eight approaches according to your preferences.

Hypothesis: There is no preferred ranking of the eight citizenship approaches.

In this and the next two questions, two methods of statistical analysis were employed. The first was to **combine the ranks into groups** of two, that is, 1 and 2, 3 and 4, 5 and 6, 7 and 8 and use composite ranks to determine whether or not the distribution of ranks was uniform for any of the approaches. This grouping was done to assure that each cell had a sufficiently high frequency of responses to facilitate a valid statistical computation, and to help minimize the problem of absolute differences between adjacent ranks. Only the case of "humanistic" approach held up for **uniformity of ranks** at the 5% level. On going to the 1% level, the "global" approach also could be asserted to have uniformly distributed rankings.

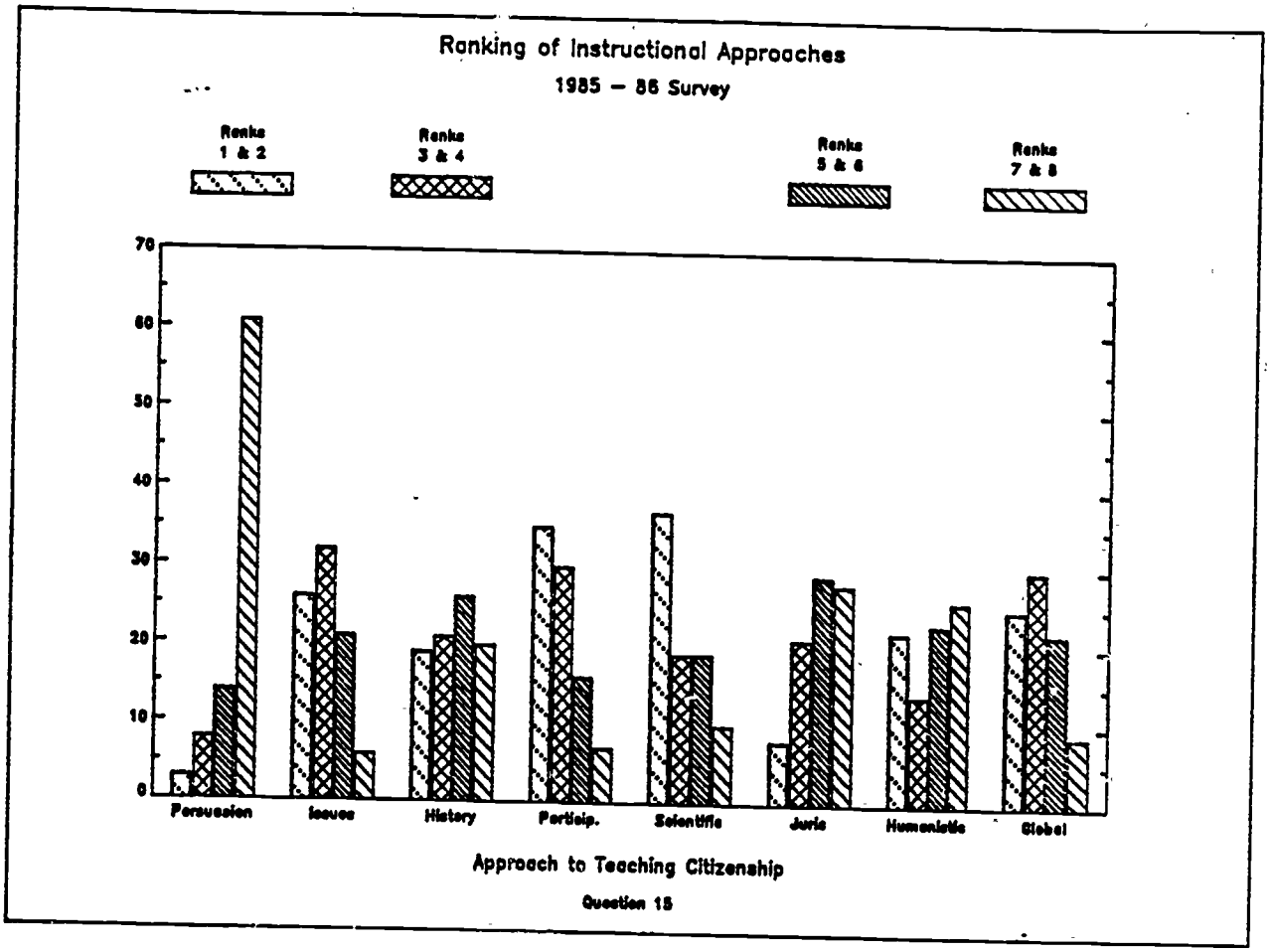
These results suggest the remaining six approaches do have ranking structure. To further analyze this question, a modification of the **nonparametric test developed by Page for ordered alternatives** was used.

In performing the analysis, a weighted rank of the eight elements was calculated. The calculated weighted rank-orders, relative to instructional approaches, are as follows:

persuasion	2.1	issues	5.6
history	4.5	participation	5.8
scientific	5.2	jurisprudence	3.8
humanistic	4.0	global	5.1

"Persuasion" has the lowest rank of all approaches. At the other extreme, "participation" and "issues" rank highest, though a statistical difference cannot be established by the analysis performed that there is any statistical difference in ranking between these two. The ordering of the remaining five approaches lies between these two extremes, but other analysis methods will need to be developed to determine if the variations in ranking between them is significant.

The overall analysis yielded a value of 1454.7 for the test statistic, well in excess of the 5% **critical level value** of 1371. This allows us to conclude that there is evidence of strict inequalities in the calculated rankings. Beyond the three groupings indicated, little can be conjectured with confidence.



Rank order the eight approaches according to your preference.

Persuasion, Socialization, and Indoctrination

Contemporary Issues and Current Events

Study of American History, Civics, Geography and Related Social Sciences

Civic Participation and Civic Action

Scientific Thinking

Jurisprudence (legalistic) Process

Humanistic Development (concerns for the total welfare of the student)

Preparation for Global Interdependence

THE ANALYSIS OF QUESTION #16

Question: Rank-order the eight approaches according to the perceived need of American society.

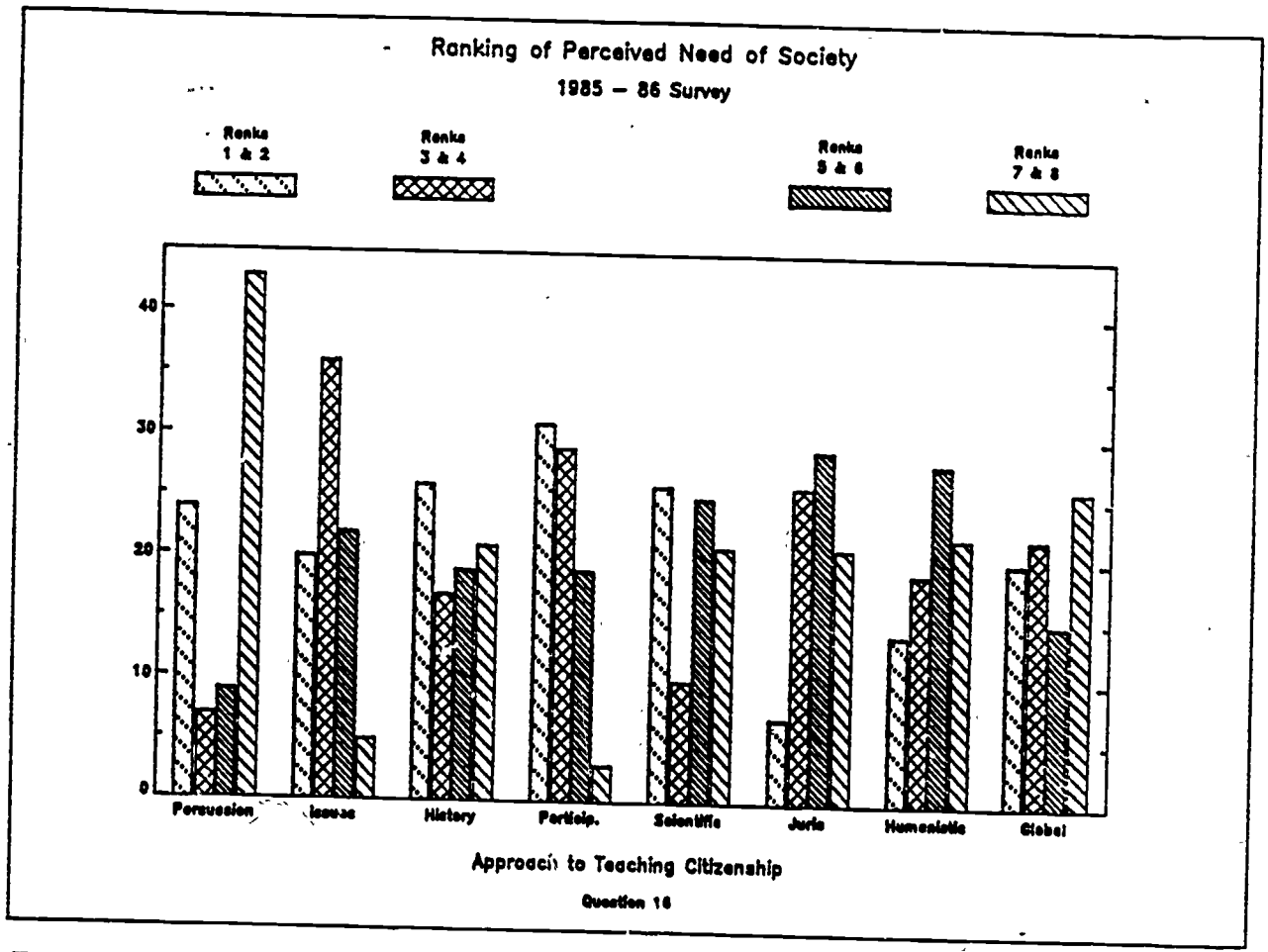
Hypothesis: There is no rank-orderings among the perceived needs of American society.

In ranking the perceived need of society, three of the approaches were given no clear-cut ranking at the 5% level of significance by a **Chi-square test**. These approaches include "issues," "humanistic," and "global" at the 5% level, and, at the 1% level, "scientific thinking" also could be included.

Employing the modification of the **nonparametric procedure developed by Page** used with the preceding question, we could determine whether or nor there is a strict ordering between elements. The following weighted rankings were obtained:

persuasion	3.2	issues	5.2
history	4.7	participation	5.7
scientific	5.0	jurisprudence	4.0
humanistic	3.8	global	4.4

The **Page statistic** calculated to 1405.2, again significant at the 5% level, supporting the argument that there is a perceived ranking relative to the perceived need of society. The logical separations, according to the data, are "persuasion" at the low end and "scientific thinking" at the high end.



Rank order the eight approaches according to the perceived need of American society.

Persuasion, Socialization, and Indoctrination

Contemporary Issues and Current Events

Study of American History, Civics, Geography and Related Social Sciences

Civic Participation and Civic Action

Scientific Thinking

Jurisprudence (legalistic) Process

Humanistic Development (concerns for the total welfare of the student)

Preparation for Global Interdependence

THE ANALYSIS OF QUESTION #17

Question: Rank-order the eight approaches according to student preferences.

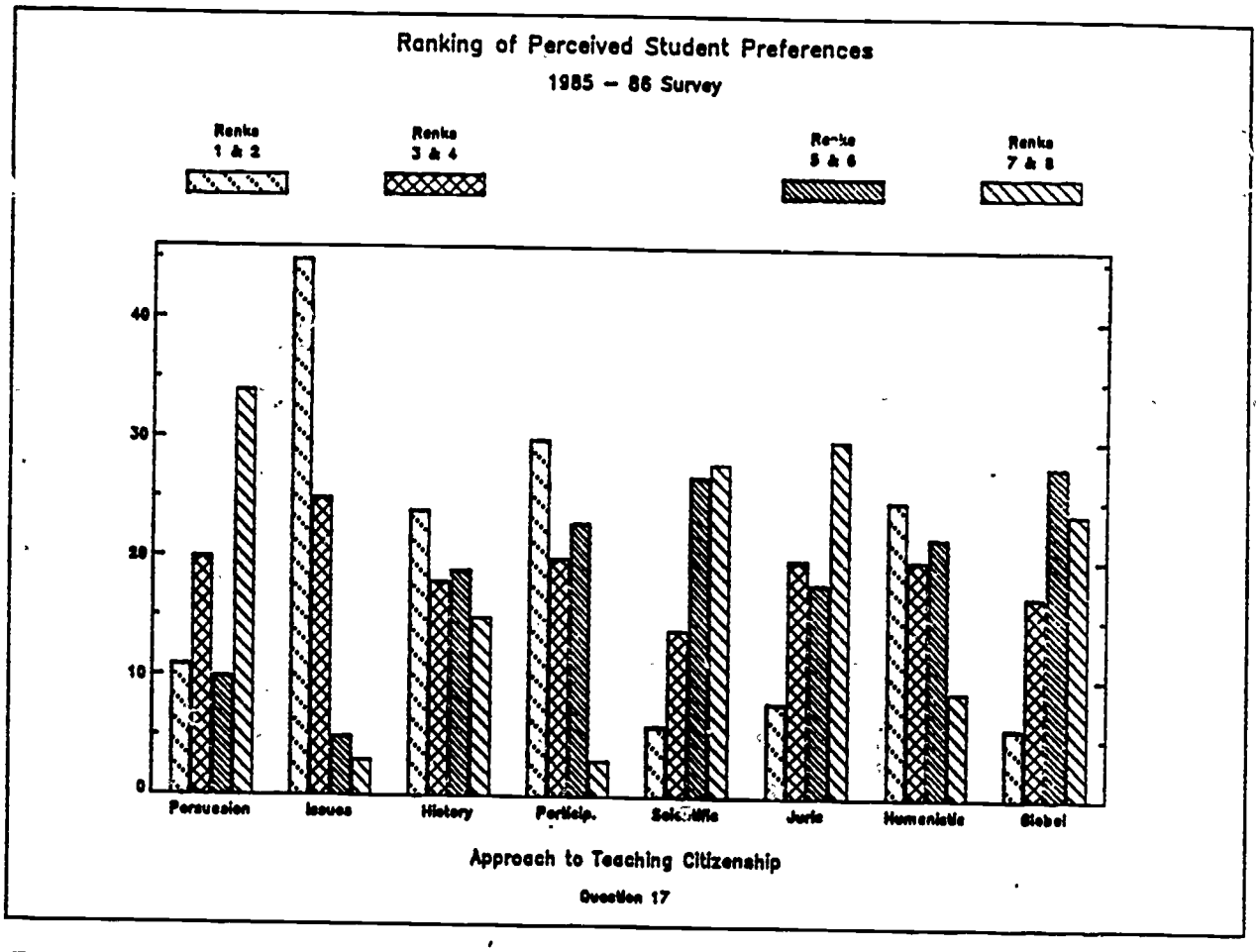
Hypothesis: There is no rank-ordering of the eight approaches according to perceived student preferences.

This question is similar to the preceding two, but addresses perceived student preferences. In this analysis, "history" and "humanistic" approaches registered no difference at the 5% level in the assigned rankings; thus, there was no unanimity of opinion among the respondents for these two items.

In using the **modified Page approach**, the data barely supports, at the 5% level, a rank-ordering between the approaches exists. The calculated statistic had a value of 1373, two points more than the critical value. One can assert that there is some ranking for this issue among the approaches. The **weighted ranks** calculated are as follows:

persuasion	4.0	issues	4.7
history	4.8	participation	5.5
scientific	3.8	jurisprudence	4.2
humanistic	5.1	global	3.5

The range of ranks in this problem is smaller than in the preceding two questions. The most obvious stand-out is "participation" with the highest ranking, with "humanistic" not being even a close second. At the other extreme, the respondents felt that students had little interest in "global" concerns.



Rank order the eight approaches according to student preferences.

Persuasion, Socialization, and Indoctrination

Contemporary Issues and Current Events

Study of American History, Civics, Geography and Related Social Sciences

Civic Participation and Civic Action

Scientific Thinking

Jurisprudence (legalistic) Process

Humanistic Development (concerns for the total welfare of the student)

Preparation for Global Interdependence

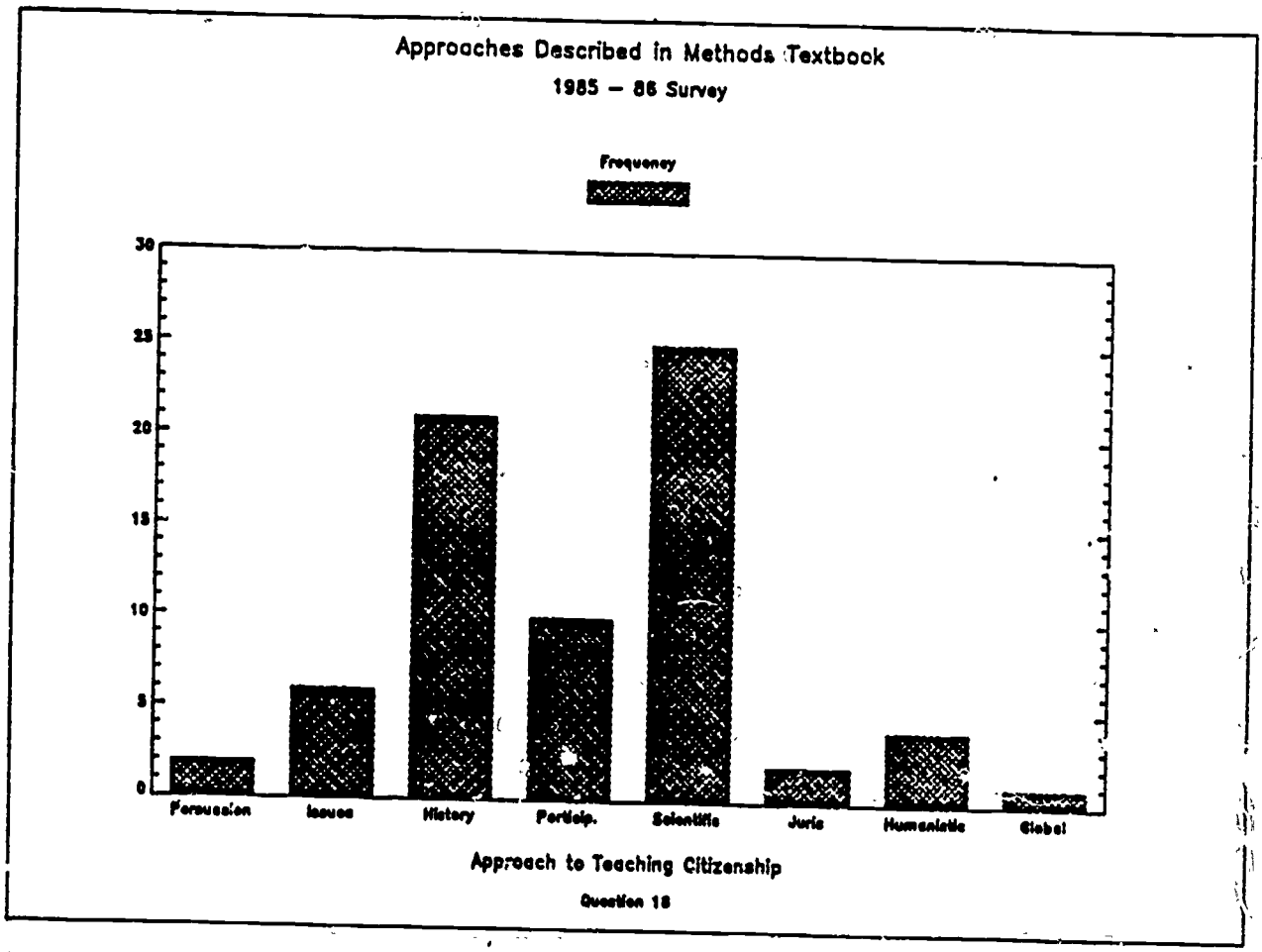
THE ANALYSIS OF QUESTION #18

Question: Which of the eight approaches is most commonly described in your methods textbook?

Hypothesis: All eight citizenship approaches are equally described in social studies methods textbooks.

A statistical analysis of the approaches to see if each is given more or less an equivalent treatment in the textbooks results in a rejection of the hypothesis. The calculated **Chi-square statistic** has a value of 52.6, well in excess of the critical value of 12.592.

Because three of the intervals have fewer than five responses, the actual Chi-square computations are suspect, but the data as graphed illustrates that the most used approaches are the "scientific" and "historical" approaches.



Which of the eight approaches is most commonly described in your methods textbook?

Persuasion, Socialization, and Indoctrination

Contemporary Issues and Current Events

Study of American History, Civics, Geography and Related Social Sciences

Civic Participation and Civic Action

Scientific Thinking

Jurisprudence (legalistic) Process

Humanistic Development (concerns for the total welfare of the student)

Preparation for Global Interdependence

THE ANALYSIS OF QUESTION #19

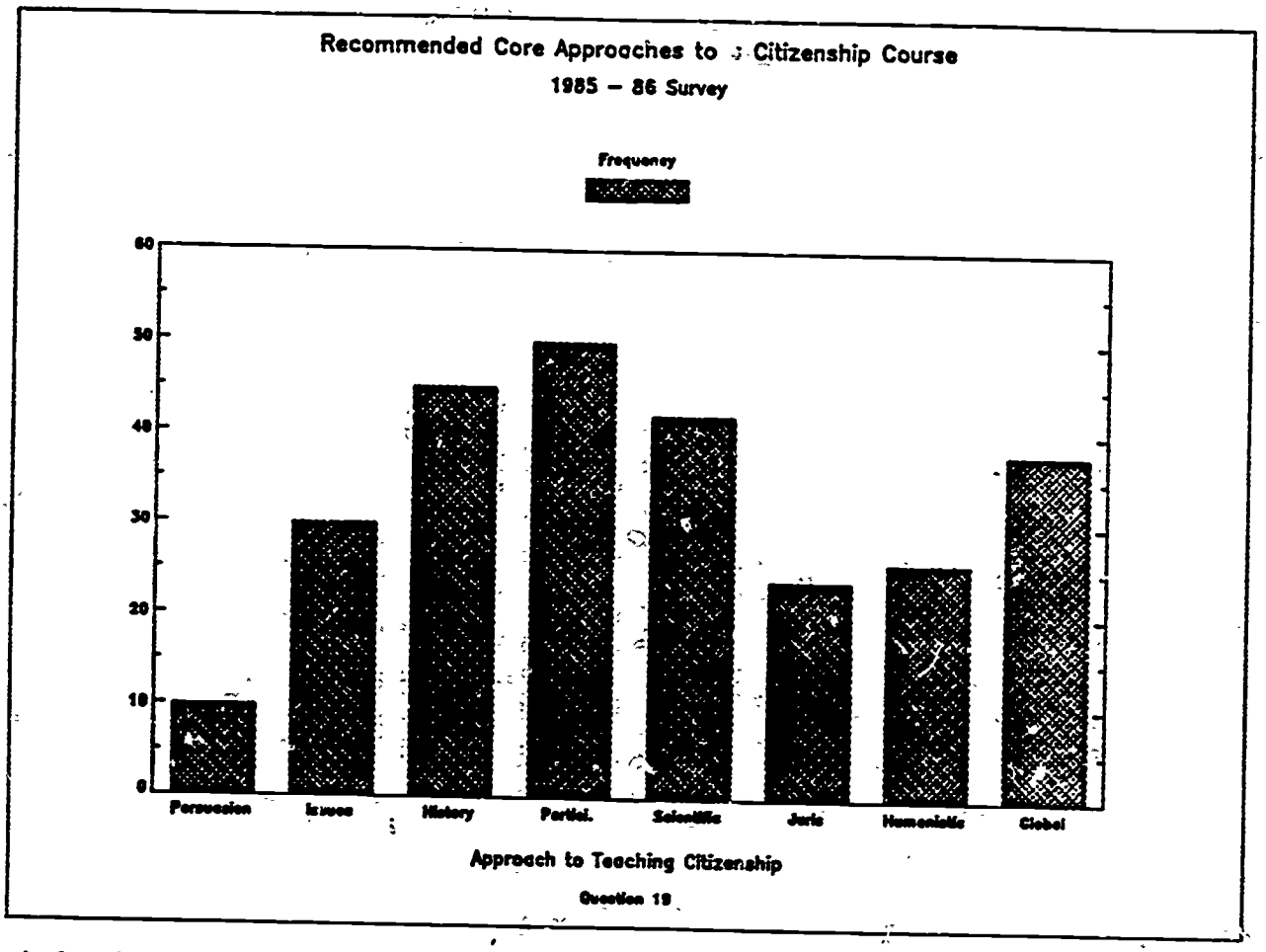
Question: If these eight approaches were included in a separate citizenship course, which approach(es) would serve as the "core" of the course?

Hypothesis: Any of the eight approaches could equally serve as the "core" for a separate citizenship course.

Testing the null hypothesis that all approaches have an equal likelihood of being selected leads to a rejection. The **Chi-square statistic** has a calculated value of 36.4 which grossly exceeds the critical value of 14.067 for seven degrees of freedom.

Even with the option of multiple responses being it is noteworthy to recognize that "persuasion" is generally considered to be an unacceptable strategy for teaching citizenship.

At the other extreme, approximately half of the respondents indicated that "participation" should be used. Again no analysis of composite patterns has been made.



If these eight approaches were included in a separate citizenship course, which approach(es) should serve as the "core".

Persuasion, Socialization, and Indoctrination

Contemporary Issues and Current Events

Study of American History, Civics, Geography and Related Social Sciences

Civic Participation and Civic Action

Scientific Thinking

Jurisprudence (legalistic) Process

Humanistic Development (concerns for the total welfare of the student)

Preparation for Global Interdependence

THE ANALYSIS OF QUESTION #20

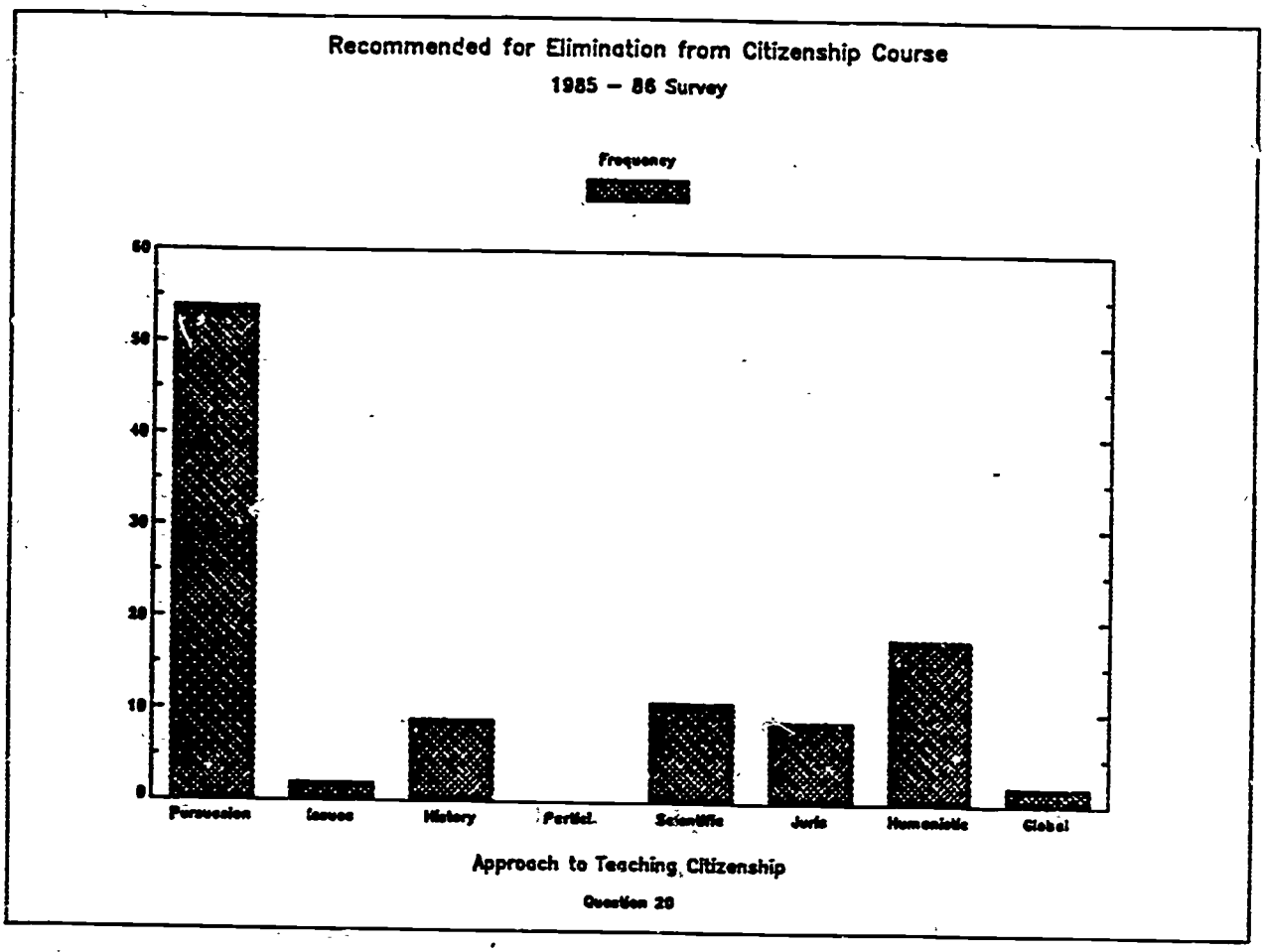
Question: If these eight approaches were included in a separate citizenship course, which approach(es) should be eliminated from the course?

Hypothesis: None of the eight approaches should be eliminated from a separate citizenship education course. (In a sense this question is similar to Question #19.)

From the data, it is evident that over 50% of the respondents felt that "persuasion" should be eliminated as an approach for teaching citizenship. The next highest ranking was "humanistic" which received one third the votes given for the elimination of "persuasion." (It should be noted that no one voted for the elimination of "participation").

In pursuing this question, one could ask how the issue or approach of "persuasion" is interpreted. It appears to be a "loaded" word.

A valid **Chi-square value** is not likely due to the low frequencies given to several of the items. Ignoring this problem, a **Chi-square value** of 164.0 was calculated, a value an order of magnitude greater than the critical value. One can conclude, as supported by the graph, that strong opinions exist as to which approaches should be retained.



If these eight approaches were included in a separate citizenship course, which approach(es) should be eliminated?

Persuasion, Socialization, and Indoctrination

Contemporary Issues and Current Events

Study of American History, Civics, Geography and Related Social Sciences

Civic Participation and Civic Action

Scientific Thinking

Jurisprudence (legalistic) Process

Humanistic Development (concerns for the total welfare of the student)

Preparation for Global Interdependence

THE ANALYSIS OF QUESTION #21

Question: If these eight approaches were included in a separate citizenship course, which approach(es) should be the dominant approach of the elementary school?

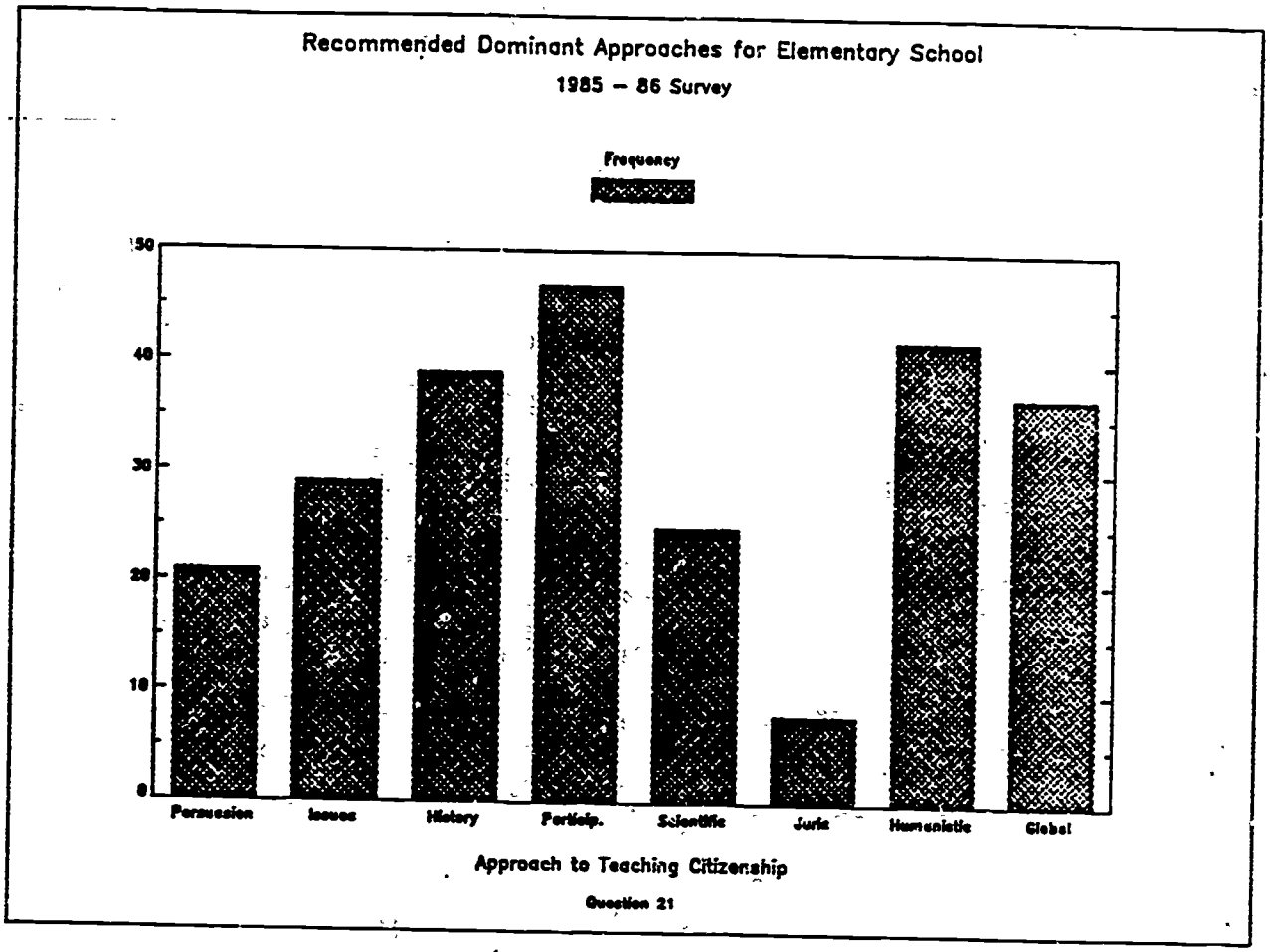
Hypothesis: None of the citizenship approaches should be dominant in a separate citizenship course.

A **Chi-square analysis** of the hypothesis of equal selection gave a statistic value of 37.0, leading to the rejection of equal selection.

Ranking the approaches gives the following listing in order from the most preferred to the least preferred:

participation
humanistic
history
global
issues
scientific
persuasion
jurisprudence

It is interesting to note that the "jurisprudence" approach ranks lower than "persuasion." Comparing the responses to question #20, this would not be expected, even though this question specifically addresses the elementary school.



If these eight approaches were included in a separate citizenship course, which approach(es) should be the dominant approach in the elementary school?

Persuasion, Socialization, and Indoctrination

Contemporary Issues and Current Events

Study of American History, Civics, Geography and Related Social Sciences

Civic Participation and Civic Action

Scientific Thinking

Jurisprudence (legalistic) Process

Humanistic Development (concerns for the total welfare of the student)

Preparation for Global Interdependence

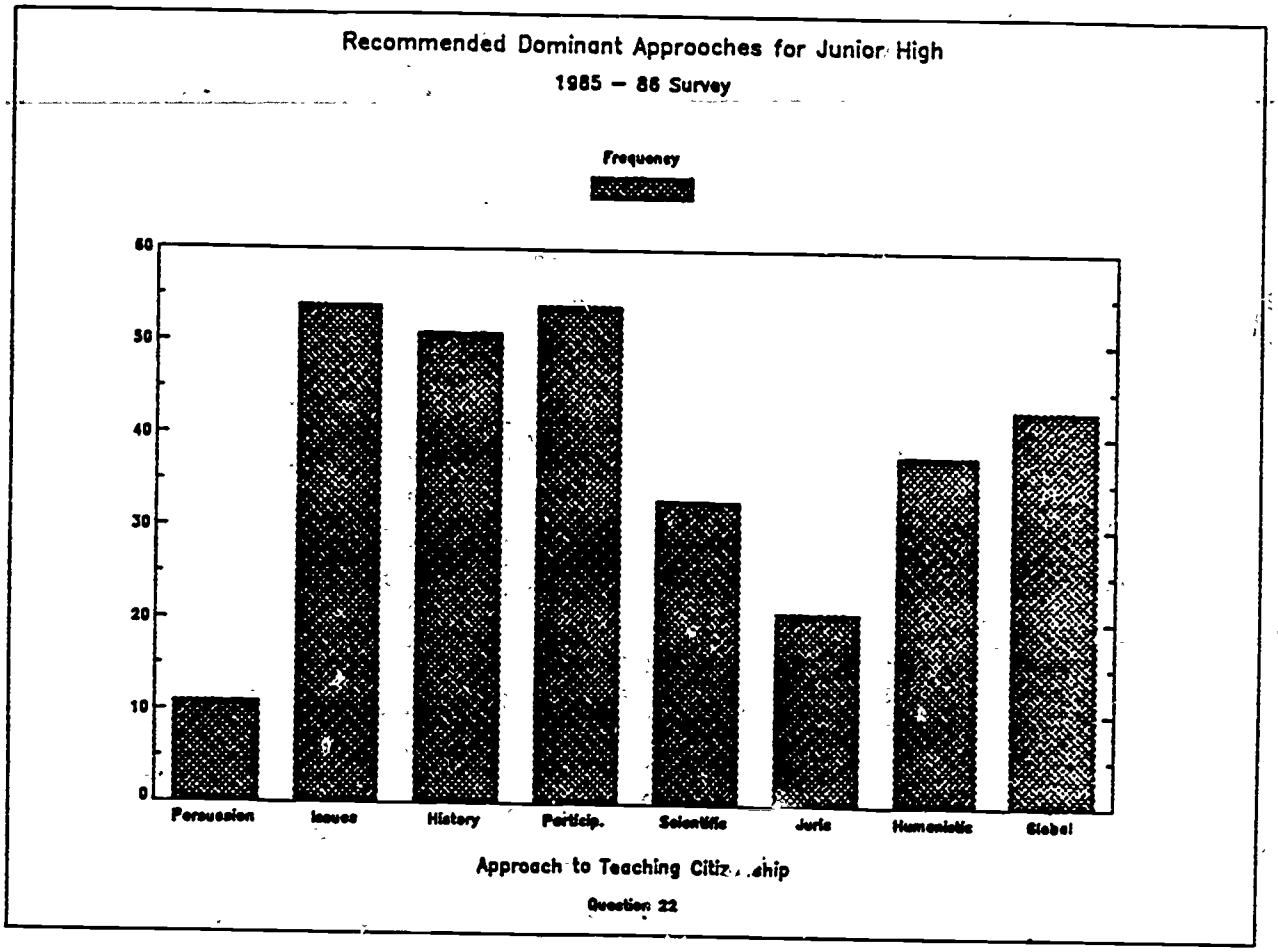
THE ANALYSIS OF QUESTION #22

Question: If these eight approaches were included in a separate citizenship course, which approach(es) should be (the) dominant approach(es) of the junior high school?

Hypothesis: None of eight citizenship approaches should dominate a separate citizenship course for the junior high school.

There is a shift in pattern from that of the elementary school; however, the calculated **Chi-square value** for the hypothesis of equal responses or selection is 45.9. This again leads to a rejection.

In this case, "participation," "issues" and "history" lead the list with similar scores. At the other end, "persuasion" is now the lowest ranking with "jurisprudence" as an approach being second to the last, but doing considerably better than "persuasion."



If these eight approaches were included in a separate citizenship course, which approach(es) should be the dominant approach of the junior high school?

- Persuasion, Socialization, and indoctrination
- Contemporary Issues and Current Events
- Study of American History, Civics, Geography and Related Social Sciences
- Civic Participation and Civic Action
- Scientific Thinking
- Jurisprudence (legalistic) Process
- Humanistic Development (concerns for the total welfare of the student)
- Preparation for Global Interdependence

THE ANALYSIS OF QUESTION *23

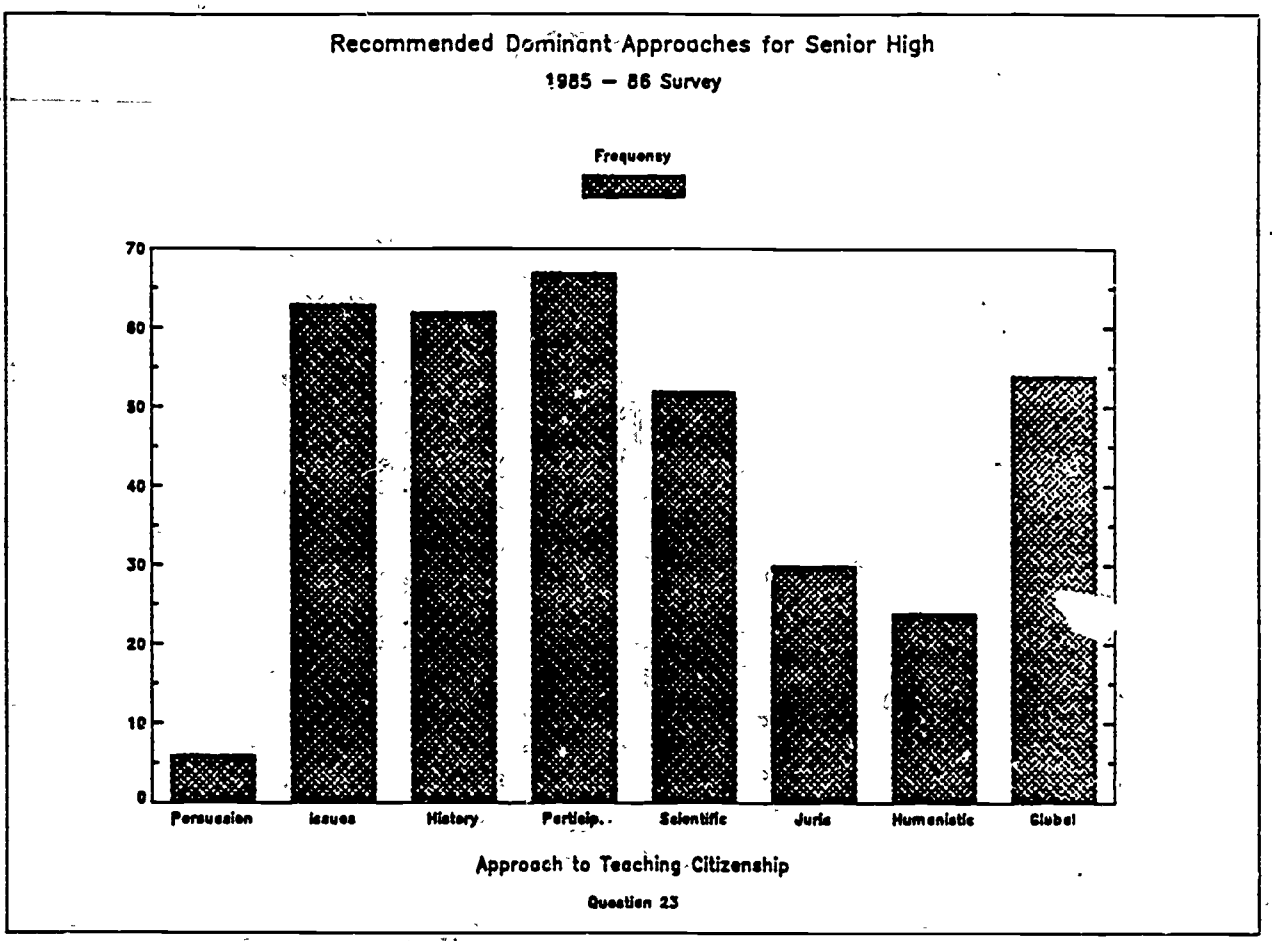
Question: If these eight approaches were included in a separate citizenship course, which approach(es) should be the dominant approach(es) of the senior high school?

Hypothesis: None of the eight approaches should dominate a separate citizenship course for the senior high school.

This question is the same as the preceding two, but this time addressed to the senior high school. "persuasion" is all but eliminated from consideration by the respondents. The "humanistic" approach now ranks second from the bottom with "jurisprudence" slightly above it.

The high ranking approaches are again "participation," "issues" and "history" as with the junior high school. Closely behind these follow the "scientific" and "global" approaches.

Using the **Chi-square** to determine whether these approaches were equally selected gave a value of 76.3, resulting in a rejection of the hypothesis.



If these eight approaches were included in a separate citizenship course, which approach(es) should be the dominant approach of the senior high school?

Persuasion, Socialization, and Indoctrination

Contemporary Issues and Current Events

Study of American History, Civics, Geography and Related Social Sciences

Civic Participation and Civic Action

Scientific Thinking

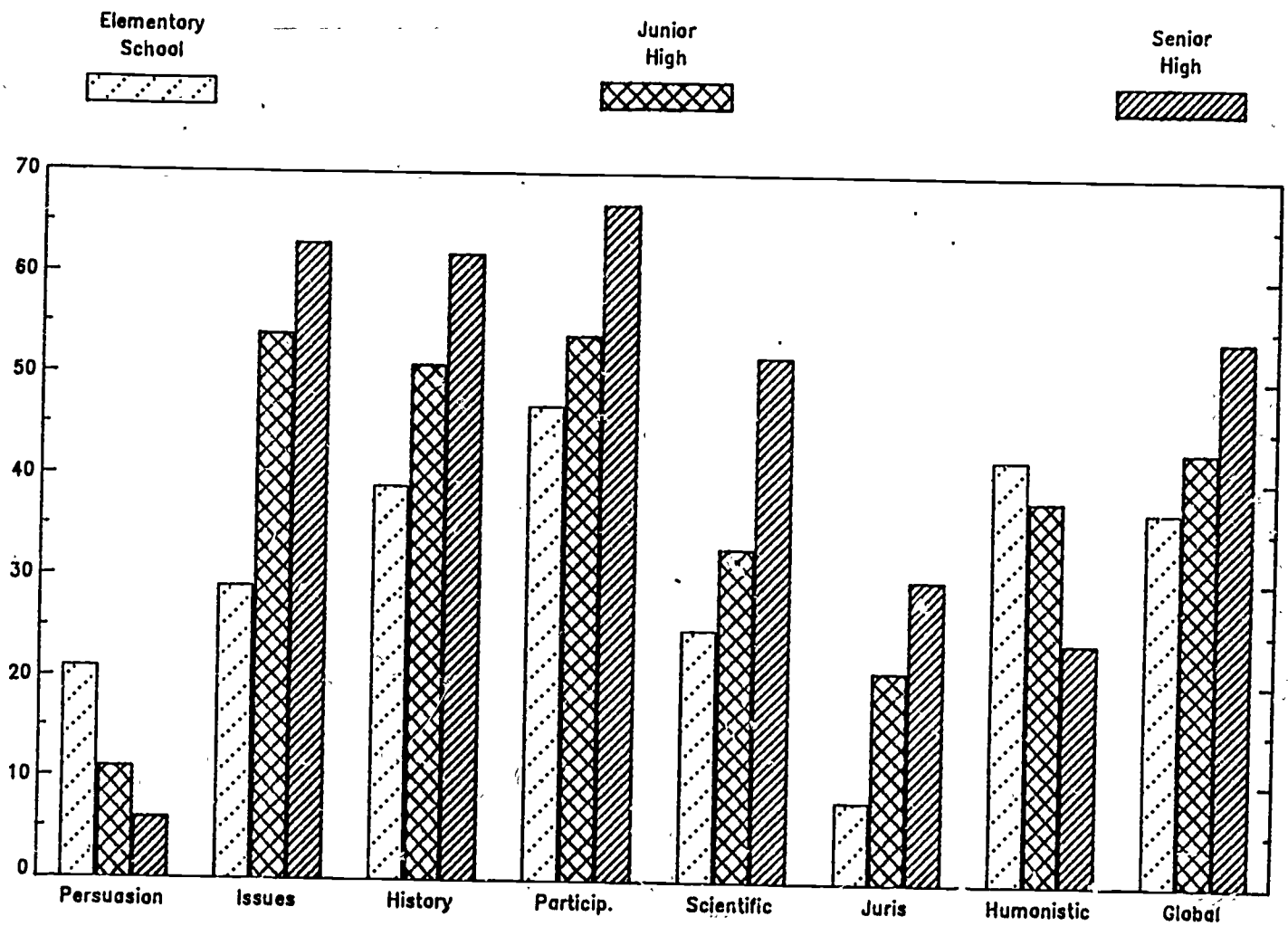
Jurisprudence (legalistic) Process

Humanistic Development (concerns for the total welfare of the student)

Preparation for Global Interdependence

Recommended Approaches for Teaching Citizenship

1985 – 86 Survey



Approach to Teaching Citizenship

Composite of questions 21, 22 and 23

THE ANALYSIS OF QUESTION #24

Question: Do you accept the following definition of citizenship education, or how would you modify it to meet your conception of the term?

Analysis: 69.8% accepted the statement. On the basis of this value and the sample size, it can be asserted with a 95% **confidence level** that the true percentage of the population accepting the statement lies in the interval 60.6% - 79.0%.

Question 24

Do you accept the following definition of citizenship education or how would you modify it to meet your conception of the term?

"While an important and central element of the social studies, citizenship education is a responsibility of the entire school (as well as of family and community). It includes the means by which individuals are prepared to gain the knowledge, skills, and values that enable them to understand, examine, decide, and participate in public affairs and in forwarding the well-being of other individuals and of their society."

This statement was accepted by 69.8% of those responding. It can be asserted with 95% confidence that the true response lies within the interval 60.6 -79.0%

IV. SOCIAL INFLUENCES ON CITIZENSHIP AND CITIZENSHIP EDUCATION

Citizenship values and behaviors often are considered derivatives of an individual's society and culture. Values and behaviors are considered a product of our experiences, including our social relationships and education. Social relationships tend to include those people who are responsible for nurturing, while education is seen as the responsibility of the community at large, including the schools. In order to explore the influences of social relationships and education on the citizenship development of the child, a pool of questions that addressed the following concerns was developed:

1. **The perceived sources of citizenship influence for values, knowledge, and skills at both the elementary and secondary levels of experience (questions 3, 4 & 5)**

2. **The perceived influences of social factors on instruction (question #6)**

3. **The perceived influence of education on citizenship (question # 8)**

4. **The educator's perception of the "good citizen" (questions #11 & 12)**

5. **The educator's perception of the perceived needs of American society (question #16)**

Item:
Question #3:
Which of the following is most influential in the formation of citizenship values? (please select one: parents, teachers, friends, siblings, religious leaders, others)

Survey Result:
(see chart on Question # 3)

Inferences:

Elementary Students
It may be inferred from the respondents' results that:

1. Elementary students' citizenship values are affected mainly by parental influences when compared with other sources of influence.

2. While teachers have some influence on the elementary citizenship values, this influence is minor when compared to that of parents.

3. Friends, siblings, religious leaders, and others are considered inconsequential in developing citizenship values.

Secondary Students
1. Secondary students' citizenship values are affected mainly by peer influences when compared to other sources of influence.

2. While parents continue to be an impo. ant source of citizenship values for secondary students, the parental influence ceases to be the primary source.

3. The teacher's influence affecting citizenship values is considered much stronger in secondary schools than in elementary schools, but when compared with peer influences, the teacher's influence is relatively weak.

4. Siblings, religious leaders, and others are considered insignificant in developing citizenship values.

Item:
Question #4:
Which of the following is most influential in the formation of citizenship knowledge? (please select one: parents, teachers, friends, siblings, religous leaders, others)

Survey Result:
(see chart on Question # 4)

Inferences:
Elementary Students
It may be inferred from the respondents' results that:

1. Elementary students' citizenship knowledge is acquired mainly from teachers.

2. While parents have influence on the elementary students' acquisition of citizenship knowledge, this influence is significantly smaller than that of elementary teachers.

3. Friends, siblings, religious leaders and others are considered inconsequential as sources of citizenship knowledge for elementary students.

Secondary Students

1. Secondary students' citizenship knowledge is acquired mainly from teachers.

2. Parents, friends, and others are considered of only minor importance in the acquisition of citizenship knowledge.

3. Siblings and religious leaders are considered of no consequence to the acquisition of citizenship knowledge.

4. It is interesting to note that in the opinion of respondents, secondary students do not look to their peers for citizenship knowledge.

Item:

Question #5:

Which of the following is most influential in the learning and practice of citizenship skills? (please select one: parents, teachers, friends siblings, religious leaders, others)

Survey Result:

(See chart on Question # 5)

Inferences:

Elementary Students

1. Elementary students' citizenship skills are acquired mainly from parents and teachers.

2. Teachers are considered only slightly more influential than parents as a sources of skill development.

3. Friends, siblings, religious leaders, and others are considered inconsequential sources of citizenship skills.

Secondary Students

1. Secondary students' citizenship skills are acquired mainly from

teachers.

2. Friends or peers are now considered important sources of citizenship skills.

3. Parents continue to contribute to the secondary students' skill development, but parental influences are less significant than friends' and especially, teachers' influences.

4. Siblings, religious leaders, and others are considered of little or no consequence to the acquisition of citizenship skills.

5. In the opinion of respondents, the sources of secondary citizenship skills tend to shift away from parents and toward friends or peers, while the teachers' influence tends to be maintained throughout both elementary and secondary grades.

Item:
Question #6
Do citizenship instructional programs vary according to the following attributes of students: race, religion, ethnic affiliation, political background, economic background, social background, student ability, student experience, community characteristics?

List other specific factors that might influence program differences in addition to those listed above.

Survey Result:
82.2% responded yes.

The respondents indicated that citizenship programs vary according to student attrubutes. Using a large sample estimate of the Clopper-Pearson confidence interval, the expected true value can be assumed to lie in the interval 72.2%- 88.2% at the 95% level of confidence.

Respondents' list of other factors:
- Student Attributes:
  - Academic ability
  - Gender
  - Interests
  - Learning styles
  - Handicaps
  - Prior knowledge

- Developmental level
- Youth group membership
- Friends
- Siblings
- Parental attitudes and values
- Parental level of education

Teacher Attributes
- Background
- Professional affiliation
- Responsibilities
- Perception of citizenship
- Knowledge
- Skills
- Ability to teach
- Religion
- Personal qualities
- Political perspective
- Attitudes and values
- Motivation
- Commitment to citizenship development

Community Attributes
- Predominant values and attitudes
- Region of nation
- Social expectancies
- Qualities of leadership
- Socio-economic standards
- Interests
- Financial support for education
- Media and communication influences

Program Attributes
- Nature of the instructional program
- Level of indoctrination
- Nature of the school curriculum
- Nature of instructional materials

Item:

Question #8:

What do you estimate the overall percentile influence of education on the development of citizenship to be in American society? (please select one: 90%, 70%, 50%, 30%, 10%)

Survey Result:
(see chart on Question # 8)

The mean percentage of influence of education on the development of citizenship as determined by the respondent's assessments was 37.2% with a standard deviation of 15.9%. The median value was 35.6%, and the first and third quartile points were 25.6% and 48.7%.

Inferences:

- Education has had only a moderate influence on the development of citizenship in American society.

Item:

Question #11

What are the three most important measures of an effective citizen? (please rank order: knowledge of current issues, participation in community affairs, acceptance of responsibilities, concern for the welfare of others, moral and ethical behavior, acceptance of authority, ability to question ideas, skill in problem solving)

Survey Result:
(see chart on Question # 11)

Inferences:

1. "Moral and ethical behavior" was considered a very important measure of an effective citizen.

2. "Acceptance of responsibility" and "skill in problem-solving" also were considered important as a measure of an effective citizen.

3. "Participation in community affairs" and "ability to question ideas" were given moderate importance as measures of an effective citizen.

4. "Knowledge of current issues" and "concern for the welfare of others" were given less importance than most of the other measures selected by respondents.

5. "Acceptance of authority" was not given any importance as a measure of an effective citizen.

Item:

Question #12

What is the single most important citizenship attribute of young adults? (please select one: knowledge of government, participation in school activities, dependability in school tasks, moral and ethical behavior, acceptance of the authority of school officials, ability to question and challenge ideas, ability to make wise decisions)

Survey Result:

(see chart on Question #12)

Inferences:

1. The "ability to make wise decisions" is considered statistically the most important citizenship attribute of the young adult citizen.

2. "Moral and ethical behavior" is the second most important attribute, followed by the "ability to question and challenge ideas."

3. "Knowledge of government," "dependability in school tasks," and "acceptance of the authority of school officials" were not considered important as citizenship attributes of young adults.

Item:

Question #16:

Rank order the eight approaches according to the perceived needs of American society.

Survey Result:

(see chart on Question # 16)

Inferences:

1. "Civic participation and civic action" is the preferred citizenship approach for the perceived needs of American society.

2. "Contemporary issues and current events" is the second preferred citizenship approach for the perceived needs of American society.

3. "Scientific thinking" is the third preferred citizenship approach for the perceived needs of American society.

4. "Study of American history, civics, geography and related social sciences" is the fourth preferred citizenship approach for the perceived needs of American society.

5. "Preparation for global interdependence" is the fifth preferred citizenship approach for the perceived needs of American society.

6. "Jurisprudence process" is the sixth preferred citizenship approach for the perceived needs of American society.

7. "Humanistic development" is the seventh preferred citizenship approach for the perceived needs of American society.

8. "Persuasion, socialization, and indoctrination" is the least selected of the citizenship approaches for the perceived needs of American society.

DISCUSSION:

1. **The perceived sources of citizenship influence for values, knowledge and skills at both the elementary and secondary levels of experience (questions 3, 4 & 5)**

In the opinion of the respondents, the most significant sources of citizenship value influences are parents in the elementary school and friends or peers in the secondary school. There is a marked shift away from parents toward peers as the student advances through the grade levels, while the teacher evidently has little influence on the citizenship values of either elementary or secondary students.

While the survey did not address the types of knowledge acquired by elementary and secondary students, it is obvious that the respondents considered teachers as the single most important source of both elementary and secondary citizenship knowledge. The teachers' influence tends to increase as students advance through the grade levels and as they mature into young adults.

While the survey did not address the types or kinds of citizenship skills acquired by either elementary or secondary students, it is interesting to note that the teacher was a constant source of influence for citizenship skills.

2. **The perceived influences of social factors on instruction (question #6)**

The respondents indicated that citizenship programs vary according to student attrubutes. As noted earlier, the expected true value can be assumed to lie in the interval 72.2% - 88.2% at the 95% level of confidence.

3. The perceived influence of education on citizenship (question # 8)

While the actual influence of education on the development of citizenship remains an unknown quantity, there was a general consensus among respondents that the estimated influence was considerable when one attempts to take into account all of the factors that influence citizenship development. (See item #6 for a listing of some of these factors.) Whether or not the respondents consider this result as a relatively high or low level of influence was not determined. This result raises a question; assuming that education does play a significant role in the development of citizenship, "Should we as educators influence students to strive to achieve a higher and nobler vision of citizenship and could this vision of citizenship be tranformed into social behavior and social action?"

4. The educators' perception of the "good citizen" (questions #11 & 12)

As a first choice, "moral and ethical behavior" was selected as the most important measure of an effective citizen. "Acceptance of responsibility" and "skill in problem-solving" were considered of equal importance to "moral and ethical behavior," with "participation in community affairs" followed close behind.

The most surprising result was the rejection of "acceptance of authority." This rejection raises some very interesting perception questions regarding the role of the citizen in American society such as, "What is the relationship between the citizen and those in positions of authority?" and "How should citizenship education content address the relationship between the citizen and the authority of the state?"

The question was stated so that the respondents would select the factors that would "measure" an effective citizen. The respondents avoidance of "acceptance of authority" led these researchers to speculate as to whether or not respondents believe that the person who accepts authority is a person with questionable democratic traits. In light of this possibility, these researchers also would argue that "acceptance of authority" is fundamental to the stability of any society and to some extent, is a

requirement of the formation of the state. Why then was "acceptance of authority" rejected by respondents as a measure of an effective citizen? Perhaps it was due to the words of the phrases like "indoctrination," and "acceptance of authority." These words and phrases may simply be unpopular with these educators.

The strong consensus among respondents for three citizenship attributes of young adults leads to some interesting speculations about the perceived nature of "good" citizenship. The three most popular choices reflect sophisticated intellectual and moral qualities pertaining to citizenship. It can be argued that these sophisticated intellectual and moral qualities go beyond content knowledge, meeting daily responsibility, and obedience to the rules of social behavior, and reach into the domain of wise, prudent, capable, and judicious citizenship, the type of "good" citizenship that is compatible with a higher order of social existence or the type of citizenship that philosophers and scholars have prescribed over the ages. By selecting these attributes, the respondents have not automatically rejected the more mundane attributes associated with "knowledge of government," etc. On the contrary, they may have placed citizenship on a higher ideological plane that would undoubtedly encompass the more ordinary requirements of citizenship, including the four attributes that were not generally selected.

5. The educators' perception of the perceived needs of American society. (question #16)

The respondents continued to support "civic participation and civic action," "contemporary issues and current events," and "scientific thinking" as the citizenship approaches of choice in regard to the perceived needs of American society. There were some slight changes in rank order for the preferences of "study of American history, civics, geography and the related social sciences," "preparation for global interdependence," "jurisprudence process" and "humanistic development" from those found in question #15. "Persuasion, socialization and indoctrination" remained the least preferred citizenship approach in light of the perceived needs of American society.

V. CURRICULUM ISSUES AND INFLUENCES RELATED TO CITIZENSHIP EDUCATION

The role and function of citizenship education within the social studies curriculum has been debated in regard to its grade level placement and in regard to whether or not it should be taught as an integrated or separate social studies program. In addition, educators are becoming aware of the developmental aspects of instruction, especially in regard to the development of values and attitudes. Because citizenship education is directly associated with values, as well as knowledge and skills, its placement and function in regard to the curriculum are an important issues. In order to explore the functional relationships between citizenship education and the social studies curriculum, the following pool of questions was developed to address the following concerns:

1. **The appropriate age to begin citizenship education instruction (question *1)**

2. **The nature of citizenship education courses in the social studies curriculum (question *2)**

3. **The recommended "core" citizenship approach for separate courses in citizenship education (question *19)**

4. **The least appropriate citizenship approach for separate courses in citizenship education (question *20)**

5. **The preferred citizenship approaches according to grade levels of instruction (questions *21, 22, & 23)**

Item:
QUESTION #1
At what age level(s) should children receive specific instruction in citizenship? (3-5 years, 6-8 years, *9-12 years, 13-15 years, 16-18 years)

* The questionnaire mistakenly read 10-12 years, and 9 was inadvertently left out of this question.

Survey Result:
(see chart on Question #1)

Inferences:
Citizenship education should begin at about age six and continue throughout the students' k-12 education.

Item:
QUESTION #2
Should citizenship be taught primarily as a separate social studies subject or as an integrated part of the regular social studies curriculum? (Elementary - Please select one: Taught as a separate subject, Taught as an integrated subject -- Secondary - Please select one: Taught as a separate subject, Taught as an integrated subject)

Survey Result:
(see chart on Question #2)

Inferences:
An overwhelming majority of respondents believe that citizenship education should be taught as an integrated part of the social studies curriculum and not as a separate program or course of study.

Item:
Question #19
If these eight approaches were included in a separate citizenship course, which approach(es) should serve as the "core" of the course? (please select one or more: followed by a list of the eight approaches)

Survey Result:
(see chart on Question #19)

Inferences:
The ranking of the eight approaches to serve as a "core" for a separate citizenship course is:

1. "Civic participation and civic action"

2. "Study of American history, civics, geography, and related social sciences"

3. "Scientific thinking"

4. "Preparation for global interdependence"

5. "Contemporary issues and current events"

6. "Humanistic development"

7. "Jurisprudence process"

8. "Persuasion, socialization, and indoctrination"

Item:
Question #20
If these eight approaches were included in a separate citizenship course, which approach(es) should be eliminated from the course? (please select one or more: followed by a listing of the eight approaches)

Survey Result:
(see chart on Question #20)

Inferences:
1. "Persuasion, socialization, and indoctrination" would be eliminated by the majority of social studies methods instructors if they were to develop a separate course of study in citizenship education.

2. "Humanistic development" would be eliminated by a minority of social studies methods instructors if they were to develop a separate course of study in citizenship education.

3. All other approaches would be eliminated by a few social studies methods instructors, with the exception of "civic participation and civic action."

4. "Civic participation and civic action" would be included in "every" separate citizenship course developed by social studies methods instructors.

Item:
Question #21
If these eight approaches were included in a separate citizenship course, which approach(es) should be the dominant approach of the elementary school? (please select one or more: followed by a list of the eight

approaches)

Survey Result:
(see chart on Question #21)

Inferences:
1. "Civic participation and civic action" should be the dominant citizenship approach.

2. "Humanistic development" should be a very important citizenship approach.

3. "Study of American history, civics, geography and related social sciences" and "preparation for global interdependence" should be important citizenship approaches.

4. "Contemporary issues and current events," "scientific thinking" and "persuasion, socialization, and indoctrination" should receive a moderate amount of consideration.

5. "Jurisprudence process" may not be an appropriate citizenship approach.

Item:
Question #22
If these eight approaches were included in a separate citizenship course, which approach(es) should be (the) dominant approach(es) of the junior high school? (please select one or more: followed by a list of the eight approaches)

Survey Result:
(see chart on Question #22)

Inferences:
For a separate citizenship course for the junior high:

1. "Civic participation and civic action," "contemporary issues and current events," "Study of American history, civics, geography and related social sciences" should be the dominant citizenship approaches.

2. "Preparation for global interdependence," "humanistic development," and "scientific thinking" should be important citizenship approaches.

3. "Jurisprudence process" should be of moderate importance.

4. "Persuasion, socialization, and indoctrination" should be of minor importance.

Item:
Question #23
If these eight approaches were included in a separate citizenship course, which approach(es) should be the dominant approach(es) of the senior high school? (please select one or more: followed by a list of the eight approaches)

Survey Result:
(see chart on Question #23)

Inferences:
For a separate citizenship course in the high school:

1. "Civic participation and civic action" should be the dominant approach in a separate citizenship course.

2. "Contemporary issues and current events" should be a very important approach in a separate citizenship course.

3. "Preparation for global interdependence" and "scientific thinking" should be important approaches in a separate citizenship course.

4. "Jurisprudence process" and "humanistic development" should be given some consideration as approaches in a separate citizenship course.

5. "Persuasion, socialization, and indoctrination" should be given little if any consideration in a separate citizenship course.

DISCUSSION:

1. The appropriate age to begin citizenship education instruction (question #1)

Citizenship education for children younger than six years of age is open to question and is generally supported by the majority of respondents, but the nature of this issue is unclear. Children younger than five years of age may be outside of what respondents accept as the domain of formal education institutional operations.

While slight, there appears to be some indication that students in the ten to twelve year age category are considered stronger candidates for citizenship education programs than students at earlier or later age categories; however, this inference is not statistically significant.

2. The nature of citizenship education courses in the social studies curriculum (question #2)

The reasons for these results is not clear from the responses on the questionnaire; however, the following speculations may help to clarify the se responses:

1. The result may be due to a strong belief that is held by respondents that every aspect of the social studies curriculum should include aspects of citizenship education.

2. It may indicate that according to tradition, citizenship education generally has not been considered a separate course of study.

As a result of these speculations, it seems that there is need for explore these issues as a means of finding a reasonable justification the overwhelming opinion against the use of separate courses and programs in citizenship education.

3. The recommended "core" citizenship approach for separate courses in citizenship education (question #19)

According to our sample, most respondents would not develop separate courses and programs in citizenship education. If such a course or program were to be developed, it would be built around "civic participation and civic action" with strong supporting roles played by "social study disciplines" and "scientific thinking." In addition, current events and the study of global and international affairs would be important aspects of the course.

We have concluded that many of the ideas and approaches that were emphasized in older social studies perspectives (progressive education and the "new social studies" movement) are still alive in the minds and hearts of the respondents, as expressed in their preference to combine civic participation and action with the study of disciplines and "scientific thinking." Evidently, there is a consensus among social studies educators that is stronger than previously thought.

4. The least appropriate citizenship approach for separate

courses in citizenship education (question #20)

The respondents have asserted that "persuasion, socialization, and indoctrination" should not be included if a separate course in citizenship were to be developed for the social studies curriculum. While the respondents are undoubtedly aware of the role of this approach in the social development of students, they have systematically demonstrated that they would like to rid the social studies curriculum of this approach.

The fulfillment of this desire probably is not possible or practical in light of the needs and requirements of American society. Indeed, if one were to survey and make scientific observations of the operations of the classroom and the actual approaches used by teachers for citizenship development regardless of the society, "persuasion, socialization, and indoctrination" would likely be found playing a key and necessary role in the socialization and education of children.

5. The preferred citizenship approaches according to grade levels of instruction (questions #21, 22, & 23)

Elementary school:

While "civic participation and civic action" continues to be the dominant citizenship approach of choice, "humanistic development" and the "study of American history, civics, geography and the related social sciences" were considered of great importance for the citizenship education of young students. The importance of "humanistic development," may reflect the concern of social studies educators for a perceived need for American society to nurture and care for the welfare of young students. In other words, besides meeting the educational needs of the students, the elementary school should be an intervening social institution that addresses the legitimate social needs of its students.

Junior high school:

While "civic participation and civic action" remains the recommended dominant citizenship approach if a separate citizenship course were to be planned, respondents indicated some changes for the junior high school. There has been a shift away from "humanistic development," which was important in the elementary school, towards a dominant role for "contemporary issues and current events" in the junior high school. The "study of American history, civics, geography, and related social sciences" and "preparation for global interdependence" continue to hold their own in terms of their perceived importance for both the elementary school and the junior high school.

Senior high school:

While "civic participation and civic action" remains the recommended dominant citizenship approach if a separate citizenship course were planned, respondents continued to support the "study of American history, civics, geography and related social sciences," "contemporary issues and current events," and "preparation for global interdependence." The most dramatic change comes with increased importance of "scientific thinking" as a citizenship approach for high school students. "Scientific thinking" as a citizenship approach gains an increment of support from the elementary school to the junior high school and another increment of support from the junior high school to the senior high school. In a similar fashion, "humanistic development" loses an increment of support from the elementary school to the junior high school and another increment of support from the junior high school to the senior high school. In addition, "persuasion, socialization, and indoctrination" loses an increment of support from the elementary school to the junior high school and another increment of support from the junior high school to the senior high school.

VI. ISSUES AND INFLUENCES RELATED TO CLASSROOM INSTRUCTION WITH CITIZENSHIP EDUCATION CONTENT

Effective instruction with citizenship content is an important subject to everyone concerned with students' citizenship development. This concern includes the selection of instructional materials, the use of instructional methodologies, the nature of the teacher student relationship, and the ways that basic values are presented to students. In order to explore the instructional aspect of citizenship education, a pool of questions was developed to address the following concerns:

1. **The most effective instructional strategy(ies) with citizenship education content (question #7)**

2. **The most important teacher attribute(es) for teaching citizenship education (question #9)**

3. **The perceived role and function of indoctrination in citizenship education instruction (question #10)**

4. **The perferred instructional approach(es) of methods instructors and methods instructors' perceptions of student preferences (question # 15 & 17)**

5. **The preferred instructional approach(es) for citizenship education contained within college level social studies method textbooks (question #18)**

Item:

Question #7

What teaching strategy(ies) is (are) most compatible with the citizenship education content? (please rank order: lecture, small group work, discussion, inquiry, simulation, role playing, other)

Survey Result:

(see chart on Question # 7)

Inferences:

It may be inferred from the respondents' preferences that:

1. "Discussion" and "inquiry" are seen as the most compatible teaching strategies to be used with citizenship education content.

2. "Lecture" is seen as the least compatible teaching strategy to be used with citizenship education content.

3. "Small group work," "simulation," and "role playing" are seen as compatible teaching strategies to be used with citizenship education content. These strategies received approximately equal rankings in terms of first through last place; however, "Role playing" received more last place rankings than the others, followed by "simulation."

4. There was a notable absence of alternative instructional strategies identified by the category "other." This may indicate that the six identified categories satisfied the preferences of the respondents.

Item:
Question #9
What is the most important teacher attribute for effective instruction in citizenship education? (please select one: knowledge of government, exemplary behavior, concern for students, classroom organization and approach)

Survey Result:
(see chart on Question # 9)

Inference:
1. "Classroom organization and approach" is perceived by respondents as the most important of the four teacher attributes for effective instruction in citizenship education.

2. While not as strong, it was statistically significant that "exemplary behavior" was considered an important teacher attribute for effective instruction in citizenship education.

3. Respondents also recognized that "knowledge of government" and "concern for students" were important teacher attributes for effective instruction in citizenship education.

Item:
Question #10
What role(s) should indoctrination play in citizenship education? (please

select one: none, to teach basic American values, to teach patriotic ideals, to teach national history, to socialize the child into the American way of life, to achieve some degree of national unity)

Survey Result:

(see chart on Question #10)

Inferences:

1. By a large statistical margin, the respondents generally agreed that indoctrination should not play any significant role in the processes of citizenship education in the schools.

2. There was a minority perspective that would use indoctrination as a means "to teach basic American values," "to socialize the child into the American way of life," and "to achieve some degree of national unity."

3. Using indoctrination "to teach patriotic ideals" and "to teach national history" was generally rejected by respondents.

Item:

Question #15

Rank order the eight approaches according to your preference. (a list of the eight approaches followed the item)

Survey Result:

(see chart on Question #15)

Inferences:

1. "Civic participation and civic action" is the preferred citizenship approach of social studies methods instructors.

2. "Contemporary issues and current events" is the second preferred citizenship approach of social studies methods instructors.

3. "Scientific thinking" is the third preferred citizenship approach of social studies methods instructors.

4. "Preparation for global interdependence" is the fourth preferred citizenship approach of social studies methods instructors.

5. "Study of American history, civics, geography, and related social sciences" is the fifth preferred citizenship approach of social studies methods instructors.

6 "Humanistic development" is the sixth preferred citizenship approach of social studies methods instructors.

7. "Jurisprudence process" is the seventh preferred citizenship approach of social studies methods instructors.

8. "Persuasion, socialization, and indoctrination" is the eighth preferred citizenship approach of social studies methods instructors.

Item:

Question #17

Rank order the eight approaches according to student preferences. (a list of the eight approaches followed the item)

Survey Result:

(see chart on Question #17)

Inferences:

The rank-ordering of students' preferences is thus:

1. "Civic participation and civic action"

2. "Humanistic development"

3. "Study of American history, civics, geography, and related social sciences"

4. "Contemporary issues and current events"

5. "Jurisprudence process"

6. "Persuasion, socialization, and indoctrination"

7. "Scientific thinking"

8. "Preparation for global interdependence"

Item:

Question #18

Which of the eight approaches is most commonly described in your methods textbook? (please select one: a list of the eight approaches followed the item)

Survey Result:
(see chart on Question #18)

Inferences:
1. "Scientific thinking" is the most commonly described citizenship approach in social studies methods textbooks.

2. "Study of American history, civics, geography and related social sciences" is the second most commonly described citizenship approach in social studies methods textbooks.

3. "Civic participation and civic action" is the third most commonly described citizenship approach in social studies methods textbooks.

4. "Contemporary issues and current events" is the fourth most commonly described citizenship approach in social studies methods textbooks.

5. "Persuasion, socialization, and indoctrination," and "jurisprudence process" are seldom described citizenship approaches in social studies methods textbooks.

6. "Preparation for global interdependence" is the least commonly described citizenship approach in social studies methods textbooks

DISCUSSION

1. The most effective instructional strategy(ies) with citizenship education content (question #7)

"Discussion" and "inquiry" seem to stand out statistically as the most compatible teaching strategies to be used with citizenship content. The reason for selecting these strategies as most compatible is open to speculation. It may be that these strategies are seen as going beyond a simple pedagogical function such as the transmission of knowledge to a more substantive function in the development of citizenship. While "lecture" may serve a useful but simple pedagogical function in terms of the transmission of knowledge, it may contribute very little to the substantive function of citizenship development.

2. The most important teacher attribute(es) for teaching citizenship education (question #9)

When these four choices were considered, the respondents had

a clear preference for "classroom organization and approach." While this factor was not described or defined, the respondents most likely had a model or "ideal" classroom situation or teacher in mind. While we can only speculate about this "ideal" classroom or classroom teacher, classroom behaviors associated with teacher effectiveness undoubtedly play a major role in effective instruction in citizenship education.

3. The perceived role and function of indoctrination in citizenship education instruction (question #10)

Clearly, the term "indoctrination" was considered unacceptable to the majority of respondents. While the term was not described or defined, it met with a universal rejection. "Indoctrination" as applied to citizenship education in American society is unacceptable; however, this rejection does not indicate that the use of indoctrination in the classroom does not exist, nor does it encourage the use of indoctrination in citizenship development. Perhaps more than anything else, this reaction was a commentary on the generally perceived nature of our educational values as they pertain to American society.

4. The preferred instructional approach(es) of methods instructors and methods instructors perceptions of student preferences (question # 15 & 17)

Methods instructors' preferences:

The respondents' preferences for the citizenship approaches continue to support a perspective in which "civic participation," "contemporary issues and current events," "scientific thinking," and "preparation for global interdependence" are seen as the best combination of approaches for citizenship education. It is interesting to note that the "study of American history, civics, geography, and related social sciences," "humanistic development," and "jurisprudence process" were in the middle and towards the end of the rank ordered preferences. It was not surprising to find that "persuasion, socialization, and indoctrination" was at the bottom of the rank ordered preferences in light of a continuous and consistent rejection of this approach.

Perceived student preferences:

The respondents identified "civic participation and civic action," "humanistic development, " study of American history, civics, geography, and related social sciences," and "contemporary issues and

current events" as the citizenship approaches that students preferred most. "Jurisprudence process," "persuasion, socialization, and indoctrination," and "scientific thinking" were ranked near the bottom of student preferences. "Preparation for global interdependence" was identified as the least student preferred of the eight citizenship approaches. This rather dramatic change in the respondents' rankings of the citizenship approaches is an interesting break in the patterns of responses that have emerged from the survey. It may be an indication of a gap that exists between ideological perceptions and desires of scholars coupled with their realization of the needs and practices of the social studies classroom.

5. The preferred instructional approach(es) for citizenship education contained within college level social studies methods textbooks (question #18)

According to the respondents, "scientific thinking" and the "study of American history, civics, geography, and related social sciences" are the most commonly described citizenship approaches in the social studies methods textbooks. We hope that the researchers have not misled the respondents on this question; however, it has been our experience to note that while these approaches are commonly described in connection with the social studies, most textbook authors describe citizenship in a general way and do not recommend specific citizenship approaches. In other words, all of the above eight components, along with citizenship, are included in most social studies textbooks, but specific approaches are seldom if ever directly connected with citizenship education. One exception is that citizenship education is commonly identified and described primarily in connection with political science and government. We see citizenship as the primary goal of social studies education; therefore, it would serve as the "core" around which all other aspects of social education would be built.

VI. CONCLUSIONS AND RECOMMENDATIONS

The results of the CUFA survey are still being analyzed, and new insights are continuing to surface. Because citizenship education is a complex and abstract social phenomenon, the results of this complex survey continue to raise questions that cannot be resolved without further inquiry. In addition, citizenship inquiries are exceedingly transitory because they are affected by the changing moods and currents that affect society as a whole. As a result, this type of inquiry can be considered historical rather than definitive. In spite of this problem, much can be learned, and this new knowledge can be used to help the schools to do a more adequate job in meeting the needs of society in regard to citizenship education.

General Conclusions:

The importance of the CUFA exploratory study lies in the effect that it has in clarifying and directing future scientific studies. As a result of this exploratory study, the following general conclusions emerged:

1. The eight citizenship approaches can be considered a generally comprehensive set of instructional methods used in the training of social studies teachers in citizenship education.

2. CUFA members tend to be consistent in their preferences for certain citizenship approaches over certain other approaches regardless of grade level or the conditions of instruction.

3. The application of citizenship instructional approaches and emphasis tends to shift and change to some extent according to student age and maturity.

4. While there does not seem to be a consensus of agreement regarding the role or the direction of citizenship education in the social studies, there does seem to be a general pattern of agreement about various aspects of citizenship education.

5. The use of certain terms and phrases, such as "indoctrination" and "the acceptance of authority," tend to trigger negative responses among CUFA respondents while not necessarily indicating a in-depth disagreement.

6. It seems that there is a dichotomous division among CUFA members who prefer either a greater or a lesser role for citizenship education within the schools.

7. The most direct effect of the CUFA survey has been the re-examination and modification of the direction and goals of project researchers.

General Recommendations:

As a result of the CUFA survey, project researchers were able to identify and begin work on the next phase of project research. The most important recommendation originating from the CUFA survey was to shift the focus away from teacher education and move directly into the school environment in order to identify and attempt to measure what transpires within the school in regard to citizenship education. As a result of the CUFA exploratory study, the following were recommended:

1. Development of new research instruments that were designed to explore citizenship influences on students' connection with their educational experiences.

2. The simplification and shortening of the survey instruments.

3. To develop survey instruments based on a Likert-type scale.

4. To develop additional survey instruments for teachers, school administrators, and parents.

5. The pilot testing of Likert-type scales in order to identify and measure influences that affect citizenship development.

6. The development of a working relationship with school districts throughout the United States in order to administer new survey instruments.

7. The measurement of student perceptions regarding their citizenship education experiences.

8. The comparison of school district survey results in regard to geographic, social, and cultural differences.

9. The development of a Likert-type scales to measure the attitudes and practices of social studies methods instructors.

Summary:

The original CUFA survey instrument helped to provide the means whereby new and more specific instruments could be developed. In addition, the insights learned in connection with the CUFA survey were valuable in the identification of critical issues regarding citizenship education that simply were not available from current knowledge prior to the survey. While a great deal has been written about citizenship education, few reports or articles based upon field research exist. The CUFA survey was an exploratory attempt to gain new insights into the status of citizenship education in the schools. The results of this initial survey has been extremely helpful as a source of direction and clarification for future studies.

APPENDIX

THE ANALYSIS OF DATA

The analysis of data required several processes in order to accommodate the types of items included in the questionnaire. These processes included the following:

Coding:

In preparing the questionnaires for analysis, each response was coded to a standardized index. If the total number of responses was eight or less, integer values were assigned. For some questions, multiple responses were possible and a more elaborate coding scheme was employed. In questions requiring a ranking of the elements, the ranks were the coded values. Similarly, questions having dichotomous responses, e.g. yes/no, had the responses coded 1 and 2 for yes and no respectively. For those several questions which allowed multiple responses, the items were divided into groups of four in which the presence of a mark was construed to be a binary bit in the coding as a hexadecimal (base sixteen) digit. In the analysis, these values were unpacked and counted, yielding the frequency of occurrence among the survey responses. In a subsequent part of the analysis, these coded values were used to identify any significant mixes that were present. A computer program was written to facilitate the counting task. The resulting frequency distributions provided the basis for the conjectures as well as for the graphics which have been produced.

Data Encoding:

To facilitate the analysis of the questionnaire, each question had its response coded to a numerical value. For each invalid or no response, a code value of 0 (zero) was given. This applied to every question or item on the questionnaire. In general, the items or questions can be placed in one of four categories. The coding of each of these is considered separately.

1. Dichotomous responses, typically yes/no. The code used in this case was 1 (one) for a yes and a 2 (two) for a no. Using only the valid yes and no responses, a projected probability of a yes answer and an associated confidence interval could then be calculated. In some of the preliminary results, a strong bias was observed, leaving some question as to whether a binomial model, as was used, was the best.

2. Selecting one response from a family of choices. In this case each response was assigned an integer value, starting at one and subsequently labeling each additional item as 2, 3, ... etc. Because one item was to be selected, the coded value recorded was the item number. Care must be exercised in not interpreting the ordering of the listed items as a ranking. From an instrument design, it would be desirable to randomize the items to be selected in their presentation to the various respondents, but this was not done. From this code a frequency count of the responses was obtained, leading to some conjectures as to which are typical responses and/or whether there is any pattern to the responses. The introduction of a category called "other" (category on questionnaire items and illustrated on the charts) leads to other problems, particularly when the choice is not identified. When defined in the preliminary investigation, these choices can be used to improve the survey instrument.

3. Other questions asked for multiple choices of the listed items. By allowing multiple choices, the disadvantages of ranking is minimized, but the problem of association is introduced. For the instrument at hand, these questions had only eight (8) different choices. To facilitate the storage of data and still provide for retrieval of the associations, the lists were divided into groups of 4. Each item selected was marked with a 1 and this value was construed to be a binary bit. The unselected items were assigned a value of zero. Working with groups of four, these bit arrays were then coded to the corresponding hexadecimal (base 16) digit (0. 1, 2, 3, . . . ,F) according to the following scheme:

Item																
1	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1
2	0	0	0	0	1	1	1	1	0	0	0	0	1	1	1	1
3	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1
4	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Code	0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F

The same coding was used on the last four items in the question. For an eight item question, all of the recorded information could be stored in a two-digit number.

To illustrate the use of this code, note that if the first and third items had been selected, the coded value assigned to these responses would be A. Had all items been selected, the code would be F. Had only the second item been chosen, the code would be 4. Through the use of computer programs, these responses can be summarized as individual frequencies or reduced to a table illustrating the various associations.

4. The last category of responses asks the responder to rank the items under investigation. The individual items were simply coded according to the rank value given to them. In summarizing the data, the frequency of occurrence in each rank was obtained, providing some preliminary insights into distribution patterns. Subsequent analysis was used in an effort to define or better determine potential rank differences.

Statistical Analysis

The data of each frequency table was subjected to an elementary statistical analysis of the following types:

Dichotomous responses (Clopper-Pearson confidence interval)

In those questions having a dichotomous (two value) response, an estimate of the proportion yielding one of the two was made. In making this estimate, only those frequencies contributing to a valid response were used. As a measure of variability, the Clopper-Pearson confidence interval was to be calculated, but due to the large sample sizes involved, a normal approximation was used. In each case a 95% confidence interval was calculated. This procedure was employed on questions 6 and 24 respectively. Under the assumption that the sampling of the population is representative, this 95% confidence interval provides insight into the interval in which the true population response should lie. The 95% confidence interval is equivalent to acknowledging that a 5% chance exists that the true population estimate may lie outside the specified interval.

Multiple and single responses (Chi-square goodness of fit)

Questions 3, 4, 5, 9, 10, 11, and 12 allowed for single responses, while questions 19, 20, 21, 22 and 23 allowed for multiple responses. On investigating these questions, the primary hypothesis considered was whether or not all items in the question had statistically the same associated frequency of acceptance. This hypothesis was addressed through the Chi-square goodness of fit test, using the assumption of the response being uniformly distributed. On observing the data in many of the questions it was apparent that the distribution is not uniform. Risking the possibility of being accused of manipulating the analysis, elements which had relatively few respondees selecting them were deleted from consideration. In these cases the remaining elements were tested for uniformity of selection. The reason for doing this was to make a preliminary attempt at categorizing the elements into groups which could be considered as being equivalent in the perception of the respondees.

Determination of rankings (Page's adaptation of Friedman Rank Sums)

Another type of statistical analysis performed on certain items involved the determination of the rankings of the several elements in the

questions. Each respondee ranked the elements, leaving the problem of determining an overall or composite ranking. This was accomplished by using a Distribution-Free test for Ordered Alternatives based on Page's adaptation of Friedman Rank Sums. Ranks only provide an ordering and yield no information as to how close two ranking values are. The analysis used here is an attempt to provide a ranking and again identify potentially some sort of an equivalence of ranking among those elements which appear to lie close together. The first stage in the analysis was to calculate a weighted rank from all of the rankings and inputs to the question. These rankings were then ordered and subjected to the non-parametric test to determine if there were any strict ordering between the values. Unfortunately, if the test reveals the existence of a strict ordering, it does not indicate where the break occurs, or if there is more than one. At this stage a subjective assessment of the rank orders and equivalences was made. Further research will be needed to determine or validate the subjective determinations made.

Pattern search (contingency groupings in arrayed patterns)

The final analysis employed was to take the coded data associated with the questions having multiple responses -- questions 13, 14, 19, 20, 21, 22, and 23 -- and use the coded information which illustrated contingency groupings as originally returned. These associations could take on any of 256 patterns. These patterns included all possibilities ranging from no selection, through selections of only one attribute, then two attributes, etc. and finally including all eight attributes. This search considered all response patterns to see if any subset occurred frequently enough to warrant investigation and discussion.

IMPLICATIONS OF THE SURVEY

The investigation of many fields of human endeavor are such that it is not possible to obtain definitive conclusions as to the understanding of those elements involved and the implicit relationships that exist. Part of the problem lies in the inability of having a closed society, uninfluenced by external and often unknown forces. This alone creates some problems in attempting to define a population, and the selection of a suitable representative sample.

A second and equally important problem is that of identifying and stating well-defined research hypotheses which can be investigated. Developing well defined problem statements has always been one of the major obstacles to research. One illustration of this is the formulation in the 1890's of St. Venant's principle in elasticity theory. All agreed that the principle must be true, and it was used in much subsequent research. It was not until the 1950's that the principle was well formulated and ultimately demonstrated to be true. For this to happen in the "hard

sciences" should help those of us working in the social sciences appreciate the problem of making well formulated research statements.

One step in the development of well formulated research problems involves techniques of exploratory studies. There are several objectives of an exploratory study, some of which are these:

1. Test the sampling instruments to see if they provide data which is potentially useful for the initially formulated problem.

2. Test the sampled data for its usefulness in the analysis and testing of the original conjectures. On occasions it has been found that the data obtained from the research instrument is unsuitable for analysis.

3. Provide a basis for revising the original conjectures into hypotheses that can be sensibly investigated.

One disadvantage of an exploratory study is the result of what we shall call the "Heisenberg Principle." In physics, the Heisenberg Principle states that you cannot know the position and the velocity of a particle at the same time, for in obtaining the measure of one, you disturb the particle and the measure of the other is no longer at it was. This same concept applies to social research, for in performing an initial sampling, the raising of the questions, even to a select group, can bring about a self-evaluation and a subsequently new position. Since people are involved, and people are social beings, it is possible that some of these influences can carry beyond the circle of those initially involved.

In this study of citizenship education, similar problems have risen, foremost of which is an attempt to specify a definition of citizenship education. Other questions to be investigated involve the use of teaching strategies and the attitudes of educators towards citizenship education.

The preliminary survey addressed some of these questions but not in a way that necessarily provided measurable responses. The questionnaire responses predominately asked for a yes/no response to a single item or a selection of different possible responses, or asked for a ranking. In some of the yes/no response questions, only one yes was acceptable; on others, multiple yeses were acceptable. No provisions for ties were given in the instrument for those questions in which only one item was to be selected. In a few cases, respondents felt that a single choice was not possible and so checked two, providing an invalid response.

The problem of ranking responses provides an even more complex situation. For example, an individual can easily identify their top choices and probably rank them. Similarly the bottom choices can be ranked. The

difficulty lies with the items in the middle. With these there usually is not a clear perspective of how the items should be ranked. To confound matters more, ranking is an ordinal relation and as such, there is no way of determining how closely two ranks were intended on the part of the respondent. This problem could be partially resolved by using a Likert scale (Rensis Likert) which is used to measure an attitude on a 7 or 9 point scale. On occasions, no scale values are given initially, but are measured from the marking after the fact and summarized over the set of responses. This reference presents additional problems related to the encoding of the data for analysis.

For many of the items there were eight items to be ranked. To minimize the effects of no distance being defined between ranks, the summaries were pooled into adjacent groups of 1 and 2, 3 and 4, 5 and 6, and 7 and 8. This, however, did not circumvent the potential problem of a rank 1 by one responder being equivalent to a rank of say 3 on the part of another. The use of a Likert scale could help to minimize this problem.

Once these rankings are summarized, they can be tested statistically to determine whether they follow any particular "a priori" distribution. It is at this point that the preliminary investigation can be helpful. Even though the data itself may be unrepresentative, it can be used to project a given distribution of responses. For the case at hand, a simple Chi-square test was used to test for the presence of a uniform distribution, but this was done only as an example of what could be done. Once a distribution function is targeted, two additional questions need to be addressed. The obvious and more familiar one is "Does the data support the underlying presence of this distribution?" The second question is more fundamental and frequently overlooked. This question asks if there is any theoretical basis for justifying the proposed distribution. In resolving this question, one gains insight into the entire structure and again better formulates the research hypotheses to be investigated.