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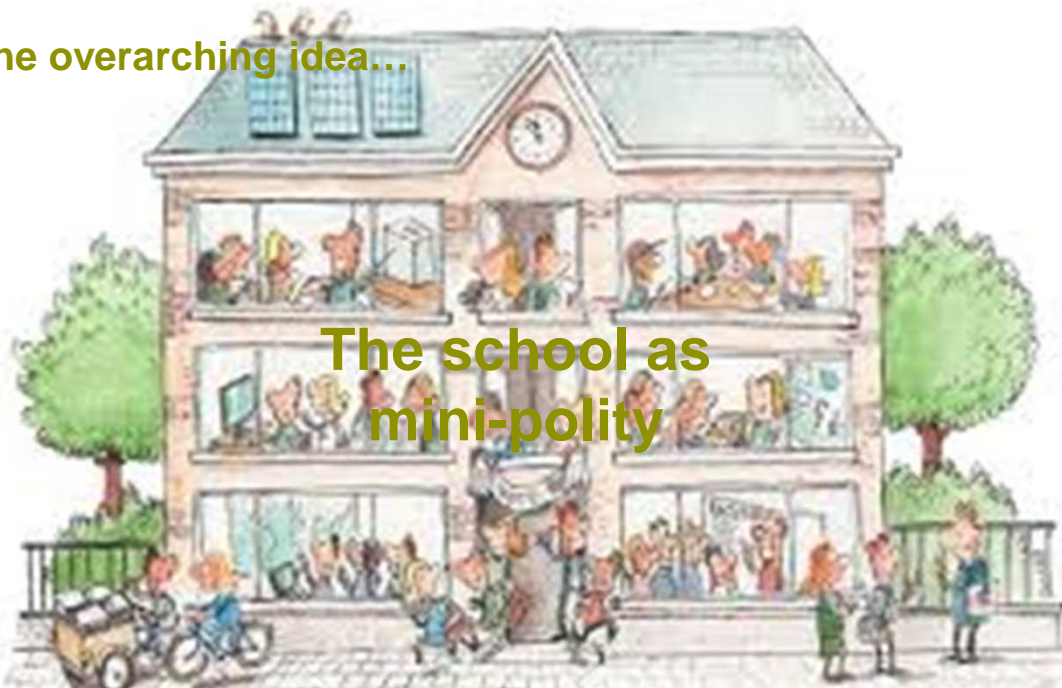


# The Democratic School Climate: Active Citizenship at School

Ellen Claes based on the PhD research of  
Dorien Sampermans

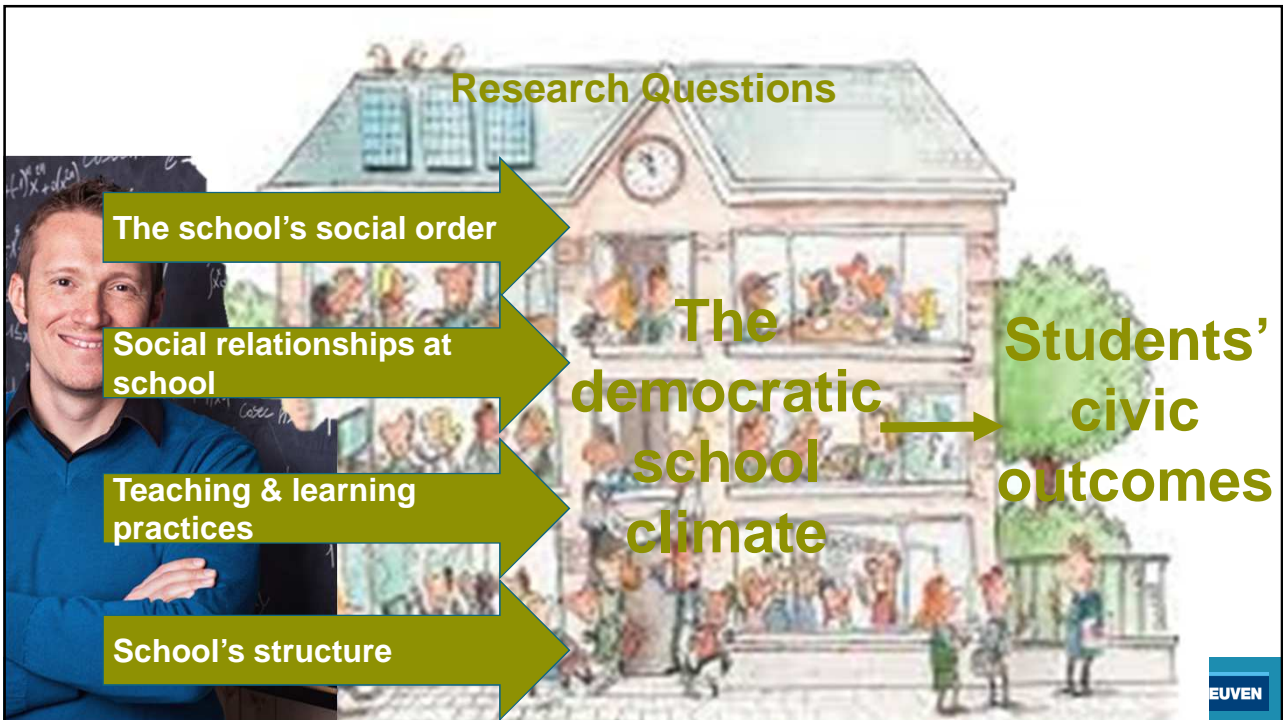
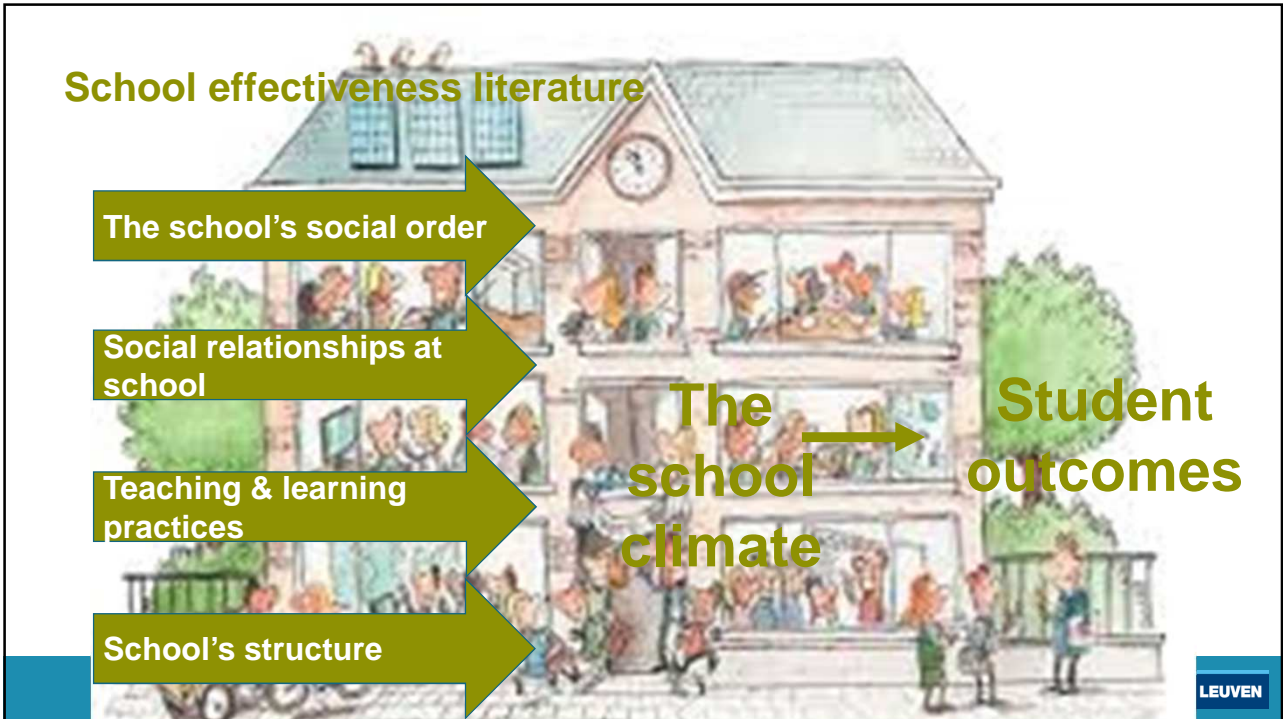


One overarching idea...



## Hypotheses

- 1) Informal ways of Citizenship Education contribute to the development of young people's citizenship competencies
- 2) Teachers play a crucial role in this informal process



# Data

## ICCS 2009, ICCS 2016





| Time | Instruments                           | Respondents                                                                   |
|------|---------------------------------------|-------------------------------------------------------------------------------|
| 45   | International cognitive questionnaire | Students, grade 8 or equivalent, 13-14 years old                              |
| 40   | International student questionnaire   | Students, grade 8 or equivalent, 13-14 years old                              |
| 30   | Teacher questionnaire                 | Teachers of any subject in the target grade                                   |
| 30   | School questionnaire                  | School principals                                                             |
| 15   | Regional student questionnaire        | Students, grade 8 or equivalent, 13-14 years old, in Europe and Latin America |

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~ 94,000 students  
about 4,000 per country



~ 3,800 schools  
about 150 per country



~ 37,000 teachers  
about 15 per school

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# Analytical strategy

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## Analytical strategy

### 1. What is the democratic school climate?

structural equation analyses

### 2. What are citizenship education outcomes?

Multilevel regression analyses

### 3. What is the teachers' role within the democratic school climate?

Multilevel regression analyses

Multilevel latent class

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## Analytical strategy - Hierarchical structure

### 1. Opportunities

- To examine different countries
- To examine different school contexts (vocational/general tracks)

### 2. Selection effects

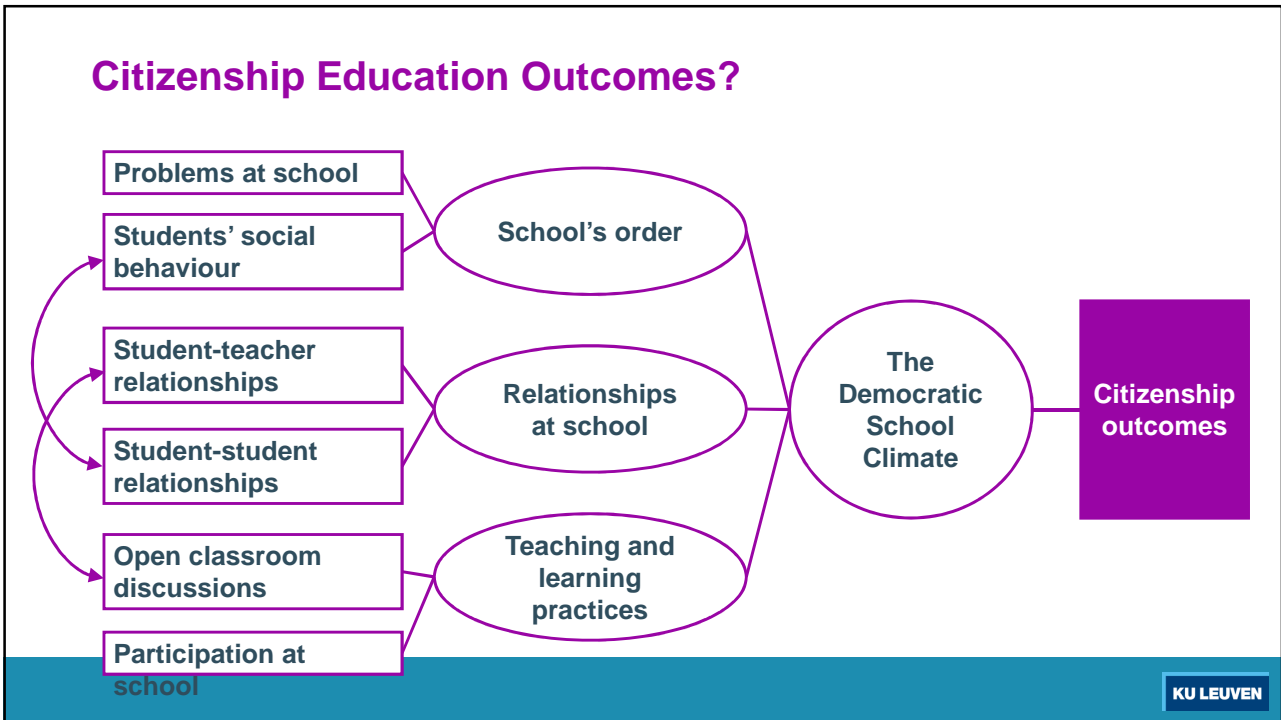
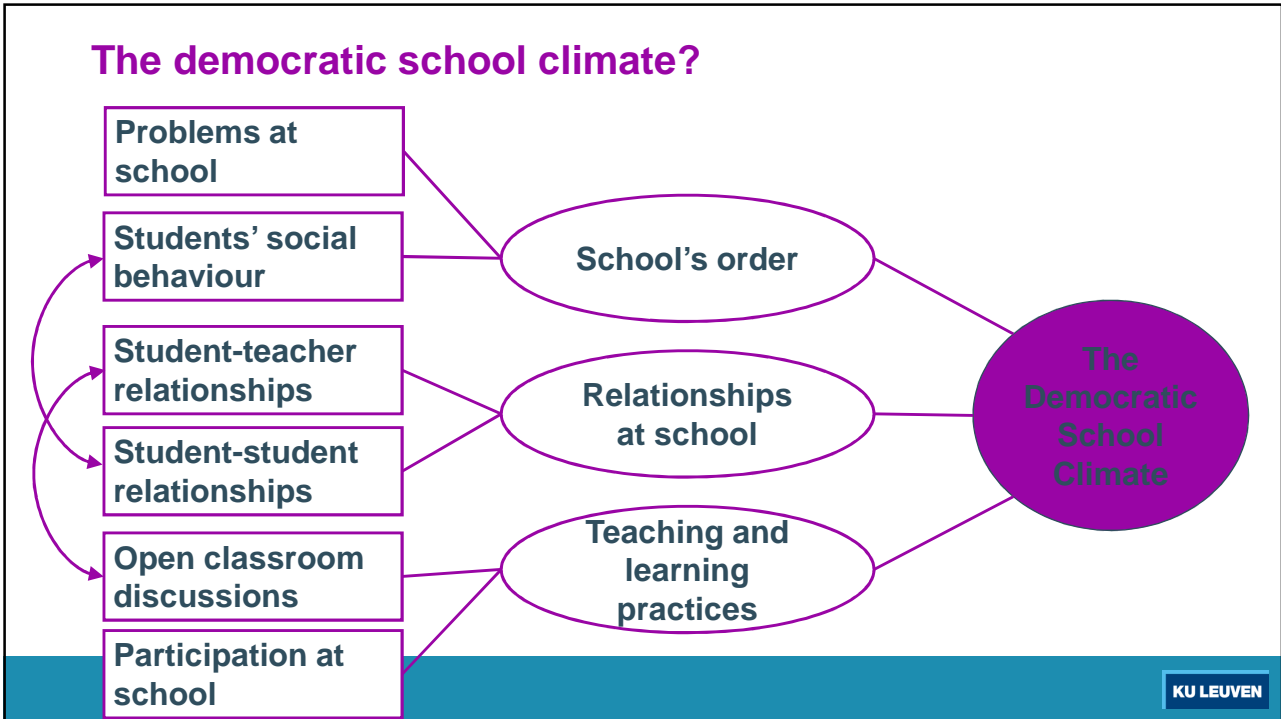
- Multilevel weights
- Control variables

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# Results

What is the democratic school climate?  
Citizenship education outcomes?  
What is the teachers' role?

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## Citizenship education outcomes

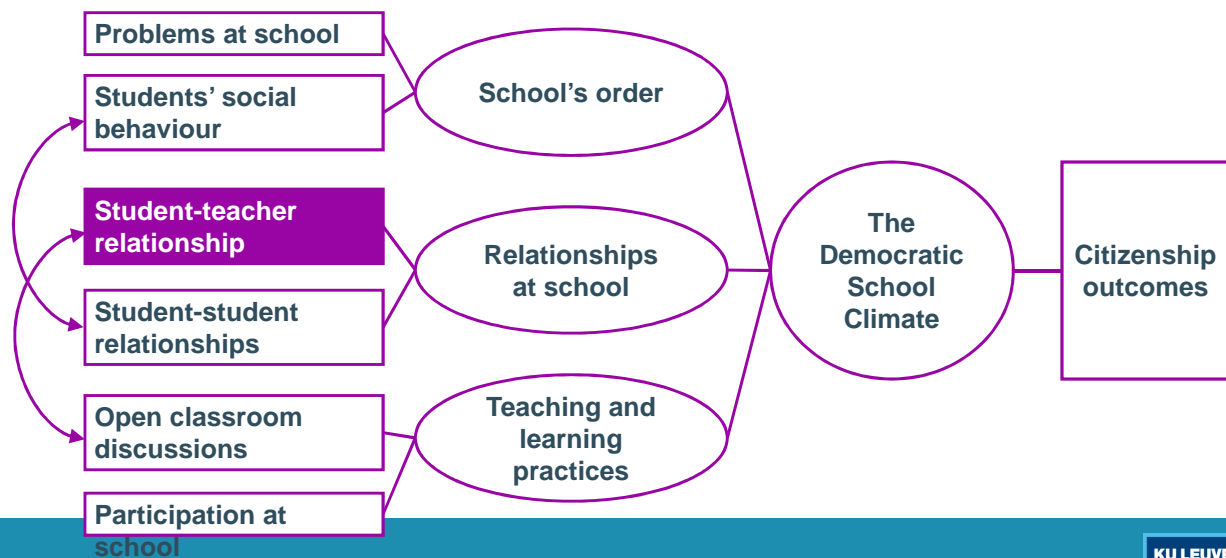
- The democratic school climate relates to:
  - students' future political engagement
  - Students' democratic attitudes
  - Students' civic knowledge

### Nevertheless...

- Teachers adhere differently to different types of good citizenship
- Teachers provide different kinds of citizenship education
- ... this can be a risk for citizenship inequality

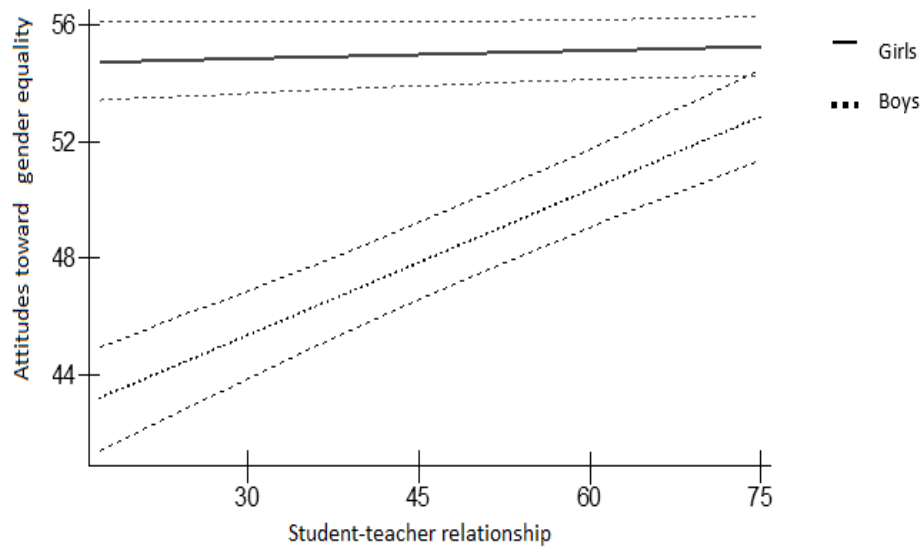
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## Teachers' role?



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## Teachers as role models



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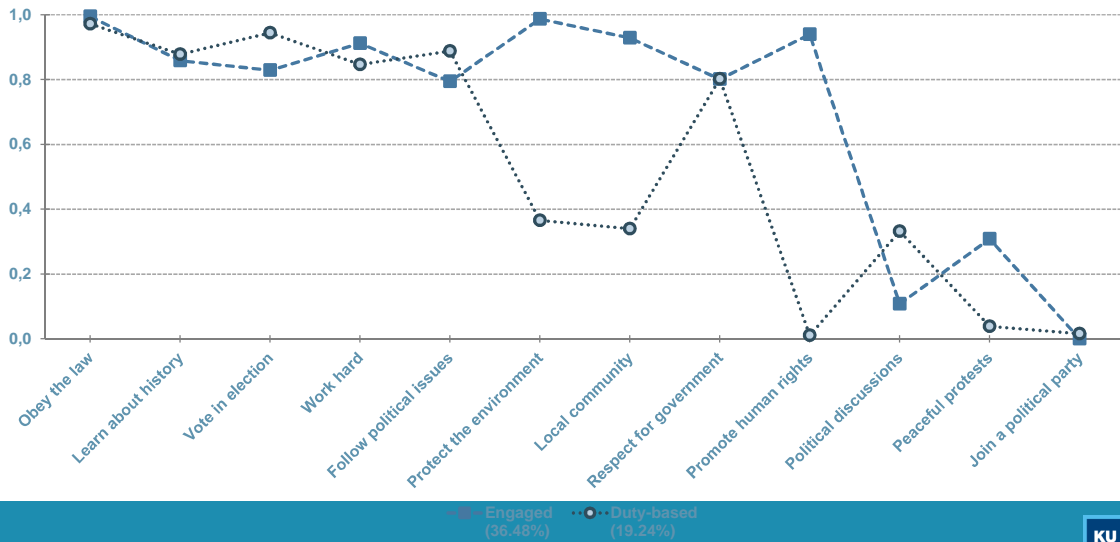
## Teachers as role models

### Assumptions

- Each teacher is a democratic teacher
- All teachers perceive good citizenship in a similar way
- Teachers provide an 'equal' kind of citizenship to each student

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## Are all teachers similar?



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## Do teachers provide an 'equal' kind of citizenship education to each student?

|                                               | Model 7.3 + track & interaction |                | Model 7.4 + track & interactions + individual control variables |                | Model 7.5+ track& Interaction + all control variables |                |
|-----------------------------------------------|---------------------------------|----------------|-----------------------------------------------------------------|----------------|-------------------------------------------------------|----------------|
|                                               | Coefficient                     | (SE)           | Coefficient                                                     | (SE)           | Coefficient                                           | (SE)           |
| Within                                        |                                 |                |                                                                 |                |                                                       |                |
| Knowledge variance                            | 0.940***                        | (0.011)        | 0.862***                                                        | (0.015)        | 0.872***                                              | (0.014)        |
| CVLN                                          | 0.054*                          | (0.025)        | 0.041 <sup>n.s.</sup>                                           | (0.026)        | 0.045 <sup>n.s.</sup>                                 | (0.026)        |
| OPDISC                                        | 0.126***                        | (0.027)        | 0.108***                                                        | (0.028)        | 0.106***                                              | (0.028)        |
| PART                                          | -0.105 <sup>n.s.</sup>          | (0.090)        | -0.131 <sup>n.s.</sup>                                          | (0.102)        | -0.098 <sup>n.s.</sup>                                | (0.101)        |
| <b>PART*Track</b>                             | <b>0.940***</b>                 | <b>(0.011)</b> | <b>0.242*</b>                                                   | <b>(0.102)</b> | <b>0.207*</b>                                         | <b>(0.101)</b> |
| Gender (0=boy)                                |                                 |                | 0.059**                                                         | (0.019)        | 0.060**                                               | (0.019)        |
| Parents highest occupation                    |                                 |                | 0.091***                                                        | (0.021)        | 0.071***                                              | (0.021)        |
| IMM (0= no migration)                         |                                 |                | -0.088***                                                       | (0.024)        | -0.079**                                              | (0.026)        |
| Students' expected education level            |                                 |                | 0.203***                                                        | (0.021)        | 0.174***                                              | (0.022)        |
| POLDISC                                       |                                 |                | 0.048*                                                          | (0.020)        | 0.052**                                               | (0.020)        |
| Between                                       |                                 |                |                                                                 |                |                                                       |                |
| <b>Track (0=voc)</b>                          | <b>0.706***</b>                 | <b>(0.030)</b> | <b>0.695***</b>                                                 | <b>(0.035)</b> | <b>0.363***</b>                                       | <b>(0.050)</b> |
| Immigrants at school                          |                                 |                |                                                                 |                | -0.023 <sup>n.s.</sup>                                | (0.054)        |
| Aggregated parents' highest occupation level. |                                 |                |                                                                 |                | 0.556***                                              | (0.052)        |
| Knowledge intercept                           | 5.875***                        | (0.484)        | 7.112***                                                        | (0.646)        | 4.605***                                              | (0.671)        |
| Knowledge variance                            | 0.502***                        | (0.043)        | 0.516***                                                        | (0.048)        | 0.302***                                              | (0.046)        |
| ICC                                           |                                 | 0.326          |                                                                 | 0.374          |                                                       | 0.184          |

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# General conclusions & Suggestions for future research

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## Democratic teachers

- Have authoritative relationships with students
- Pay attention to social justice
- Feel supported by the school
- Collaborate in a school team

**Trainings and support are needed to provide good and 'equal' citizenship education to each student**

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## Policy suggestions

- Pay sufficient attention to citizenship education
- Support for each teacher
- Pay attention to social justice

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## Suggestions for future research

- Use new methods (longitudinal, semi-experimental)
- Start from a normative viewpoint (focus on democracy)
- Consult teachers

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**Thank you for your attention!**