

Grade Nine and Twelve Students' Attitudes toward Civics: Influences on Conceptions of
Citizenship and Expected Participation

Thesis submitted in accordance with the requirements of Haigazian University for the degree of
Masters in Educational Administration and Supervision

by

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GRADE NINE AND TWELVE STUDENTS' ATTITUDES TOWARD CIVICS:
INFLUENCES ON CONCEPTIONS OF CITIZENSHIP AND EXPECTED PARTICIPATION

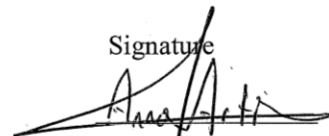
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Grade Nine and Twelve Students' Attitudes toward Civics: Influences on Conceptions of
Citizenship and Expected Participation

By

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the degree Master of Arts/ Educational Administration and Supervision

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Abstract

Citizenship education is a tool for nation building, developing social cohesion, and bringing up active citizens. However findings of previous studies have showed that students have negative attitudes toward this subject. Studies have also found a decline in the youth's political engagement and their lack of participation in the life of the community. The study examined the attitudes of selected sample of Lebanese students towards civics, and the influence of instructional methods and classroom climate on their attitudes. It determined the relationship of these variables on students' conceptions of citizenship and expected political participation. Finally, it examined if students' attitudes toward civics moderate the relationship between the grade level, classroom climate, instructional methods and the students' conceptions of citizenship and their expected citizenship participation.

Questionnaires were distributed to 628 students in grades 9 and 12 in seven private schools in Lebanon. The study used a quantitative method, and utilized SPSS to analyze the data. Results showed positive attitudes towards civics for both grade levels and found that student centered instructional methods and open classroom climate predict students' conception of citizenship and their expected citizenship participation with variation in grade level. An important finding of the study was that students' conception of good citizenship was more strongly related to open classroom climate for discussion, when the attitudes towards civics were positive. Finally, an unexpected finding was that engaging in human rights activities and community service contributed to active participation.

Keywords: Citizenship education, civics, students' attitudes, student centered instructional methods, expected political participation, conceptions of good citizenship, expected political participation

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Chapter 1

This chapter provides a general background context for this study, followed by an explanation of the problem. Then the significance of this study to the field of education is identified and the research questions are examined. Finally the chapter presents definition of terms, an overview of citizenship education, and the theoretical and contextual frameworks for this study. This chapter concludes with a brief summary of the methodology to be implemented.

Background

Education plays a key role in empowering students to become active participants and contributors to the social, cultural, educational, economic, and political aspects of their community. Through social studies and civics in particular, students come to know about, participate in and contribute to their society (Maxim, 2014). The word civics comes from Latin word *civis*, which means citizen. Parker (2012) claims that civic understanding is essential for the upbringing of democratic citizens and ensuring democracy.

In the recent decades, educators have shown great interest in civics, which has actually become “one of the central objectives” to achieve in schools (Piršl, Marušić-Štimac, & Pokrajac-Bulian, 2007, p. 21). In addition, citizenship education has become a subject of discussion, evaluation and reform, brought about by a host of social, economic and political changes around the world. Globalization and growth of democracy in different countries are two main factors that have increased the need and the interest in civic education in the last two decades (Yahya, 2008). Other reasons that shed the light on citizenship education is the reported phenomenon of the youth’s disengagement and lack of participation in the political and the community life in different parts of the world (Al Kharusi & Atweh, 2012). Hoskins, D’Hombres and Campbell

(2008) noted the importance of education in active citizenship participation in light of the growing concern of apathy, disengagement, lack of political participation and the need to achieve social cohesion among the youth in European countries. The same concern for lack of youth's participation in the political life has led to great focus on citizenship education and number of researches in this field in the United States too (Hutchens & Eveland, 2009).

Several research studies have examined different approaches in teaching citizenship and its impact on students' perception of citizenship and their participation in the rapidly changing and challenging world in the 21st century (Kerr, 1999; McLaughlin, 1992; Smith, 2003). Further studies have investigated the relationship between open classroom climate and development of conception of citizenship (Mapiasse, 2007), while others examined civic participation and classroom practices that enhance or hinder it (Ersoy, 2014; Fournier-Sylvester, 2014).

On the other hand, there have been several studies on the attitudes of students toward social studies in general, which includes civics (Alazzi, 2007; Bailey, Shaw, & Hollifield, 2006; Dundar & Rapoport, 2014; Hobbs & Moroz, 2001), and some on the students' attitudes specifically toward civics and citizenship (Jabbour, 2014; Akar, 2007). It is important to note that studying attitudes is important, because it can be helpful in explaining or predicting human behavior (Ajzen & Fisherbein, 2000).

Some of these studies have showed that students have negative attitudes toward social studies in schools in different parts of the world (Nyamwembe, Ondigi, & Kiiio, 2013). Students ranked social studies as the lowest among their favorite school subjects (Greenblatt, 1962; Herman & Maryland, 1963; Haladyna & Thomas, 1979). Jabbour (2014) reported that most of the Lebanese students find civic education boring and irrelevant to their lives and that they fail to understand the benefit of learning civics.

Many of these studies have tried to find variables that correlate with or influence the students' attitudes towards social studies (Thiveos & Moroz, 2001; Al-Maamari, Al-Nofli & Gharibi, 2014).). Studies showed that students had negative attitudes toward the teacher-centered teaching methods during social studies lessons, which led them to call the subject “uninteresting and boring” (Hansberry & Moroz, 2001; Thiveos & Moroz, (2001). Alazzi and Chiodo (2004) found that the climate of the classroom was an important factor in improving the status of social studies among the middle and high school students in Jordan.

It is important to note that classroom climate and instructional methods also have been found to be related to students' conception of citizenship and their intended participation in active citizenship (Torney-Purta, Lehmann, Oswald, & Schulz, 2001; Schulz, Ainley, Fraillon, Kerr, & Losito, 2010).

Problem Statement

Even though social studies is the subject matter that aims to empower students to play active role in their society, studies found that students have negative attitude toward social studies (Chiodo & Byford, 2004; Fraser, 1981; Haladyna & Thomas, 1979; Zhao & Hoge, 2005), and students rank it as one of their least favorite subjects at schools (Moroz, 1995).

Negative attitudes toward social studies, and especially civics is important to be looked at, because it is an indication of the failure of this school subject's main goal, which is to prepare students for active participation in the society. Furthermore, negative attitudes are a symptom and an indicator of a serious problem in the implementation of the mission for education for democratic citizenship. In addition, it means that students are not really gaining the skills and the knowledge that are essential for democratic citizenship (Dundar & Rapoport, 2014).

Thus, when a country fails to equip its youth with the knowledge, skills and attitudes necessary for active citizenship, it is very likely that might suffer from indifference about social issues, a lack of participation in public matters, intolerance, political extremism, and smaller numbers of voters in elections. Such attitudes may extend to students' conceptions of citizenship and their intended participation in active citizenship.

Civics, which is the school subject that aims to bring up active citizens and is a tool for nation building and developing social cohesion, deserves to be valued by students, especially in a post-war country like Lebanon, which is still fragmented and suffers from internal conflicts (Frayha, 2003).

This need is evident in the results of a study conducted by United Nations Development Program (UNDP) and the Ministry of Education and Higher Education in Lebanon (MEHE) on 3111 students from schools in different parts of Lebanon. The study reported that even though Lebanese students had a good civic knowledge, and showed understanding of civic concepts, they performed poorly in the parts related to the civic skills (UNDP, 2008). The study also compared the students' responses based on their religious and communal backgrounds, as well as their geographical locations, and shed light on the great challenge of the citizenship education in Lebanon; the fragmented Lebanese society. The study showed that the sectarian affiliations, communal or religious belongings, and the different governorates students live in have a greater influence on their attitudes and actions related to political affairs and their expected political participation more than the educational or pedagogical factors. At the end of the study, the report stated the "prevalence of social variables over educational variables" in Lebanon (p. 42).

This study examines the attitudes of a sample of students of grades 9 and 12 in selected private schools in Lebanon toward civics and the nature of the relationship between a set of

independent variables; students' grade level, instructional methods and classroom climate with the dependent variable; students' attitudes toward civics. Furthermore, it explores whether students' attitudes toward civics moderate the relationship between the aforementioned independent variables and the dependent variables, which are students' conceptions of citizenship and their expected citizenship participation.

The Significance of the Study

The significance of the current study lies in its contribution to the field of citizenship education in general, and to the Lebanese context in particular, as it adds to the body of the knowledge presented by the growing number of the researches done lately in this field in Lebanon.

The study also highlights the factors that influence students' attitudes toward civics. These factors are expected to inform administrators and teachers of the classroom practices that enhance or limit students' conception of good citizenship and their intended political participation for the future and promote positive attitudes towards civics.

As the study examines the factors that influence students' attitudes towards civics and the role these factors might play in predicting their conception of good citizenship and expected political participation, its findings can be helpful in revealing the areas of reform that need to be done in the civics curriculum. The findings of the study can be helpful in finding how civics curriculum can be a better influential tool for citizenship education in the Lebanese context.

Policy makers can benefit from the findings as they evaluate and reassess their citizenship education curriculum in the light of the factors that predict better conceptions of good citizenship and enhance the expected citizenship behaviors of the students.

Research Questions

The current research attempted to answer the following questions:

1. Do students in the selected sample of grades 9 and 12 in private schools in Lebanon have a negative attitude towards civics?
2. What are the factors influencing students' attitudes towards civics?
3. Do students' attitudes towards civics play a moderating role between the independent variables (grade level, instructional methods and open classroom climate for discussion) and the dependent variables (students' concept of citizenship and their expected citizenship behavior when they become adults)?

Operational Definitions

Attitude: Triandis (1971) defines attitude as “an idea charged with emotion which predisposes a class of actions to a particular class of social situations” (p. 2). Attitudes according to this definition have affective, cognitive and behavioral components.

Instructional Methods: Instructional methods refer to different teaching approaches used by teachers to achieve the instructional objectives. Different materials and media such as textbooks, films, cartoons, case studies, cooperative learning, debates, discussions, are tools used in teaching for implementing the instructional objectives (Wojcik, Heitzmann, Kilbride and Hartwell, 2013).

Open classroom climate for discussion: Open classroom climate for discussion refers to the extent to which students feel the classroom is a place, where they can investigate different issues, express their opinions openly, and explore other students' opinions and experiences. This communication is an important part of civic education. (Schulz, Ainley, Fraillon, Kerr, Losito, 2010).

Citizenship: This study adopts the two elements used to describe a good citizen by IEA Civic Education Study: conventional and social movement behaviors (Schulz & Sibbern, 2004).

Conventional citizenship refers to desirability of the citizens to be active in conventional forms of political participation, which can be done by voting, joining parties, being informed about political issues. Social movement-related citizenship, on the other hand, is the desirability of the citizens to be active in social movements that aim for defending human rights, environment, freedom, etc.

Students' Intended Citizenship Participation: Students' intended citizenship participation refers to expectations of their civic action in the future. The current research will consider the following aspects of intended citizenship behaviors:

- 1- Students' preparedness and intentions for electoral behavior
- 2- Students' intentions for participating in civic protests, which can be legal or illegal.
- 3- Students' expected active political participation on governmental level; either by selecting the people who make public policy, or taking actions to personally influence the creation or the implementation of certain policies (Schulz, Fraillon, Ainley, Losito & Kerr, 2008).

Overview of Methodology

This research used a survey design. Questionnaires were distributed to a selected sample of 640 Lebanese students in seven private schools in different parts of Lebanon. The study used a quantitative method, and utilized SPSS to analyze the gathered data. *T* tests, correlation, moderation and regression analyses were done to answer the research questions and test the hypotheses.

Summary

This chapter has provided a general context and outlined the research questions addressed in this study. It described the problem in Lebanon regarding students' attitude towards civics and the factors involved. The next chapter discusses relevant theoretical literature and research related to citizenship education; the different teaching approaches and ways it is implemented in the world, but especially in Lebanon. The next chapter also elaborates on the independent and dependent variables used in this study.

Chapter 2

Literature Review

The purpose of this literature review is to present an overview of the concept of citizenship and citizenship education, describe how it is approached and implemented in different countries and focus specifically on the Lebanese context. This chapter begins with an examination of the various concepts of citizenship, and the different approaches of its education. Later it presents the Lebanese citizenship education and reviews the aims and the content of the Lebanese civics curriculum. The next part of this chapter explores literature related to variables influencing civics and citizenship education. Finally, based on these variables, the hypotheses of the study are stated.

Concepts of Citizenship

The concept of citizenship is a diverse, controversial and a complex topic, and it is not an easy term to define (Eid, 2015; Tarozzi, Rapanà, & Ghirotto, 2013). Actually, as Taylor and Wilson (2004) put it, citizenship does not have a single definition, but it is a “fluid and flexible” concept, and can be interpreted in different ways. According to Eid (2015) the simplest way of defining citizenship is the relationship between the individual and the state. Huddleston and Kerr (2006) define citizenship as the status of being a member in a state or a political community. This status, which can also be referred to as nationality, includes an involvement of the individual in the public affairs.

However, these simple definitions are not satisfactory in the modern world, where globalization, increased mobility, and big waves of immigration have created societies with people of diverse identities and loyalties. This phenomenon has made countries realize the

challenge to achieve social cohesion in their multicultural societies. This is why different emphases are being put on the concept of citizenship by different countries. Alan Smith (2003) quotes Parekh's definition of citizenship (2000), as an example of an attempt for uniting people with different ethnic, religious and cultural identities under the status of citizenship. Citizenship in this case is defined as "a unitary and homogeneous relationship between the individual and the state" (p. 24).

Another attempt to define citizenship is basing it on the rights and the responsibilities, rather than the national identity. This is also done as an attempt to create peace between the different groups in the society, which might feel difficult to give up their certain cultural, ethnic or religious identities. Smith (2003) also quotes Parekh (2000) in this definition: "Citizens [should] enjoy equal rights. And since their social, cultural and other differences are abstracted away, equal rights generally mean identical or uniform rights" (p. 24).

Finally, there is the trend of the concept of the global citizenship, where the aim is to equip citizens with values and skills to be able to live in our globalized world. Human rights, respect and tolerance for different groups are emphasized in this conception of citizenship. Actually "inter-dependence, development and sustainability" are essential dimensions of global citizenship (Clemitshaw, 2008).

As for Lebanon, which has suffered long years of civil war, Akar (2007) describes it as "fragmented" by the 18 different sects that form a pluralistic society, and as plagued with corruption, injustice, sectarianism, abuse of the natural resources and inequalities for women in the legislation (Akar, 2012). Thus, to achieve social cohesion, the Lebanese government uses citizenship education in its civics curriculum (Akar, 2007). This is actually one of the major objectives of MEHE (Ministry of Education, 1997) as well as strengthening of national

affiliation, and helping students in gaining values, like liberty, democracy, tolerance and rejection of violence (Frayha, 2003).

This is why citizenship education matters, because if it is done in a good way, it can empower students to bring the social change needed in the community through active social and political participation.

Different Approaches to Citizenship Education

According to Kerr (1999), different countries have different approaches and use different ways for teaching citizenship at schools. Kerr uses the continuum of citizenship presented by McLaughlin (1992) as an example to explain the different approaches to citizenship education according to the way citizenship is conceptualized by different countries. The continuum has two ends on which the concept of citizenship ranges from minimal to maximal interpretations. Each of these two ends on the continuum focuses on different characteristics of citizenship and consequently presents different approaches to citizenship education.

Minimal approach to citizenship defines citizenship in its narrow meaning; as preserving citizenship to specific groups in the society and not to all. This approach is a knowledge based one and it is implemented through formal educational programs that tend to transmit knowledge about the history, geography of the country. It also introduces the political and governmental structures and the constitution of the country. The instructional methods needed for such an approach are usually didactic and teacher-centered, where there is little space for initiatives or interaction. Kerr calls this type of citizenship education “civics education”. So, basically, for him civics education is the narrow form of citizenship education, where the emphasis is put on transmitting information to the students. Kerr also describes this approach as being “education about citizenship”.

On the other side of the continuum, maximal interpretations of citizenship is characterized by a broader definition of citizenship, where all groups in the society are included and encouraged to be involved and active in the political life of the community. At this end of the continuum, citizenship education is implemented using both formal and informal approaches. Beside knowledge, active investigation and analysis of the content are practiced. The aim is to help students deal with the information in a critical way and to be able to implement it to be active participants in the public life. Instructional methods used to achieve these goals are debates, discussions, projects, different types of interactive learning, where students are encouraged to take initiatives and be independent learners. This approach in citizenship education targets knowledge, values, skills and attitudes.

Finally, these different conceptions and understandings on the continuum of citizenship are translated into different aims and goals for citizenship education. Kerr (1999) presents three strands adopted by different countries for citizenship education:

1. Education about citizenship. The focus here is put on providing students with information and knowledge about the history of the nation, and the political structures and policies of the government. This is done through formal educational settings in the classrooms.
2. Education through citizenship. The focus in this case is put on active and participative learning that is done not only in the school setting, but also through participating in the life of the community outside the walls of the classrooms and the schools. Students here gain skills and values by doing rather than just by knowing about citizenship.
3. Education for citizenship. This strand encompasses the first two strands in addition to attitudes and values by helping students develop knowledge, skills, values and attitudes of citizenship. The aim is to make students capable of participating actively, taking

responsibility for their actions and playing important roles in the life of the community when they become adults.

In Lebanon citizenship education is done through civics, which is a part of the revised national curriculum in 1997. This means that Lebanon falls on the minimal side of the continuum of citizenship, and uses the “education about citizenship” approach described by Kerr (1999). Developing Lebanese and Arab identities and introducing the civic laws and procedures are the main focus of the civics curriculum (Akar, 2007). The curriculum also aims to help students gain some universal values of justice, peace, human rights, and develop skills for active participation in the political and communal life of the society.

Civic Education in the Lebanese Curriculum

Citizenship education has been an important educational aim stated by the MEHE since 1946, when following its independence from the French mandate in 1943, the Lebanese ministry developed a new national curriculum. Citizenship education, that aimed to develop a sense of nationhood and social unity in the Lebanese society (Frayha, 2003), and used the Arabic language as a unifying tool for the Lebanese community (Akar, 2007), was implemented through the subject of civics. Civics is a mandated school subject for grades one through twelve (Frayha, 2003).

The post-independence stability was interrupted by the 15 years of civil war that started in 1975. This war had sectarian, regional, religious and other dimensions and led into a great division in the country (Ministry of Education, 1997). The long years of the civil war were brought to an end by the Ta’if Accord in 1989. But the divisions in the Lebanese society that were created and deepened by the violence practiced and witnessed by the different religious

sects and political parties engaged in the civil war continued in the social and political life of the Lebanese society. This is why the Ta'ef Accord, which ended the civil war, stated the need for educational reform in the country. In 1997, the Lebanese MEHE developed a new curriculum and "building the individual's personality and establishing citizenship" were the main goals set to achieve for the post war generation (Educational Centre for Research and Development, 1997, p.3).

The civics curriculum in Lebanon. The subject of civics is mandated by MEHE to be taught for one hour per week; total of 30 hours per year, in all grade levels. Although private schools in Lebanon are free to have their own chosen resources for teaching and learning, but they are required to use the civics textbook published by the Ministry (Akar, 2007). Furthermore, the content of the civic curriculum is included in the official exams called Brevet for grade 9 and Lebanese Baccalaureate for grade 12. The national curriculum which included civics, was revised by the MEHE in 1997, and included nine aims for teaching civics in Lebanon (Ministry of Education, 1997). Since the document is in Arabic, an English translation is provided by the researcher (See Appendix A).

The educational aims are in alignment with the knowledge, skills and values of citizenship. They include democratic principles and emphasize national identity, which, according to Tarozzi et al. (2013), are important elements of citizenship. Equality, justice, peace (stated in aim 4), accepting the other (stated in aim 5), critical thinking (stated in aim 4), active and free participation in the public life (stated in aim 6) are definitely needed for citizenship education to create cohesion and a unified identity in a society like Lebanon.

Appendix B presents the general concepts and the themes studied in the civics curriculum in grades 9 and 12, which are the focus of this research. Arabic identity, civic and social values,

the relationship of the citizen with public administration are examples of concepts in the grade 9 curriculum, whereas grade 12 curriculum includes themes such as media and public opinion, citizens and elections, and civic and military services. Furthermore, this researcher has grouped the knowledge, skills and values aimed to be taught through the themes and the content of the civics curriculum. These are summarized in Appendix C. Tables C1 and C2 in Appendix C show some of the knowledge components in the curriculum: the civic society, its services and public institutions, the elements of the Arabic identity (for grade 9); and public services and volunteer work, media, its role in forming public opinion, and its ethics (for grade 12). On the other hand, some of the skills that the curriculum aims the students to gain are: cooperation, dialogue, negotiation (for grade 9); and taking initiatives, participating in elections (for grade 12). Finally, equity, freedom, justice (for grade 9), freedom of expression, and loyalty to the nation and country (for grade 12) are some of the values intended for students to gain in the civics curriculum.

Several studies have noted the shortcomings in the Lebanese civics curriculum such as its goals and the mere definition of citizenship. Faour (2013), who has reviewed the citizenship education in eleven Arab countries, including Lebanon, claimed that “a wide gap exists between the stated goals of national education programs and their actual implementation” in the Lebanese civics curriculum (p. 1). In addition, the UNDP (2008) reported that even though the MEHE emphasizes the concepts of citizenship and national identity as general goals for civic education, however concepts of democracy, political participation, the law and its power are not really elaborated in the curriculum. Shuayb (2012) found that in Lebanese schools more focus was put on transmitting knowledge rather than teaching active citizenship participation. Didactic teaching methods and undemocratic school climates were blamed as obstacles for active citizenship

education. Another problem according to UNDP (2008) was that even though citizenship participation is encouraged in civics textbooks, the focus is put more on the community, social or environmental works, and the political participation is avoided. The curriculum does not clarify how decisions are made in the government, as it does not present realistically the post war power distributions of the different confessional groups and the political parties in the country. This is a problem, since students do not learn how they can attribute to or participate in the decision making process of the country. Other studies done on Lebanese civics curriculum reported that there is more focus on the obligations and the responsibilities of the citizens rather than their rights (Akar, 2006; UNDP, 2008).

In her examination of Lebanese civic textbooks, Shuayb (2015) noted that the term “citizen” is not clearly defined, and not distinguished from the “national”. She explained that these two words are actually used as synonyms in the Arabic language, which usually refer to a person who is a member in the state. Shuayb, further illustrated how this definition was in contradiction to the concept of human rights. This ambiguity is problematic since students will think that only those who have Lebanese nationality are entitled to these rights. And this will help in denying large groups of refugees and migrant workers their human rights. In fact, she explains that rights of women, refugees, people with disabilities and migrant workers are not acknowledged in the right way in the Lebanese civics curriculum. Furthermore, examples of human rights in civics textbooks, according to Shuayb, focus more on political participation such as voting in parliamentary elections.

There have been recent developments and revisions to the civics curriculum. In a press conference on the 11th of October in 2012 (MEHE Official News Report) announced decree number 8924/2012. The decree stated that community service should be implemented in all of

the public and private high schools in Lebanon starting academic year 2012-2013. At the initial stage, implementation will be piloted for two years (2012 - 2014), after which there would be an evaluation of the knowledge, skills and the values gained by its practice. According to the decree, the types of community service that students can participate in: are environmental (recycling, planting trees, cleaning), health (helping the sick and the elderly, raising awareness), social (social service, volunteering), educational (helping peers, scout), and other services that benefits the public life of the community. The school administration, the team supervising the service and the students together should decide the type of the service the students will do. However, the hours of community service were promised to be decided in following decrees by the MEHE. During the announcement of the decree, the minister of education claimed that the aim of including community service in citizenship education is to overcome the prevalence of Lebanese' loyalty to their sectarian and denominational affiliations, which is a threat to the social cohesion. It aims to teach coexistence and integration among the youth and develop loyalty to their nation and humanity.

Unfortunately, no evaluation or new decrees followed this one, and the decree was not put into practice in all Lebanese high schools as it was planned. The seven schools that participated in the survey for this study claimed that sometimes they take their students to participate in service activities, but this was a personal effort to help students serve the society they live in. However this was not done in a systematic way as a practice for the aforementioned decree.

Research on Civics and Citizenship Education

Several research studies explored civic education in different parts of the world. Researches have examined the relationship among different variables such as the content of

civics, instructional methods, students' background, the school and classroom climate and students' attitudes toward citizenship (Baloglu Ugurlu, 2013; Fournier-Sylvester, 2014).

Fournier-Sylvester (2014) studied the students' perception of their civic or citizenship education courses in their high school years in Quebec. He found that civics education was a predominantly passive one. Another study was conducted in Lebanon by United Nations Development Programme among 9th grade Lebanese students (UNDP, 2008). The survey reported that Lebanese students' civics content knowledge was better than their civic skills. Another finding was that even though students had a good level of comprehension of the concepts of citizenship and democracy, and state responsibilities, they performed poorly in the questions related to the "characterization of democratic system" (p. 25). A study conducted in Turkey showed a positive relationship between the students' attitude toward social studies and their perceptions of democracy (Ciftci, 2013).

Large scale international surveys such as International Association for the Evaluation of Educational Achievement (IEA) conducted a Civic Education Study (CIVED) in 1999 that involved 28 countries. The study surveyed 14 year-old students to assess their civic content knowledge and their citizenship skills and behaviors. It also examined the relationship between the students' civic knowledge and their attitudes and values of citizenship and citizenship behaviors (Torney-Purta et al., 2001). The results showed that students had knowledge of democratic ideals and processes, but their understanding was often "superficial or detached from life" (p. 176).

Another large scale international study was conducted by the International Civic and Citizenship Education Study (ICCS) in 2009. The study surveyed grade 8 students in 38 countries around the world to examine civic and citizenship education in those countries. It

examined the differences in civic content; the students' understanding of basic principles of civic and citizenship concepts, institutions, their evaluations of political policies and practices. The survey also measured the students' value beliefs, attitudes, behavioral intentions and behaviors related to their understanding of civics and citizenship. One of the interesting results of the survey, which is relevant to this study, is that the students' civic knowledge is not correlated with their expectations for more political engagement (Schulz et al., 2010).

This study is interested in the attitudes of the students toward civics education, the factors related to this attitude, and the relationship between the attitude toward civics and students' conceptions of citizenship and their expected citizenship participation.

Research on the Students' Attitudes toward Civics

Triandis (1971) defines attitude as "an idea charged with emotion which predisposes a class of actions to a particular class of social situations" (p. 2). Attitudes according to this definition have affective, cognitive and behavioral components.

Ajzen and Fisherbein (2000) claim that since attitude is a disposition to respond with various degrees of "favorableness or unfavorableness" to a certain object, then attitudes can be used to predict and explain human behavior. Furthermore students' attitude toward a school subject has been found to be an important predictor of future choices to study more about that subject, also students' career preferences (Can, 2012; Dundar & Rapoport, 2014; Osborn, Simon, & Collins, 2003).

Since the 1960s a number of researches have been conducted to study the attitudes of students toward schools (Haladyna & Thomas, 1979) and different school subjects, such as math (Choi, N. & Chang, M., 2011), science (Denessen, Vos, Hasseman & Louws, 2015), chemistry (Can, 2012), civics (Jabbour, 2014) and other subjects. Mager (1968) claims that it is important

to help students develop positive attitudes toward learned subjects, as their attitudes and perceptions are key factors for their success at school.

Findings in some of these studies have showed that students ranked social studies as the lowest among their favorite school subjects (Greenblatt, 1962; Haladyna & Thomas, 1979; Herman & Maryland, 1963). Jabbour (2014) reported that most of the Lebanese students find civic education boring and irrelevant to their lives and that they fail to understand the benefit of learning civics.

Independent variables related to attitudes toward civics. Many studies have tried to identify variables that correlate with or influence the students' attitudes towards social studies (Al-Maamari et al, 2014; Thiveos & Moroz, 2001). The current study will focus on the relationship of the students' grade level, classroom climate and instructional methods with the students' attitude toward civics. It is important to note that classroom climate and instructional methods also have been found to be related to students' conception of citizenship and their intended participation in active citizenship (Schulz et al., 2010; Torney-Purta et al., 2001).

Grade level. Many researchers have found that there is deterioration in students' attitudes toward social studies as they grow older. Fraser (1981) found that students' attitudes declined between grade 7 and grade 8 and also between grades 9 and 10. Another study found that students in grade 9 had more negative attitudes toward social studies than students in grade 8. Also grade 9 students' perception of the usefulness of the subject was less than those in grade 8 students. However, this perception was slightly more positive in grade 10 (Hobbs & Moroz, 2001). Thiveos & Moroz (2001) also found that attitudes toward and liking of social studies declined from grades 8 to 9 and to 10.

Schulz(2005), compared the efficacy and the expected political participation of the 14 and 18 years olds surveyed by IEA Civic Education Study (Amadeo, Torney-Purta, Husfeldt and Nikolova, 2002; Torney-Purta, et al., 2001) and found that students' willingness for active participation in conventional forms of political behavior declines as they get closer to finish secondary school

Instructional methods. Instructional methods that teachers use whether teacher-centered or student-centered was an important variable influencing students' attitude toward social studies (Schug, Todd, & Beery, 1984). Fournier-Sylvester explains that "Civic skills and dispositions are best developed through project-based learning, community service learning, simulations, and workshops" (2014, p. 5).

Unfortunately, studies in different parts of the world revealed that this is not how citizenship education is done in classrooms. The student-centered instructional methods; such as discussions, role plays, guest speakers, small group activities were the least practiced in social studies classrooms (Hansberry & Moroz, 2001; Thiveos & Moroz, 2001). Similar findings were reported by Kuiper and van den Akker (1995), who have observed and interviewed civics teachers in Netherlands. They reported that even though the teaching packages used for civics instruction have suggested using different instructional methods such as simulation, playing games, working in groups, using media, finding solutions for problems, but the teachers usually either adapted or neglected these suggestions and focused on simple instructional methods, such as lecturing. The teachers, who have adapted the suggested innovative instructional methods into more routine practices, have justified their behavior by explaining that type of activities need long times of preparations, take too much time to be implemented, were difficult for the students, and would make it difficult to focus on the content of the lessons.

Actually, studies showed that students had negative attitudes toward the teacher-centered instructional methods; such as text book work, reading, copying from the blackboard, during social studies lessons, which led them to call the subject "uninteresting and boring" (Hansberry & Moroz, 2001; Thiveos & Moroz 2001).

On the other hand, a different finding was reported by Martens and Gainous (2013), who used the data of the survey conducted by IEA (1999) and examined the best way of civic education that would yield democratic outcomes. For this aim the study examined the results of three models of civic instruction:

- a- Traditional teaching methods (such as using textbooks, worksheets, reports, etc) and active student-centered learning (role playing, writing letters to officials and guest visits)
- b- Traditional teaching methods and open classroom climate
- c- Traditional teaching methods, active learning and open classroom climate.

The study found that the most effective model for civic education that would enhance the democratic capacity of students was the combination of traditional teaching methods with the open classroom climate. So basically the researchers concluded that civics teachers do not necessarily need to add a big number of new instructional methods to prepare active citizens, as long as they create an open climate for free discussions in their classrooms, where students can openly bring up and discuss their points of views, disagree with their peers and respect the differences.

Studies on instructional methods in Lebanon. The situation of citizenship education in Lebanese schools is not so far from the view described above. UNDP (2008) reported civics classes to be focused on transferring knowledge without giving the students the chance to debate or discuss different points of view, or to conduct researches or work on projects to come out with alternative solutions for problems. Jabbour (2014) found that civics teachers in Lebanese schools use traditional teacher centered methods, such as lecturing, and excessive use of textbook, where students take a passive role of taking notes, listening and mimicking information “dictated by the instructor” (p. 400). The same results are reported by Akar (2007), who found that memorization without understanding is a problem in civics and citizenship education in Lebanon. On the other hand, the study showed that students preferred projects, activities, and debates as means for effective learning (Akar, 2007). Furthermore, the study conducted by UNDP (2008) reported that even though Lebanese students somehow have the freedom to express their opinions, however debates and discussions about differences are not encouraged in classrooms. Students do not have the opportunity to do projects or researches to present different perspectives about certain issues.

Finally, Shuayb (2015), who examined the concepts of human rights and peace education in the Lebanese civics textbooks, found that the focus in the lesson objectives is put more on knowledge and attitudes, rather than skills, which “are almost missing” (p. 10). Human rights are presented in the textbooks as “abstract values”, without discussion of how these rights can be practically implemented. The textbooks also lack critical analysis or discussion of the rights or investigation of the obstacles that hinder the implementation of these rights in daily life. Shuayb claims that even though the textbooks include some practical activities that encourage students to relate what they learn into their school and environment, but the classroom observations showed

that didactic approach and rote learning dominate civics education in Lebanese schools. Shuayb called the didactic way of teaching an obstacle in achieving active citizenship education (2012).

Classroom climate. Classroom climate is actually an essential factor in citizenship education, since it can be the space for young citizens to socialize and communicate in a democratic way. As it was mentioned before, open classroom climate for discussion refers to the extent to which students feel the classroom is a place, where they can investigate different issues, express their opinions openly, and explore other students' opinions and experiences. This communication is an important part of civic education. (Schulz et al., 2010).

Campbell (2008) claims that open classroom climate helps students appreciate the role of conflict in political life. As students present and discuss their political perspectives freely, and listen and learn to respect different opinions, they learn that discussions, debates and even conflicts are essential parts of a healthy political life. Being in such a climate helps young adolescents to visualize themselves as active participants in the political process, as they get used to deal with conflicts and discuss difficult political issues democratically.

Fout (1987, 1989) found that classrooms with low scores on teacher support, involvement, affiliation and innovation lead to more negative attitudes towards social studies. Alazzi and Chiodo (2004) reported that high school students in Jordan want their teachers to allow them to be involved in classroom discussions, and to feel free to express their opinions and feelings about the subjects presented in the social studies sessions.

A democratic climate in a civics classroom is also found to be a significant variable on students' concept of citizenship (Mapiasse, 2007). Research also found that open classroom climate for discussion is correlated with the 14 year-old students' civic knowledge, higher expectations to vote, and less involvement in antisocial political activities, such as illegal

protests.(Barber, Sweetwood, & King, 2015; Campbel, 2008). Furthermore, giving students the chances to discuss “societal issues”, hear different opinions and allow them to make up their minds about political issues increased students’ interest in politics and their intentions to vote (Kahne, Crow, & Lee, 2013).

Jabbour (2014) emphasizes the role of the teacher who has the power to directly manipulate the classroom climate to implement not only the content knowledge of the curriculum, but also the way classes are taught, which is more important in training the young citizens for active participation. Open classroom climate, in which students perceived themselves as able to express their ideas, was found to be correlated with the students’ intention to vote. It was also found to be an effective factor in promoting civic knowledge and engagement (Torney-Purta et al., 2001), and expectations for community participation in the future (Barber et al. 2015; Torney-Purta & Barber, 2004).

Research on dependent variables.

Conception of good citizenship. The international study conducted in 1999 on 14 year old students in 28 countries by IEA reported that students valued participation in social movement more than conventional forms of citizenship behavior in their conceptions of good citizenship. Also voting was reported to be more important for students rather than the items of political activities such as being involved in discussion or becoming member in a political party. Obeying the law was also regarded as an important item for most of the students (Torney-Purta et al., 2001).

Mapiasse (2007) found that students’ engagement in civics classrooms was a powerful predictor of their concepts of citizenship. Another strong predictor was democratic classroom

climate, which allowed students to feel free to express and share their ideas and discuss controversial issues.

The UNDP study (2008) reported that Lebanese students had a good knowledge of who is a good citizen; however they did not show good understanding of democratic systems. Interestingly, they also reported that students belonging to the Orthodox Church had the highest level of understanding of concepts of citizenship compared to students belonging to different sects. Furthermore, students in schools where interactive teaching methods were used reported greater understanding of citizenship concepts rather than those who reported traditional methods of teaching, where the stress is put mostly on memorization.

Expected political participation. Ersoy (2014), who examined citizenship education in Turkish schools, found that traditional teaching methods, teacher-centered and test-oriented approach that lacks practical applications leads into task-oriented and passive citizenship concepts. Actually, this type of instruction does not provide students with active participation skills; it rather makes “students become apolitical citizens with a low political literacy” (p. 13).

The IEA, 1999 international study, reported that voting was the most intended participation activity reported by the participants of the survey. More than half of the 14 year old students in all countries showed intention for voting when they become adults. Intention to be involved in charity work by collecting money for a social cause was the second most intended political activity reported by the students, followed by participation in non-violent demonstrations. On the other hand, most of the students surveyed in 28 countries showed little interest in the conventional forms of political participation, such as joining a political party, writing letters to a newspaper about social or political concerns, and being a candidate for a local or city office. Finally, only small percentage of 14 year olds in most of the surveyed countries

showed intentions to participate in protest activities that involved violence, such as painting slogans on walls, blocking traffic or occupying public buildings (Torney-Purta et al., 2001). In Lebanon, similar findings were found, as grade 9 students ranked the lowest after England in the group of the 5 countries compared to, in their intentions for participation in non-peaceful protests (UNDP, 2008).

However there was more variety in the Lebanese expected political participation related to their background. Some of the interesting findings of this study that are related to the variety of the Lebanese intentions for political participation based on their backgrounds reported by UNDP (2008) are:

- Students from Beirut city showed greater civic skills compared to those in other areas in Lebanon, also they stood out in their intention to live in other countries other than Lebanon.
- Students in North Lebanon expressed higher intentions for participation in municipal elections and to volunteer in activities related to social work. Students in Nabatiyeh governorate and the South scored the highest in expected political participation by becoming members in a political party and participating in illegal protests, such as blocking traffic, spray slogans on walls, and occupying public buildings. Shiite students also were the most intended to participate in such protests.
- Students belonging to the Catholic sect showed higher intentions to vote in parliamentary elections.
- Students belonging to the Orthodox sect also expressed higher intentions for volunteering, while the Druze showed more intentions for fundraising.

This variance in intentions for participation is an indication of the strong influence of the students' social and sectarian background on their conceptions of citizenship. It is also an indicator of the need for a good citizenship education that can create social cohesion through encouraging all students to be active participants in all citizenship and political activities.

Other variables addressed in research in citizenship education. There are different variables that researchers have taken into consideration when studying factors influencing citizenship education outcomes. Parents' education, and their interest in politics, students' socio-economic background, gender, and participation in community service are examples of such variables, which the current study did not take into consideration.

Concerning parents' education, the study conducted by UNDP (2008) reported that students having educated parents had better understanding of concepts of good citizenship compared to those with illiterate parents. Parents' interest in political and social issues was also found to have a great effect on students' expected political participation, participation in legal protest activities and in expected electoral participation (Schulz, Ainly, & Fraillon, 2013).

As for students' socio-economic background, students with higher socio-economic backgrounds showed better understanding of concepts of good citizenship (UNDP, 2008), and greater intentions for political participation in the future (Lopes, Benton, & Cleaver, 2009).

Furthermore, some studies have highlighted the gender differences. A research on 14-15 year old students in England revealed that females were found to have greater intentions for political participation in the future (Lopes et al., 2009). In Lebanon, the case was different, as the males showed higher intentions for political participation in the future (UNDP, 2008). On the

other hand, in 16 out of the 28 countries participated in the 1999 IEA study, females showed more intention to vote than male students. Females also showed more intentions to participate in charity works and collect money for social causes than male students (Torney-Purta et al., 2001). In Lebanon, also females showed more intentions to volunteer and work for social causes by fundraising (UNDP, 2008). Finally, as females showed less expectation in active political participation and in illegal protests (Schulz et al., 2013), male students showed higher intentions to participate in protest marches and illegal protest activities, such as spray-painting protest slogans, blocking traffic or occupying government buildings (Torney-Purta et al., 2001; Schulz et al., 2010; UNDP, 2008).

Finally, participation in community service has become a popular tool for citizenship education in different countries in all grade levels starting from elementary to college years (Celio, Durlak, & Dymnicki, 2011). Many studies have been conducted to find out what kind of impact community service has on the students' future political and civic life, and what the best practices are to ensure and maximize the positive results.

Hart, Youniss, and Atkins (2007) found that it is an important factor that enhances students' future civic engagement and their active participation in the life of the community. They reported that community service leads to higher intentions to vote in the future (Hart, et al., 2007; McIntosh & Muñoz, 2009). However, Kahne et al. (2013) reported the opposite, as they found that community service does not influence students' intentions to vote. They found that community service promotes active participation in "community based forms of engagement" (p. 433).

Furthermore, Hart, et al (2007) differentiated between voluntary, required and mixed community service in high school. They found that voluntary and required service predicted future voting behaviors. On the other hand, while voluntary and mixed service types predicted future volunteering behaviors, the mandatory service learning was not predictive for future volunteering. Schmidt, Shumow & Kackar (2007) also found no difference in the outcomes of the required and the voluntary service done by high school students. Both types lead to more knowledge about the society and more feelings of empowerment to make a change in the community.

Finally, in their meta-analysis, Meinhard and Brown (2010) summarized the most important factors that influence the success of service learning. Giving students chances to reflect on their experience, and relating it to previous knowledge and the current learning of the subject were reported to be important factors. Also having enough financial and human resources, to be able to establish good partnerships and contacts with the organizations where students will serve, making sure that they give them meaningful and challenging tasks were important elements to ensure successful service learning. And finally systematic evaluation of the program was found to be very important.

All these details and challenges might be reasons why, even though the MEHE in Lebanon has asked the schools to include community service into their citizenship education programs, however it is not implemented on the ground. It is clear that community service has to be well organized and it needs collaboration between the schools and the served organizations, in addition to constant evaluation.

Hypotheses

In light of the aforementioned research review, this study will test the following hypotheses in the selected sample of students in Lebanese private schools:

Hypothesis 1: Students of grades 9 and 12 will have negative attitudes toward civics.

This hypothesis is based on Jabbour's study (2014) which shows that Lebanese students have negative attitudes toward civics (Jabbour, 2014).

Hypothesis 2: Students in grade 12 will have more negative attitudes toward civics than students in grade 9.

Since research shows there is a decline in students' attitudes toward social studies as they grow older (Fraser, 1981; Moroz, 1993; Thiveos & Moroz, 2001; Hobbs & Moroz, 2001), this study predicts that grade 12 students will have more negative attitudes toward civics than grade 9 students.

Hypothesis 3a: Grade 9 students who report having more (or higher frequency of) student centered instructional methods in their civics classrooms will have more positive attitudes towards civics than students who report less (or lower frequency of) student centered instructional methods.

Hypothesis 3b: Grade 12 students who report student centered instructional methods will have more positive attitudes towards civics than students who report less student centered instructional methods.

Since studies showed that students had negative attitudes toward the teacher-centered teaching methods during social studies lessons (Hansberry & Moroz, 2001; Thiveos & Moroz (2001), this study predicts that students who report student-centered instructional methods will

have more positive attitude toward civics than their counterparts who report student-centered methods.

Hypothesis 4a: Open classroom climate for discussion will be correlated with positive students' attitudes towards civics in grade 9.

Hypothesis 4b: Open climate for discussion will be correlated with positive students' attitudes towards civics in grade 12.

Since research shows that classrooms with low scores on teacher support, involvement, affiliation and innovation leads to more negative attitudes towards social studies Fout (1987, 1989), this study predicts that students who report their classroom climate to be open for discussion will have more positive attitudes than those in open classroom climate.

Hypothesis 5a: Grade 9 students with positive attitudes towards civics will have higher scores on Conception of Good Citizen.

Hypothesis 5b: Grade 12 students with positive attitudes towards civics will have higher scores on Conception of Good Citizen.

Since civics aims is to prepare students to be aware of the knowledge, skills and values of citizenship, and students' negative attitudes are considered a symptom of a serious problem in the implementation of the mission for education for democratic citizenship (Dundar, Rapaport, 2014), this study will explore if students' attitudes toward civics is significantly correlated with their conceptions of citizenship.

Hypothesis 6a (Exploratory): Grade 9 students with positive attitudes towards civics will score higher on Expected Political Participation.

Hypothesis 6b (Exploratory): Grade 12 students with positive attitudes towards civics will score higher on expected political participation.

Since research shows that attitudes can be used to predict human behavior (Ajzen & Fisherbein, 2000), this study will explore if students with positive attitudes toward civics have higher expected citizenship participation.

Hypothesis 7a: Grade 9 students who score higher on student centered instructional methods will score higher on expected political participation in the future.

Hypothesis 7b: Grade 12 students who score higher on student centered instructional methods will score higher on expected political participation.

Since research shows that focusing more on transmitting information about facts and dates, and encouraging memorization rather than engaging in discussions leads to “passive notions of citizenship and depoliticization of youth” (Fournier-Sylvester, 2014, p. 17), this study predicts that students who report to have student-centered instructional methods will score higher on the scale assessing expected citizenship participation.

Hypothesis 8: Grade 12 students will score lower than grade 9 students on the scale for Expected Political Participation.

Since research shows that older students have less expected political engagement (Schulz, 2005), this study predicts that students in grade 12 will score lower on the scale of expected citizenship participation.

Hypothesis 9a (Exploratory): Students’ attitudes towards civics will have a moderator effect on the relationship between the independent variables (open classroom climate for discussion and student centered instructional methods) and the dependent variables (students’ conception of good citizenship and students’ expected political participation) for grade 9 students.

Hypothesis 9b (Exploratory): Students’ attitudes towards civics will have a moderator effect on the relationship between the independent variables (open classroom climate for discussion and

student centered instructional methods) and the dependent variables (students' conception of good citizenship and students' expected political participation) for grade 12 students.

Summary

This chapter presented a review of literature about citizenship and citizenship education, and discussed its different approaches adopted by different countries around the world. It also discussed citizenship education in the Lebanese context, through a review of the civics curriculum, its general aims, objectives, and content. Discussion focused on the independent and dependent variables of this study in relation to findings from previous research. Furthermore other variables were presented that were in other studies but will not be included in this study. And finally the hypotheses of the study were presented. The next chapter will present the method of the study; describe the sample design, the participants and the procedure of the research. It will also describe the instruments and methods of data analysis used in the study.

Chapter 3

Methods

This chapter discusses the sample design, characteristics of participants, instruments used, their reliability, and procedures in administering the surveys. In addition, the chapter discusses the rationale for the use of specific statistical analyses and how they were used to interpret the data.

Sample Design

The study examined the attitudes of the students in grade 9 and 12 toward civics in relation to open classroom climate for discussion and student centered instructional methods. It also explored the relationship of the students' attitudes toward civics and their conception of good citizenship and their intended political participation in the future. Finally it explored if students' attitudes toward civics moderates the relationship between the independent variables (grade level, student centered instructional methods and open climate for classroom climate) and the dependent variables (students' conception of good citizenship and their expected political participation).

This research used a survey design and employed a set of scales to gather information. Surveys are widely used for the purpose of description and prediction. Survey research design is an efficient way to describe a group of people's characteristics, their opinions, thoughts, feelings and attitudes (Shaughnessy, Zechmeister, & Zechmeister, 2009). This study used self-administered questionnaires that help in gathering a broad range of information from a large number of participants in a relatively short time, and is cost effective.

A convenience sampling method was used in the selection of seven private schools in Lebanon. Two of the schools are located in Tripoli, three in Beirut, one in Zahle, and one in Saida. The size of the schools varied between 400 and 1300 students, all belonging to the middle socio-economic status. The participants were students in grades 9 and 12. No sampling was done in each school, as all students in grades 9 and 12 in each of the selected schools participated in the study, except for few who reported to be non-Lebanese. A total of 648 ninth and twelfth grade students in these seven private schools located in different regions of Lebanon participated in this study. Twenty out of the 648 students left the questionnaires unanswered fully. These twenty were excluded from the study and the final sample left was 628 students. So the response rate was 96.9%.

Participants

The sample size was calculated using Field (2013, p.313), who described the sample size required for regression models depending on the number of predictors and the size of the expected effect $R^2 = .02$ (small), $.13$ (medium) and $.26$ (large). The research had three independent variables and one moderator. Since the moderator was considered a predictor, the research had a total of four predictors. The research expects to get a small effect $R^2 = .02$. Expecting a small effect of R^2 , the sample size needed was 590.

The age of the participants ranged between 13 and 19 years old ($M = 15.7$, $SD = 1.6$).

Table 1 provides description of the sample.

Table 1

Participants' Characteristics

<i>Characteristics</i>	<i>Number of students N(%)</i>
Gender	
Male	302 (48.1)
Female	326 (51.9)
Grade Level	
Grade 9	318 (50.6)
Grade 12	310 (49.4)
Schools (7)	
North Lebanon (2)	123 (19.6)
Beirut Area (3)	238 (38)
Beqaa /Zahle (1)	90 (14.3)
South Lebanon /Saida (1)	177 (28.2)
Community Service	
No	318 (50.6)
Yes	308 (49.0)
Missing	2 (.3)
Scout	
No	547 (87.1)
Yes	78 (12.4)
Missing	3 (.5)
Human Rights Activities	
No	444 (70.7)
Yes	180 (28.7)
Missing	4 (.6)
Member in a Committee or Club	
No	460 (73.2)
Yes	102 (16.2)
Missing	66 (10.5)

As the table shows, there was no variation in the percentages of gender and grade level in the sample of the study. There was a balance in the distribution of genders in the sample, and in terms of grade levels, each grade constituted around 50% of the sample. Almost half of the students reported that they have participated in community service; whereas only around 30% have participated in human rights activities, 18% reported that they are members in a committee or a club at school, and 12.4% are scouts.

Ethical Consideration

Ethical guidelines were followed in the collection of data. A consent letter was sent to the administration of the schools in order to ensure the confidentiality of the gathered data and explain that participation is a voluntary act that will not have any risks or benefits. The school administrations that agreed to participate in the study were contacted by phone and appointments were arranged for the researcher to visit the schools and administer the survey personally. Before administering the survey, the researcher has introduced the students the aim of the study and assured them that their participation is voluntary and anonymous.

Procedure

The administrators of the selected private schools were approached by official letters explaining the aims, procedures and the expectations of the present study from the schools (Appendix D). Students who are Lebanese citizens in grades 9 and 12 were asked to participate in the study. Contacts with schools were made starting from the last week of January, 2016. The administration of the surveys and the data collection were done from February 10 till March 10, 2016 by this researcher.

The survey took 15- 20 minutes to be completed. The first school was used as a pilot study, and it was an opportunity to examine if the students were able to understand the language

of the questionnaire, which is in English, and to see how long it would take them to fill it. No difficulty was noted, except for few words, such as simulation in the instructional methods; also clarification was asked about the difference between debate and discussion. The researcher explained these terms to the students and a clarification of these terms were added in the questionnaires that were administered in the following schools.

Instruments and their Psychometric Properties

The survey booklet consisted of 75 items (Appendix E) and included a brief section on demographic information like gender, age and school. This section also asked the students about their participation in any type of social service, human rights activities, scouts or being members in committees in the school. These were dichotomous variables (yes = 1, no = 0).

In the schools surveyed for this research, community service was not a mandatory requirement for the students. However, three of them took students to certain institutions and organizations that help the needy, visited elderly homes, worked to renovate houses of needy people, or made activities for kids with special needs. During the administration of the survey, students expressed their love for such types of activities.

The questionnaire also included five sections, each of which was taken from various international and regional surveys used in studying citizenship. These sections target specific aspects pertaining to attitudes, classroom climate and issues related to citizenship, both conception and participation.

Students' attitude towards civics. To measure students' attitudes towards civics, this research used a section from the booklet of student questionnaire that is designed by Trends in International Mathematics and Science Study (TIMSS & PIRLS, 2011). This section assesses students' attitudes towards math and science but for the purpose of this study the terms math and science were replaced by "civics". This scale SATC (students' attitudes towards civics) consists of 20 items related to students' liking of, confidence in, and their value of the subject matter and detailed as follows:

- Items 1-6 assess students' liking of civics. This part includes statements such as, "I enjoy learning civics", "I learn many interesting things in civics".
- Items 7-15 assess students' confidence in civics. Examples of statements in this part are: I usually do well in civics; civics is harder for me than any other subject. In this section items 12 and 13 were deleted, since they are specific to math and science content.
- Items 16-20 assess the students' value of civics, such as "I would like a job that involves using civics"

Items 2, 3, 8, 9, 11, 13 in this section were reverse coded because they were negatively worded, such as "Civics is boring"; "Civics makes me confused and nervous".

The questions are rated on a Likert-Type scale, ranging from 1 (*agree a lot*) to 4 (*disagree a lot*). To make the results easier to interpret, the scores on all the items of this scale were reversed. Therefore a score less than 2 is considered to display negative attitudes toward civics, whereas scores more than 2 are considered to display positive attitudes toward civics. The reliability of this scale was found to be acceptable, as Cronbach's Alpha reliability coefficient was calculated for the whole sample ($\alpha = .87$), for grade 9 ($\alpha = .87$), and grade 12 ($\alpha = .86$).

Student centered instructional methods. The items in this section are taken from a study

in Oman on the instructional methods used by social studies teachers (Al-Maamari et al., 2014). The students were asked to answer how often each one of the 14 student centered instructional methods were used on a rating scale that ranges from 1 (*never*) to 4 (*often*). The items of discovery learning, inquiry and field study were removed from the original study and were replaced by simulation and watching videos. The new scale for this study consisted of 14 student centered instructional methods. The Cronbach's Alpha reliability coefficient student centered instructional methods (SCIM) was found to be satisfactory. For the whole sample ($\alpha = .85$), for grade 9 ($\alpha = .81$), and for grade 12 ($\alpha = .88$).

Open climate for classroom discussions. The scale for classroom climate was developed and used by CIVED, Civic Education Study (Schulz & Sibberns, 2004; Torney-Purta et al., 2001). The scale, which is Likert-Type, has two parts: open climate for classroom discussion (items 1-6) that assesses if there is a climate where students feel encouraged to express their thoughts freely, have controversial discussions and respect diverse opinions. Items 7- 12, on the other hand, are about the extent to which emphasis is put on factual learning and are called lecturing style. The rating scale ranges from 0 = do not know to 1= never to 4= often. The Cronbach's Alpha reliability coefficient for the items 1-6 on this scale is .76. Items 7-12 were excluded due to low scoring on reliability and factor analysis (Schulz, 2004). In another study, Fornier-Sylvester (2014) used a short version of this scale (10 items), where five items were used to assess open classroom climate and had a Cronbach's Alpha $\alpha = .76$, while the other five items that assess traditional teaching approach had a Cronbach's Alpha $\alpha = .68$.

The current study excluded the lecturing style (items 7-12), because of its low reliability (Cronbach's Alpha for the whole sample was $\alpha = .51$, for grade 9 $\alpha = .44$, and for grade 12 $\alpha = .57$). So only 6 items of open climate for classroom discussion (OCCD) were used in the study. The Cronbach's Alpha indicates that the scale is reliable, as for the whole sample it was ($\alpha = .78$), for grade 9 ($\alpha = .75$), and for grade 12 ($\alpha = .80$).

Students' conceptions of good citizenship. The scale for this variable was designed and used by CIVED Civic Education Study (Schulz & Sibberns, 2004). It has 15 Likert-type items and the rating scale ranges from 0 (*don't know*), to 1 (*not important*) to 4 (*very important*). This scale has three parts.

Items 1-6 assess the students' view of the importance of conventional citizenship and had a Cronbach's Alpha of .67. Examples of the items in this part are: "votes in every election", "joins a political party", etc.

Items 7-10 assess students' view of the importance of social movement-related citizenship (Schulz, 2004). Examples of items in this part are: "Participates in activities to benefit the community", and "takes part in activities promoting human rights". The Cronbach's Alpha for items 7-10 in the surveyed population across countries was $\alpha = .63$ (Torney-Purta et al., 2001).

Items 11-15 were related to general concepts of citizenship and they include questions about the importance of working hard, serving in the military service, being patriotic and loyal to the country, etc. These items were excluded from the CIVED's study for scoring low in the "preliminary analysis of item dimensionality" (Schulz, 2004, p 96).

The study used all 15 items of the students' conception of good citizenship (SCGC). The Cronbach's Alpha reliability for the scale was acceptable; for the whole sample ($\alpha = .83$), for grade 9 ($\alpha = .85$), and for grade 12 ($\alpha = .79$).

Students' expected participation in political activities. Students' expected behavior in participation of active citizenship behaviors consists of 12 items on a Likert-Scale. This scale was also developed by IEA Civic Education Study (Schulz & Sibberns, 2004) and assesses different types of expected citizenship behaviors, such as the students' expected voting behavior (items 1-2), expected active participation in political activities (items 3-5), expected volunteering behavior for social causes or charity works (items 6-7), expected involvement in peaceful (items 8-9), or illegal protests (items 10-12) (Torney-Purta et al., 2001). The rating scale ranges from 0 (*don't know*), to 1 (*I will certainly not do this*) to 4 (*I will certainly do this*). The Cronbach's Alpha reliability coefficient for this scale used in CIVED was .73. In another study conducted by Fournier-Sylvester (2014) the reliability was .8.

For the current study, the Cronbach's Alpha reliability coefficient for this scale was calculated and found satisfactory: for the whole sample $\alpha = .79$, for grade 9 $\alpha = .79$, and for grade 12 $\alpha = .80$.

It is important to note here that this study did not use the rating of 0 = don't know, for the scales of open classroom climate for discussion, students' conception of good citizenship, and students' expected political participation. The reason for excluding this rating was to have students think about the questions and make a choice rather than giving the passive choice of "I don't know". Krosnick, et al. (2002), review the different arguments given by researchers for excluding the "do not know" option from scales used in surveys. Examples of such arguments are: some respondents try to avoid thinking, so the "do not know" option hides the respondents' real opinions. Another reason is that some respondents might choose this option initially, but if probed or encouraged by the researcher, they will give their real answers that "worth measuring" (p. 375). Sometimes this option is chosen when the person does not understand the question, or

has not a clear opinion about the question asked. Finally according to Krosnick's "Theory of Survey Satisficing", there are three factors that lead people to choose the "do not know" option when answering to attitudinal questions; "respondent ability, respondent motivation, and task difficulty" (p. 376). Thus if the respondent feels that he/she does not have a ready answer in his mind, or does not feel motivated and finds the task of thinking and formulating an attitude difficult might choose the "do not know" option. This means that, not all respondents who choose this option really do not know or do not have an opinion. Thus by removing this item, respondents might try to think and give their opinion.

In organizing the data and doing the statistical calculations we have unified the rating scales of all parts of the questionnaire in a way that 1 was meant "never" and 4 was "often" or "very important". Thus we have reversed the scores on all the items in the scale of the students' attitudes toward civics to get a unified set of results for all the scales, where the higher the scores, the more positive the results are.

Method of Data Analysis

The researcher utilized SPSS to analyze the data. First the reliability of the questionnaires was checked using the Cronbach's Alpha reliability coefficients. Then descriptive statistics were used to describe the sample. Several statistical methods were used to analyze the responses.

Below are the methods used to address each of the research questions.

First, the means and the standard deviations were calculated for each of the independent (grade level, student centered instructional methods and open classroom climate for discussion) and the dependent variables (students' concept of good citizenship and their expected political participation).

A set of *t*-tests were administered to check for the control variables.

Correlational analyses were conducted to test the first eight hypotheses

A moderation analysis was conducted to examine if students' attitude toward civics is the effect the relationship between the independent and the dependent variables (for the moderation model, see Figure 1).

In cases where no moderation was found, a set of regression analyses were conducted.

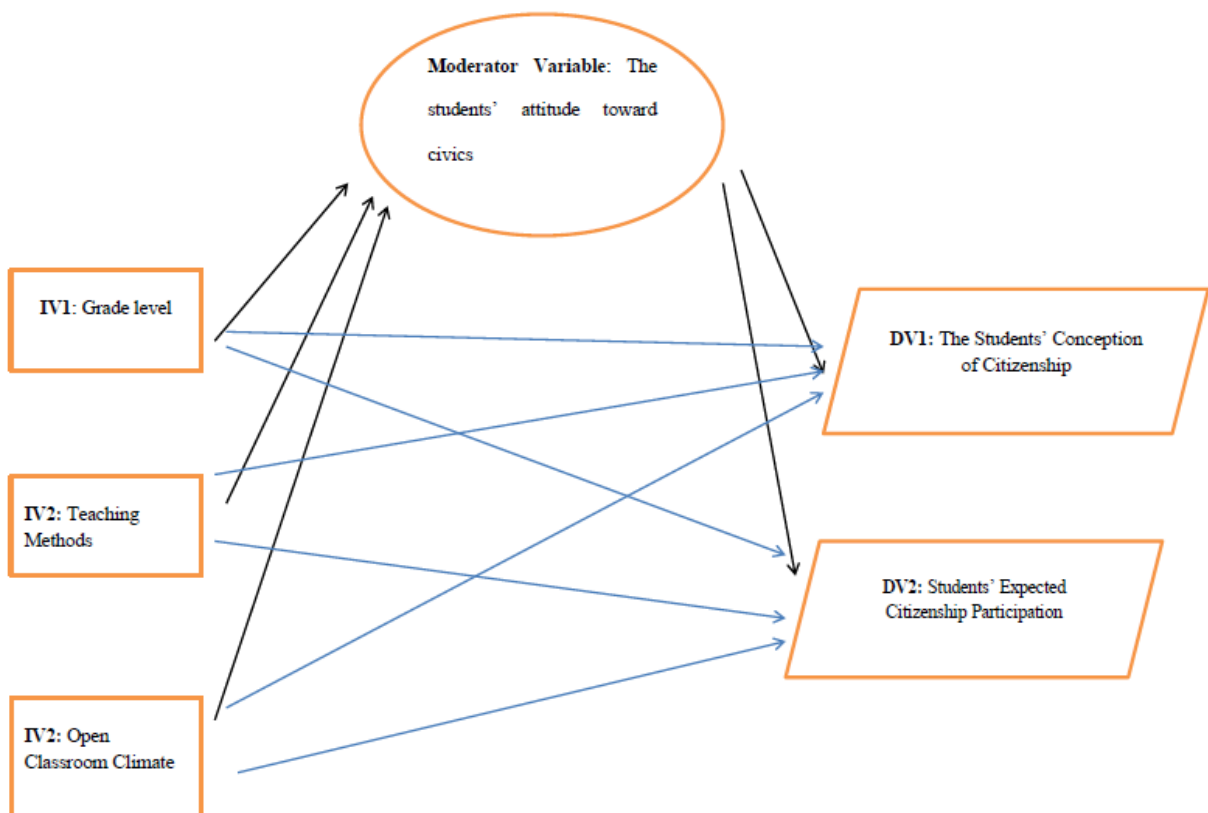


Figure 1. Moderation Model

Summary

This chapter has identified the methods used in this quantitative study of students' attitudes towards citizenship, described the sample design, the participants and the procedure of the study. It also presented the instruments used in the survey and the methods that will be used for the analysis of the collected data.

The next chapter will present the results attained from utilizing these methods.

Chapter 4

Data Analysis and Results

This chapter begins with a description of the participants in this study, followed by a presentation of the results of the data analysis procedures outlined in the previous chapter. Results will be presented in accordance with the hypotheses stemming from the research questions presented in chapter 3.

The study used SPSS to analyze the data. It involved descriptive statistics, *t* tests, correlational analyses. Furthermore, a moderation analysis was conducted to examine the effect of the moderator variable (students' attitudes toward civics) on the relationship between the independent variables (grade level, student centered instructional methods and open climate for classroom discussion) and the dependent variables (students' conception of good citizenship and their expected political participation in the future). In cases where no moderation was found, multiple regression analyses were conducted.

Preliminary Analysis

Prior to analysis, the data was checked for accuracy of entry and missing values. Missing values on the scales showed that two of the scales exceeded the 5% cutoff. The scales of students' attitudes toward civics and instructional methods had more than 5% missing values (9.1% and 6.7% respectively). To replace the missing values Expectation Maximization (EM) was performed on all five scales (Tabachnik & Fidell, 2007).

Univariate and multivariate outlier analysis, and assumption of normality. Univariate outliers were checked using z-scores and all values exceeding the absolute value of +/- 3.29 were considered outliers significant on the 99.9th confidence interval (Field, 2013). A total of two

univariate outliers were found on the mean of classroom climate, three on the mean of students' concept of citizenship, seven on the mean of social movement citizenship, and six on the mean of concept of general citizenship. None of the outliers comprised 1% of scores, except for the mean of social movement citizenship, but since the sample is large, all the scores were retained as they represented a normal occurrence in any distribution.

Normality of the data for all variables was checked through the standardized skew statistics (z skew), and histograms. The Z scores of the means of value of civics (4.63), classroom climate (-7.50), open climate for discussion (-6.83), lecturing style (-5.52), teacher centered instructional methods (-4.681), concept of citizenship (-9.58), concept of conventional citizenship (-5.32), concept of social movement citizenship (-11.87), concept of general citizenship (-10.92), intended participation in social movement citizenship activities (-6.35), intended participation in protests (6.58) exceeded the absolute value of 3.29 which is the cutoff point for 99.99% confidence interval, indicating to significantly skewed distributions. Even though some skewness exists in the score distribution of the current sample, however, the sampling distribution is assumed to be normal. This conclusion is explained by the central limit theorem

The standardized scores for these scales are greater than 3.29, the cutoff point for 99.99% confidence interval, indicating to significantly skewed distributions. Although some skewness exists in the score distribution of the current sample, the sampling distribution is still assumed to be normal, a conclusion which is explained by the central limit theorem: it is assumed hereby that the given sample is adequately large to conclude that the mean of the population will approximate the mean of all samples obtained from the population. Therefore, all samples would

follow a more or less normal distribution pattern and all variability would approximate the variability of the population divided by every sample's size (Field, 2013)

Since transformation and nonparametric statistical tests are beyond the scope of this study, parametric tests were retained and no transformation was applied.

Multivariate outliers were examined using Mahalanobis distance through SPSS REGRESSION. Twelve multivariate outliers greater than 18.48 were detected. However, none of the cases was influential as indicated by Dfbetas and Cook's Distance of less than 1.

Scale description. The means and standard deviation of the variables for each of the two grade levels are presented in table 2.

Table 2

Summary of the Means and Standard Deviations for Scores on SAC, OCCD, SCIM, SCGD, and SEPP for Grades 9 and 12

Variables	Grade 9					Grade 12				
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
SAC	318	2.45	.61	1	3.89	310	2.45	.51	1.11	3.61
OCCD	318	2.88	.62	1	4	310	2.99	.63	1	4
SCIM	318	2.50	.54	1.07	4	310	2.50	.64	1	4
SCGC	318	3.10	.54	1.13	4	310	3.21	.44	1.40	4
SEPP	318	2.47	.56	1	4	310	2.50	.54	1	4

Note. SAC = Students' Attitudes toward Civics, OCCD = Open Climate for Classroom Discussions, SCIM = Student Centered Instructional Methods, SCGC = Students' Conception of Good Citizenship, and SEPP = Students' Expected Political Participation.

Exploratory Analysis

A set of Independent *t* tests were conducted to compare the means of the dependent and independent variables, as well as the students' background, that of gender, whether or not students have participated in community service, human rights activities, committees or clubs and scouts activities. Gender, community service, human rights activities, and membership in committees were found to be significant as $p < .005$ on the variables of conception of good citizenship and students' expected political participation.

Testing the Hypotheses

A set of correlational analyses were conducted to explore the relationship between the independent variables (open climate for classroom discussion, the student centered instructional methods and the students' attitudes toward civics) and the dependent variables (students' conception of good citizenship and their expected political participation). It is important to note

that grade level, which is an independent variable, was tested later separately. The results are presented in Tables 3 and 4.

Table 3

Correlation Coefficients between Means of the Independent and Dependent Variables for Grade 9

Variables	SAC	OCCD	SCIM	SCGC	SEPP
SAC	1				
OCCD	.286**	1			
SCIM	.329**	.473**	1		
SCGC	.246**	.236**	.145**	1	
SEPP	.278**	.234**	.300**	.402**	1

Note. SAC = Students' Attitudes toward Civics, OCCD = Open Climate for Classroom Discussions, SCIM = Student Centered Instructional Methods, SCGC = Students' Conception of Good Citizenship, and SEPP = Students' Expected Political Participation.

$N = 318$, $df = 316$.

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4

Pearson's Correlation Coefficient between Means of the Independent and Dependent Variables for Grade 12

Variables	SAC	OCCD	SCIM	SCGC	SEPP
SAC	1				
OCCD	.278**	1			
SCIM	.235**	.520**	1		
SCGC	.149**	.108	.058	1	
SEPP	.131*	-.042	.095	.349**	1

Note. SAC = Students' Attitudes toward Civics, OCCD = Open Climate for Classroom Discussions, SCIM = Student Centered Instructional Methods, SCGC = Students' Conception of Good Citizenship, and SEPP = Students' Expected Political Participation.

N=310, *df* = 308.

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The results show that for students in grades 9 and 12 open classroom climate was significantly correlated with student centered instructional methods. Open classroom climate was significantly correlated with students' concept of good citizenship and their expected political participation for grade 9 students. Interestingly, these relationships were not statistically significant in the case of students in grade 12. Another interesting difference between grade 9 and 12 students was in the correlation between the student centered instructional methods and each of the two dependent variables. In grade 9 student centered instructional methods were significantly correlated with students' conception of good citizenship and their expected political participation. However, this relationship was not significant in the case of students in grade 12.

Hypothesis 1 stated that students in grades 9 and 12 will have negative attitudes towards civics. To test this hypothesis, the variable of the Students' Attitudes toward Civics for the two

grade levels were examined (Table 2). The mean is $M = 2.45$ for both grade levels, while $SD = .61$ for grade 9 and for grade 12 $SD = .51$. Since the mean is higher than 2, this means that the attitudes of the students in both grade levels are more likely to be positive. Consequently, hypothesis 1 was rejected.

Hypothesis 2 stated that students in grade 12 will have more negative attitudes toward civics rather than those in grade 9. An independent t-test was conducted to compare the means of Students' Attitudes towards civics in the two groups according to their grade level. No statistically significant difference was found in the means of the two groups, as $t(612) = -.14$, $p = .89 > .05$. Thus Hypothesis 2 was not supported.

Hypothesis 3a. Grade 9 students who report student centered instructional methods in their civics classrooms will have more positive attitudes towards civics.

Hypothesis 3b: Grade 12 students who report student centered instructional methods will have more positive attitudes towards civics.

Hypotheses 3a and b were tested by computing Pearson's Correlation coefficients between the two variables: students' attitudes towards civics and the student centered instructional methods. Significant correlation was found between the two variables for students in grade 9 ($r(316) = .33, p < .001$). In grade 12 also a significant correlation was found between students' attitudes toward civics and student centered instructional methods; ($r(308) = .24, p < .001$). Scores are presented in Tables 3 and 4. Thus, hypotheses 3a and 3b were supported by the results.

Hypothesis 4a: Open classroom climate for discussion will be correlated with students' positive attitude towards civics in grade 9.

Hypothesis 4b: *Open classroom climate for discussion will be correlated with students' positive attitudes towards civics in grade 12.*

Hypotheses 4a, and 4b were checked by computing Pearson's Correlation coefficients between students' attitudes towards civics and open classroom climate for discussion for grades 9 and 12, and both were confirmed, as a significant positive correlation was found between open classroom climate and students' attitudes towards civics for both grade levels. The results for grade 9 ($r(316) = .29, p < .001$) suggest that as the classroom climate for discussions becomes more open, the students' attitude toward civics becomes more positive. The same applies to grade 12 students, as $r(308) = .28, p < .001$.

Hypothesis 5a: *Grade 9 students with positive attitudes towards civics will have higher scores on their conception of good citizenship.*

Hypothesis 5b: *Grade 12 students with positive attitudes towards civics will have higher scores on their conception of good citizenship.*

Hypotheses 5a and b were examined by conducting Pearson's Correlational analysis between students' attitudes toward civics and their conception of good citizen for both grade levels. A significant positive correlation was found between students' attitudes towards civics and their conception of good citizen for grade 9 students, as $r(316) = .25, p < .001$. Since the correlation is positive, this means that the higher students score on attitudes, the higher they score on conception of good citizenship. Thus hypothesis 5a was supported.

In the same way hypothesis 5b was confirmed, as a correlation was found between students' attitudes toward civics in grade 12 and their conception of good citizenship; $r(308) = .15, p < .001$.

Hypothesis 6a: Grade 9 students with positive attitudes towards civics will score higher on expected political participation.

Hypothesis 6b: Grade 12 students with positive attitudes towards civics will score higher on expected political participation.

Hypotheses 6a and b were examined by conducting Pearson's Correlation analysis on the two variables for each grade level. In grade 9 a positive correlation was found; $r(316) = .28$, $p < .001$. Thus as the students' attitudes toward civics were more positive, they scored higher on expected political participation. These results supported Hypothesis 6a.

In the same manner Hypothesis 6b was also confirmed as a significant positive correlation was found between the students' attitudes towards civics in grade 12 and their expected political participation; $r(308) = .13$, $p < .05$.

Hypothesis 7a: Grade 9 students who score higher on student centered instructional methods will score higher on expected political participation.

Hypothesis 7b: Grade 12 students who score higher on student centered instructional methods will score higher on expected political participation.

Hypotheses 7a and b were tested by computing Pearson's Correlation coefficients between the two variables for each grade level. A positive and statistically significant correlation was found between student centered instructional methods and their expected political participation for students in grade 9; $r(316) = .30$, $p < .001$. This means that as the score on student centered instructional methods increases, the score on expected political participation increases for grade 9 students. Thus hypothesis 7a was supported.

On the other hand, the correlational analysis did not yield the same results for grade 12 students, as no significant correlation was found between student centered instructional methods and their expected political participation; $r(308) = .09, p > .05$.

***Hypothesis 8:** Grade 12 students will score lower than grade 9 students on the scale for expected political participation.*

This hypothesis was examined by conducting an independent t -test to compare the means of the two grade levels for their expected political participation. No significant difference was found, as $t(626) = -.87, p > .05$. Thus Hypothesis 8 was rejected.

Hypothesis 9: Moderation analysis. To examine the effect of the moderator (students' attitudes toward civics) on the relationship between the independent variables (open classroom climate discussion, students centered instructional methods) and the two dependent variables (students' conception of the good citizenship and the expected political participation), four sets of moderation analyses were run for each of the two grade levels. Within each moderation, the variables of gender, community service, scouts, human rights activities, and committees were tested as covariates and those that were found to be not significant were removed. However, the variables that were found to be significant were retained in a subsequent moderation that was conducted. The four sets of moderation analyses were done by using the PROCESS macro (Hayes, 2012) to assess the students' attitudes as a moderator of the relationship between the independent and the dependent variables.

Effect of open climate for classroom discussions on students' conception of good citizen at levels of students' attitudes toward civics.

Students' attitudes towards civics, open climate for classroom discussions and students' conception of good citizenship were centered prior to analysis for grades 9 and 12.

In running the analysis for grade 9 with the students' attitudes toward civics as the moderator, the overall model was significant ($F(279) = 10.20, p < .001, R^2 = .12$). Gender and being a member in school committees were found to have significant effects as control variables in this model ($b = .14, t(279) = 2.32, p = .02$ and $b = .16, t(279) = 2.21, p = .03$). The main effects of students' attitudes toward civics and open classroom climate for discussion on students' concept of good citizens were significant ($b = .17, t(279) = 3.20, p < .001$ and $b = .15, t(279) = 2.59, p = .01$). The interaction effect was marginally significant ($b = .11, t(279) = 1.34, p = .18$). In breaking down the slopes, it is clear that open classroom climate levels differentially influence students' conception of good citizenship at the different levels of attitudes towards civics. For low levels of for attitudes towards civics, meaning when the attitudes are negative, open classroom climate has no influence on students' conception of good citizenship ($b = -.61, t(279) = .97, p = .33$). However, when students' attitudes were positive towards civics, their conception of good citizen was positively affected by open classroom climate for discussion ($b = .61, t(279) = 2.88, p < .001$). (See Figure 2).

Therefore, the moderational hypothesis under investigation was partially supported for grade nine students.

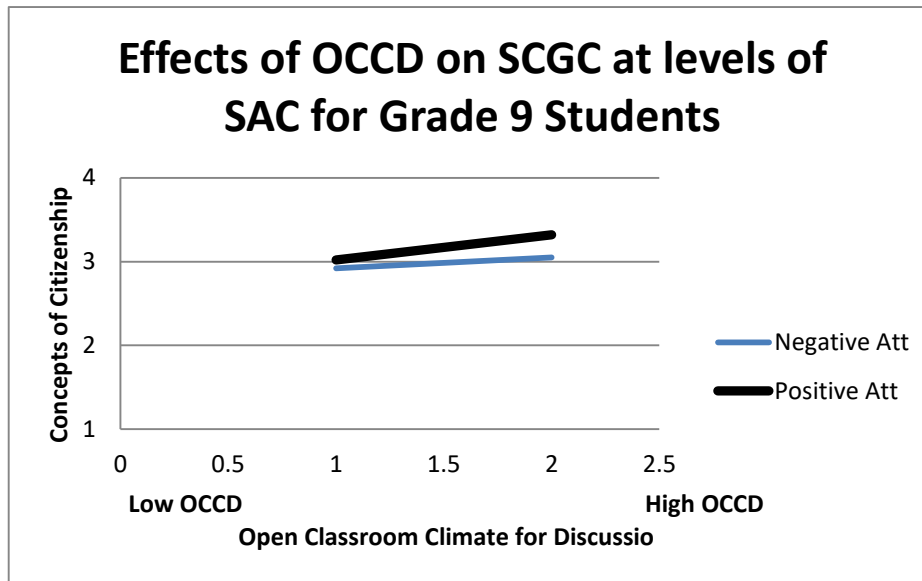


Figure 2: Effects of Open Classroom Climate on Students' Concepts of Good Citizenship at Different Levels of Attitudes for Grade 9.

In running the analysis for grade 12 with the students' attitudes toward civics as the moderator, the overall model was significant ($F(305) = 5.32, p = .00, R^2 = .07$). Community service was found to have an effect of a control variable in this model ($b = .17, t(305) = 2.95, p < .01$). The main effect of for students' attitudes toward civics was significant ($b = .10, t(305) = 1.87, p = .06$). Open classroom climate for discussion did not have a significant effect on students' conception of good citizens ($b = .06, t(305) = 1.39, p = .17$). The interaction effect was marginally significant ($b = .14, t(305) = 1.43, p = .15$). In breaking down the slopes, open classroom climate for discussion differentially influenced conception of good citizenship at the different levels of attitudes towards civics. For negative attitudes towards civics, open classroom climate did not have any influence on students' conception of good citizenship ($b = -.51, t(305) = -.13, p = .90$). However, when attitudes towards civics were positive, high levels of open

classroom climate influenced positively on students' conception of citizenship ($b = .51, t(305) = 2.50, p = .01$). (See Figure 3).

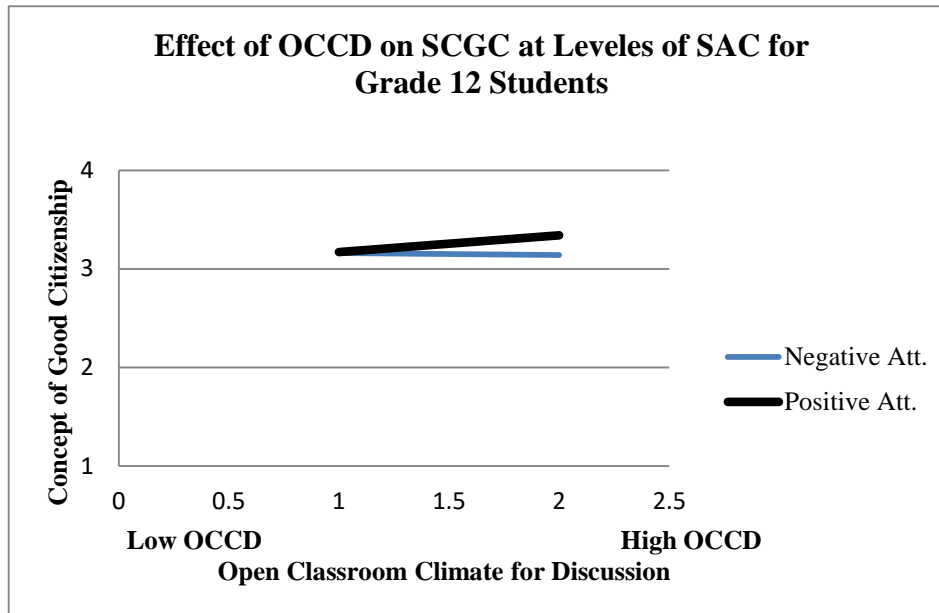


Figure 3. Effects of Open Classroom Climate on Students' Concepts of Good Citizenship at Different Levels of Attitudes for Grade 12

Since the moderation analysis for each of the two grade levels indicated a marginal interaction effect in the same direction, the study investigated whether this is due to a power issue, or inadequate sample size, by running the moderation analysis for the two grade levels combined. The objective was to check if there is a moderation effect for students' attitudes toward civics on the relationship between open classroom climate and concept of good citizenship for the two grades together. The results for the two grades together were similar to the results of the analysis done on each of the grade levels separately. Here too, the overall model was significant ($F(320) = 13.03, p = .00, R^2 = .09$). In this model too, community service was found to have an effect as a control variable ($b = .14, t(620) = 3.66, p < .01$). The main

effect of for students' attitudes toward civics was significant ($b = .15, t(620) = 3.91, p < .01$). Open classroom climate for discussion also had a significant effect on students' conception of good citizenship ($b = .10, t(620) = 2.97, p < .01$). The interaction effect was marginally significant ($b = .11, t(620) = 1.72, p = .09$). In breaking down the slopes for students' conception of good citizenship, we found that for participants with negative attitudes towards civics, conception of good citizenship did not differ across levels of open climate for classroom discussion ($b = -.56, t(620) = .83, p = .41$). However, at positive attitudes towards civics, concept of good citizen was more positive for participants who reported significantly higher levels of open classroom climate for discussion ($b = .56, t(620) = 3.44, p < .001$). Thus the results showed marginal effect of the students' attitudes towards civics on the relationship between open classroom climate for discussion and students' conception of good citizenship in the same direction. When students have positive attitudes towards civics, the more likely a marginally significant effect on the concept of good citizen is present between high and low classroom climate for discussion. Thus, when students have positive attitudes toward civics, the relationship between open classroom climate for discussion and students' concept of good citizenship is a positive one.

Effect of open climate for classroom discussions on students' expected political participation at levels of students' attitudes toward civics.

The moderation was run for grades 9 and 12 separately, and students' attitudes, open climate for classroom discussions and students' expected political participation were centered prior to analysis.

For grade 9, the overall model was significant ($F(3,14) = 13.01, p = .00, R^2 = .10$). The main effects of attitudes toward civics and open climate for classroom discussion were

significant ($b = .21, t(314) = 3.99, p = .00$ and $b = .15, t(314) = 2.72, p = .01$). However, no significant interaction effects were found between student centered instructional methods and students' expected political participation ($b = .00, t(314) = .03, p = .98$).

For grade 12 the overall model was significant ($F(263) = 3.52, p < .001, R^2 = .11$). Participation in community service and human rights activities were found to have significant effects as control variables ($b = .17, t(263) = 2.29, p = .02$ and $b = .16, t(263) = 2.25, p = .03$). The main effect of students' attitudes toward civics on students' expected political participation was found to be significant ($b = .18, t(272) = 2.70, p = .05$). On the other hand, open climate for classroom discussions did not have a significant effect on students' expected political participation ($b = -.05, t(263) = -.86, p = .39$). Finally, no significant interaction effect was found for attitudes on the relationship between students' attitudes towards civics and the open classroom climate for discussion for grade 12 ($b = .07, t(263) = 0.70, p = .49$).

Effect of student centered instructional methods on students' expected political participation at levels of students' attitudes toward civics.

The moderation was run for grades 9 and 12 separately. To assess students' attitudes toward civics as a moderator of the relationship between student-centered instructional methods and students' expected political participation, PROCESS macro (Hayes, 2012) was used. Students' attitudes, student centered instructional methods and students' expected political participation were centered prior to analysis.

For grade 9, the model was significant ($F(312) = 12.52, p = .00, R^2 = .15$). Participation in human rights activities was found to have an effect as a control variable ($b = .19, t(312) = 3.05, p < .01$). The main effects of attitudes toward civics and student centered instructional methods on students' expected political participation were significant ($b = .18, t(312) = 3.22, p$

$=.00$ and $b = .24$, $t(312) = 3.45$, $p < .001$). However, no significant interaction effects were found between student centered instructional methods and students' expected political participation ($b = .10$, $t(312) = 1.16$, $p = .25$).

For grade 12 the model was significant ($F(272) = 3.26$, $p = .01$, $R^2 = .05$). Being a member in committees was found to have an effect as a control variable ($b = .16$, $t(272) = 1.90$, $p = .06$). The main effects of students' attitudes toward civics on students' expected political participation were found to be significant ($b = .15$, $t(272) = 2.20$, $p = .03$). On the other hand, student centered instructional methods were found to have a marginal effect ($b = .11$, $t(272) = 1.82$, $p = .07$). Finally, no significant interaction effect was found for attitudes on the relationship between students' attitudes and the student centered instructional methods used in civics classroom for grade 12 ($b = .04$, $t(312) = 0.32$, $p = .75$).

Effect of student centered instructional methods on students' concept of good citizenship at levels of students' attitudes toward civics.

In running the analysis with students' attitudes toward civics as a moderator for grade 9, the overall model was found to be significant ($F(279) = 7.36$, $p = .00$, $R^2 = .10$). The main effects of students' attitudes toward civics was significant ($b = .20$, $t(279) = 3.41$, $p = .01$), whereas the student centered instructional methods did not have a significant effect ($b = .06$, $t(279) = .82$, $p = .41$). On the other hand, gender and participation in committees were found to have significant effects as control variables ($b = .15$, $t(279) = 2.25$, $p = .03$ and $b = .16$, $t(279) = 2.21$, $p = .03$). However, no significant interaction effects were found for the moderator on the relationship between student centered instructional methods and students' conception of good citizenship ($b = .10$, $t(279) = .99$, $p = .32$).

In running the analysis with students' attitudes toward civics as a moderator for grade 12, the overall model was found to be significant ($F(305) = 3.62, p = .01, R^2 = .06$). The main effects of students' attitudes toward civics was significant ($b = .12, t(305) = 2.29, p = .02$), whereas the student centered instructional methods did not have a significant effect ($b = .01, t(305) = .21, p = .83$). On the other hand, participation in community service was found to have a significant effect as a control variables ($b = .17, t(305) = 2.95, p < .01$). However, no significant interaction effects were found for the moderator on the relationship between student centered instructional methods and students' conception of good citizenship for grade 12 too ($b = .09, t(305) = 1.07, p = .28$).

Further Analysis

Students' attitudes toward civics did not emerge as a moderator of the relationship between open classroom climate and expected political participation. In addition, students' attitudes toward civics were not moderators neither for the relationship between student-centered instructional methods and expected political participation; nor for the relationship of the student centered instructional methods and students conception of good citizens. Furthermore, in most of these models open classroom climate, student-centered instructional methods, and students' attitudes have emerged as individual predictors. Therefore, a hierarchical multiple regression analysis was conducted to assess if the following variables: attitudes, student centered instructional methods and open classroom climate for discussion acted as predictors for the expected political participation and students' concept of good citizens. Within each regression analysis the variables of gender, community service, scouts, human rights activities and committees were tested as covariates and those that were found to be not significant were

removed. And the variables that were found to be significant were retained in a subsequent regression analysis that was conducted.

Students' conception of good citizenship. A hierarchical regression analysis was conducted to assess whether student's attitudes toward civics, student centered instructional methods and open classroom climate predicted the students' conception of good citizenship. Before running the regression, the data was split into the two grade levels, in order to check the results for each of the grade levels separately. In Block 1, gender, community service and committees were entered as covariates using the enter method, whereas in Block 2, attitudes towards civics, student centered instructional methods and open classroom climate for discussion were entered.

For grade 9, results indicated that model 1, which included gender, community service and committees significantly predicted students' conception of good citizenship ($F(3, 279) = 3.52, p = .02, R^2 = .04, \text{Adjusted } R^2 = .03$). Next, model 2 was examined and results indicated that in addition to gender, community service and committees, students' attitudes towards civics, open classroom climate for discussion and student centered instructional methods predicted their conception of good citizenship ($F(6, 276) = 5.78, p < .001, R^2 = .03, R^2 \text{ change} = .02$). Furthermore, the variables that predicted the students' conception of good citizenship are presented in Table 5.

Table 5

Multiple Regression of Student Centered Instructional Methods and Open Classroom Climate for Discussion on Students' Conception of Good Citizenship for Grade9 (N = 318)

Predictors	<i>B</i>	<i>SE (B)</i>	β	<i>t</i>	<i>p</i>
Gender	.14	.06	.13	2.2	.03
Service	.04	.70	.03	.51	.61
Committee	.16	.81	.11	1.10	.05
SAC	.17	.06	.19	3.15	.00
OCCD	.13	.06	.15	2.22	.03
SCIM	-.00	.07	-.00	-0.3	.97

Note. SAC = Students' Attitudes toward Civics, OCCD = Open Climate for Classroom Discussions, SCIM = Student Centered Instructional Methods.
 $R^2 = .11$

The results in Table 5 show that the covariates that predict the students' conception of good citizens are gender and participation in committees, whereas the independent variables that predict the conception of good citizens are the students' attitudes toward civics and the open classroom climate for discussion.

For grade 12, results indicated that model 1 which included gender, community service and committees significantly predicted students' conception of good citizenship ($F(3, 273) = 3.06, p = .03, R^2 = .03, R^2$ adjusted = .02). Next, model 2 was examined and results indicated that in addition to gender, community service and committees, students' attitudes towards civics, open classroom climate for discussion and student centered instructional methods predicted their conception of good citizenship ($F(6, 270) = 2.77, p = .01, R^2 = .06, R^2$ change = .04).

Furthermore, the variables that predicted the students' conception of good citizenship are presented in Table 6

Table 6

Multiple Regression of Student Centered Instructional Methods and Open Classroom Climate for Discussion on Students' Conception of Good Citizenship for Grade 12 (N = 310)

Predictors	<i>B</i>	<i>SE (B)</i>	β	<i>t</i>	<i>P</i>
Gender	.02	.05	.02	.41	.69
Service	.16	.06	.17	2.87	.00
Committees	.05	.07	.04	.69	.49
SAC	.11	.06	.12	1.92	.05
OCCD	.07	.05	.11	1.48	.14
SCIM	-.04	.05	-.06	-.82	.41

*Note. SAC = Students' Attitudes toward Civics, OCCD = Open Climate for Classroom Discussions, SCIM = Student Centered Instructional Methods.
R² = .11*

Students' expected political participation.

A hierarchical regression analysis was conducted to assess whether student's attitudes toward civics, student centered instructional methods and open classroom climate predicted the students' expected political participation. Before running the regression, the data was split into the two grade levels, in order to check the results for each of the grade levels separately. In Block 1, participation in human rights activities, scout and community service were entered as covariates enter method, whereas in Block 2, attitudes towards civics, student centered instructional methods and open classroom climate for discussion were entered.

For grade 9, results indicated that model 1 which included participation in human rights activities, and being a scout significantly predicted students' expected political participation ($F(3, 308) = 5.1, p < .001, R^2 = .05, R^2 \text{ adjusted} = .04$). Next, model 2 was examined and results

indicated that in addition to participation in human rights activities, scout and community service, students' attitudes towards civics, open classroom climate for discussion and student centered instructional methods predicted their expected political participation ($F(6, 305) = 10.30$, $p < .001$, $R^2 = .17$, R^2 change = .15). Furthermore, the variables that predicted the students' expected political participation are presented in Table 7.

Table 7

Multiple Regression of Student Centered Instructional Methods and Open Classroom Climate for Discussion on Students' Expected Political Participation for Grade 9 (N = 318)

Predictors	B	SE (B)	β	T	p
Scout	.16	.08	.10	1.92	.06
HR	.15	.07	.11	2.04	.04
SAC	.18	.05	.19	3.31	.001
OCCD	.07	.06	.07	1.20	.23
SCIM	.20	.06	.19	3.15	.002

Note. SAC = Students' Attitudes toward Civics, OCCD = Open Climate for Classroom Discussions, SCIM = Student Centered Instructional Methods.
 $R^2 = .17$

Table 7 shows that for grade 9, the participation in human rights activities and scout as covariates predict students' expected political participation, whereas the independent variables that predict the participation are students' attitudes toward civics and student centered instructional methods.

For grade 12, results indicated that model 1 which included participation in human rights activities, scout and community service significantly predicted students' expected political participation ($F(3, 303) = 6.24$, $p < .001$, $R^2 = .06$, R^2 adjusted = .05). Next, model 2 was

examined and results indicated that in addition to participation in human rights activities, scout and community service, students' attitudes towards civics, open classroom climate for discussion and student centered instructional methods predicted their expected political participation ($F(6, 300) = 5.06, p = .00, R^2 = .09, R^2 \text{ adjusted} = .07$). Furthermore, the variables that predicted the students' expected political participation are presented in Table 8.

Table 8

Multiple Regression of Student Centered Instructional Methods and Open Classroom Climate for Discussion on Students' Expected Political Participation for Grade 12 (N = 310)

Predictors	B	SE (B)	β	t	p
Community Service	.15	.07	.13	2.74	.02
Scout	-.21	.11	-.11	-1.95	.05
HR	.18	.07	.15	2.67	.01
SAC	.14	.06	.13	2.28	.02
OCCD	-.144	.06	-.17	-2.56	.01
SCIM	.10	.06	.12	1.83	.07

Note. SAC = Students' Attitudes toward Civics, OCCD = Open Climate for Classroom Discussions, SCIM = Student Centered Instructional Methods.
 $R^2 = .07$

Results in Table 8 show that the covariates that predict students' expected political participation for grade 12 are participation in community service, scout and human rights activities. On the other hand, the independent variables that predict the expected participation are students' attitudes toward civics, and open climate for classroom discussion. However, the explanatory power of the model, as illustrated in the coefficient of determination R square, is much lower than that of the model for grade 9 students: 7% as compared to 17%. This implies the presence of other significant variables which the model did not include.

Finally, the results of the regression analyses are summarized in Tables 9 and 10, where the predictors for students’ conceptions of good citizenship and their expected political participation are presented for each of the two grade levels.

Table 9 summarizes the variables predicting students’ conceptions of good citizenship in grades 9 and 12. The results are taken from the multiple regression analyses presented in Tables 5 and 6, thus the values of *p* can be found in those tables.

Table 9

Variables Predicting Students' Conceptions of Good Citizenship for Grades 9 and 12

Predictors for grade 9	Predictors for grade 12
Positive attitudes towards civics***	Positive attitudes towards civics**
Open classroom climate for discussion**	Community service***
Membership in committees*	
Gender**	

Note. All the variables are significant at the level of = or < .05. The number of stars is to compare the variables according to their significance. More stars represent greater significance.

Table 10 summarizes the variables predicting students’ expected political participation in grades 9 and 12. The results are taken from the multiple regression analyses presented in Tables 7 and 8, thus the values of *p* can be found in those tables.

Table 10

Variables Predicting Students' Expected Political Participation for Grades 9 and 12

Predictors for grade 9	Predictors for grade 12
Positive attitudes towards civics***	Positive attitudes towards civics**
Human rights activities*	Human rights activities***
Student centered instructional method**	Open classroom climate for discussion***
	Community service**
	Scout*
<p><i>Note.</i> All the variables are significant at the level of = or < .05. The number of stars is to compare the variables according to their significance. More stars represent greater significance.</p>	

Summary of Results

This chapter has reported the results of the statistical analyses conducted in an effort to address the three research questions that guided this study. The study found that students in both grade levels had relatively positive attitudes towards civics. Also no decline in attitudes of attitudes was found between the two grade levels. Thus the first two hypotheses were rejected.

Hypothesis 3a, b, and 4a, b were accepted by the study, since student centered instructional methods and open classroom climate were positively correlated with students' positive attitudes towards civics in the two grade levels.

Another finding was that the attitudes of students towards civics were not found to moderate all the four relationships hypothesized between the independent and dependent variables. However, a marginal moderation was found. Positive attitudes towards civics in both grade levels were found to be moderating the relationship between the student-centered instructional methods and their conceptions of good citizens. Thus hypothesis 9a and b were partially accepted.

Chapter 5

Discussion and Conclusion

This chapter provides a discussion of the findings presented in the previous chapter. Implications for the results of this study for practice are included. Some key limitations to this study will also be presented. This chapter concludes with implications for future research and an overall summary of this study.

The study aimed to answer three main research questions:

1. Do students in the selected sample of grades 9 and 12 in private schools in Lebanon have a negative attitude towards civics?
2. What are the factors influencing students' attitudes towards civics?
3. Do students' attitudes towards civics play a moderating role between the independent variables (grade level, instructional methods and open classroom climate for discussion) and the dependent variables (students' concept of citizenship and their expected citizenship behavior when they become adults)?

Attitudes towards Civics

Even though we have hypothesized that the students' attitudes towards civics will be negative, however, the results did not support the hypothesis. Nevertheless, it is important to note here that even though the mean is higher than 2 on the scale of 4, but cannot be considered as definitely positive either. Thus the attitudes of the students lean more on the positive side of the scale.

The study also hypothesized that students in grade 12 will show more negative attitudes, but the results showed no significant difference between grade 9 and 12 students' attitudes toward civics. This finding is in contrast with results of previous research which reported a decline in students' attitudes toward social studies as they grow older (Fraser, 1981; Hobbs & Moroz, 2001; Moroz, 1993; Thiveos & Moroz, 2001).

Actually these positive attitudes can be explained by the grade levels chosen for the study. In the visits to the schools, during the administration of the survey, some of the teachers, who took a look at the aim of the study and read the questionnaires, have reported that even though students usually complain from civics and other social studies subjects, but they like to study them in grades 9 and 12 to boost their general average. By memorizing the civics books, they can guarantee good grades in their official exams, which is not an easy thing to achieve in other subjects such as Arabic, Math or Science. So, basically in grades 9 and 12 students and teachers focus more on the official exams, and the pedagogy is usually "teaching for the test" (Akar, 2007). This is why it would be interesting to examine the attitudes of students in other grade levels, where students are free from the pressure of getting high grades in the official exams.

Factors Influencing Attitudes towards Civics

The results showed that student centered instructional methods are correlated with positive attitudes towards civics for the two grade levels examined in this sample. This finding is supported by previous research. Akar (2007) reported that students prefer projects, activities, and debates as means for effective learning. Studies also showed that students had negative attitudes toward teacher-centered instructional methods used in teaching social studies (Hansberry & Moroz, 2001; Thiveos & Moroz (2001).

Another factor influencing students' attitudes towards civics examined in this research was the classroom climate. For both grades open classroom climate for discussion was found to be correlated with positive attitudes towards civics. This finding is supported by Alazzi and Chiodo (2004), who found that the climate of the classroom was an important factor in improving the status of social studies among the middle and high school students in Jordan. Fouts (1989) has suggested that in order to improve students' attitudes towards social studies, which include civics, teachers need to change the classroom environment. Encouraging student participation, using cooperative learning, and creating positive interpersonal relations between students and the teacher, will help students to have more positive attitudes towards social studies, consequently towards civics.

Attitude towards Civics as Moderator

The research hypothesized that attitudes of students toward civics moderate the relationship between the independent variables (grade level difference, open classroom climate and student centered instructional methods) and the two dependent variables (students' conception of citizenship and their expected political participation in the future). However, out of the four moderation analyses conducted for each of the two grade levels, only one yielded a marginally significant result. When students had positive attitudes towards civics, their conceptions of citizenship were positively affected under high levels of open classroom climate for discussion. This means that, as open classroom climate for discussion increased, students' conception of good citizenship increased. This was true only when the students' attitudes towards civics were positive. While at negative attitudes towards civics, no significant effect was found on the relationship between open classroom climate and students' conceptions of good citizenship. This result applied for students in both grade levels. Thus positive attitudes of grade

9 and 12 students in our sample moderated the relationship between open classroom climate and students' conception of good citizens. This is actually an interesting finding and to the best of this researcher's knowledge no previous research found any moderating effects of the students' attitudes towards civics on the relationship between classroom climate and conceptions of citizenship. This is an important result to be considered by researchers for further studies and analysis. This is also an important finding to be regarded by teachers and administrators, as it sheds a light on the influence positive attitude can have in citizenship education, as it affects the relationship positively between the open classroom climate and students' conception of good citizenship. Developing positive attitudes towards civics is worth working on, in order to raise the students' conceptions of good citizenship.

Influence of Attitudes on Citizenship Concepts and Expected Participation

The study aimed to emphasize the importance of students' positive attitudes towards civics in preparing a generation that possess a good knowledge, efficient skills and is ready to be active participant in in the society by being involved in citizenship behaviors. The current research found that positive attitudes towards civics is correlated with both higher conceptions of good citizenship and higher expectations for participation in future political behavior. Volk and Ming (1999) explain that experiences that people have through direct means (such as teachers, parents, friends or life situations), or indirect means (mass media or advertising campaigns) form certain attitudes, with direct experiences having stronger effects and forming attitudes that are more difficult to be changed. These attitudes actually give our social environment its structure and consistency and they play an important role in guiding and predicting our future behaviors and actions.

Influence of Independent Variables on Dependent Variables

Students' conception of good citizenship. The results showed that for grade 9 students the variables predicting students' conception of good citizenship were gender, being member in committees, students' attitudes towards civics and open classroom climate for discussion. However, students' attitudes towards civics had the most significant influence on their conception of good citizenship, followed by gender and open classroom climate for discussions.

For grade 12 students, participating in community service had the most significant influence on students' conception of good citizenship, followed by their positive attitudes towards civics.

It can be seen in Table 9 that positive attitudes towards civics was a common predictor for conception of good citizenship in the two grade levels. This is an important finding that can help to improve citizenship education in Lebanon. After the Lebanese civil war was over, when the ministry of education developed the national curriculum in 1997, it stated "Establishing citizenship" as one of the main goals to achieve in the post-war generation (Educational Centre for Research and Development, 1997, p.3). The findings of this study can contribute to the actualization of this aim, since it shows that developing positive attitudes towards civics can help students in gaining better conception of good citizens.

Open classroom climate for discussion was a significant predictor for only grade 9 students' conceptions of good citizenship. This finding is supported by Mapiasse (2007), who reported that the democratic classroom climate, which allowed students to feel free to express and share their ideas and discuss controversial issues, was a strong predictor for their conception of good citizenship.

Interesting findings emerged where gender and membership in committees found to influence grade 9 students' conception of good citizenship. As it was stated in chapter 3, these two were included in the questionnaire as background information and later used as control variables. Exploring these variables was beyond the aims stated by this study, especially for membership in committees, since not all the surveyed schools had committees for the two grade levels. The reason for the absence of membership in committees for the two grades was stated by both teachers and students in the visited schools, that in these two years the emphasis is put on the official exams and students should not waste their time in extracurricular activities. However, interestingly, the current study found that membership in committees actually contributes to development of conceptions of good citizenship.

Student centered instructional methods was another predictor for grade 9 students' conceptions of good citizenship. UNDP (2008) reported similar results in Lebanese schools. The study found that schools where interactive teaching methods were used reported greater understanding of citizenship concepts rather than those who reports traditional methods of teaching, where the stress is put mostly on memorization.

For grade 12 community service was a predictor for students' conception of citizenship. This variable also was not considered to be examined in this study. Community service, which is not widely practiced in Lebanese schools, is an important part of citizenship education in many countries around the world (Celio et al., 2011). It is reported by many researchers to be a significant factor in effective citizenship education. It enhances future civic engagement, and active participation in the life of the community (Hart et al., 2007), leads into higher intentions to vote in the future (Hart, et al., 2007; McIntosh and Muñoz, 2009) and predicts volunteering in the future (Hart et al., 2007). Schmidt et al. (2007) also found that community service leads to

more knowledge about the society and more feelings of empowerment to make a change in the community. The current study found that community service also predicts students' conceptions of good citizenship. Again, it is important to note here, that this variable was beyond the scope of the current study, because it is not a required practice in all schools in Lebanon. This is why it is a good idea to include community service in future studies, and examine how community service is practiced in Lebanese schools and how these practices are influential in citizenship education.

Students' expected political participation. The results of the current study showed that the variables predicting students' expected political participation for grade 9 students were participation in human rights activities, student centered instructional methods and students' attitudes towards civics.

However, for grade 12 students' participation in community service, scout, human rights activities, students' attitudes towards civics and open classroom climate for discussion were all significant predictors for students' expected political participation. Interestingly, participation in human rights activities was the most significant predictor for both grades 9 and 12.

The common predictors for expected political participation for grade 9 and 12 students were their attitudes towards civics and participation in human rights activities (see Table 10). Once more positive attitudes towards civics stood out in the results of the current study as an important factor for citizenship education, this time specifically for active participation in the future. This finding is supported by Ajzen and Fisherbein (2000), who claimed that attitudes can "predict and explain human behavior" (p. 16).

The second common predictor for both grade level students' expected political participation was surprisingly their participation in human rights activities. Studying this variable was not one of the aims of this study, but it was taken as background information and dealt with

as a control variable. Actually only 28.7% of the students reported that they have participated in such activities, yet it turned out to be a significant predictor for expected political participation. Human rights are one of the main aims and objectives stated by the national curriculum (Ministry of Education, 1997). Maha Shuayb (2015) who has examined the way human rights presented in Lebanese civics curriculum and textbooks, claims that teaching about human rights is essential in “any attempt to build cohesion in a post-conflict society” (p.1). Concerning the civic content in the Lebanese National Curriculum for Grades 9 and 12, Appendix B shows that there are no direct content related to rights and freedoms in grade 9 and 12 curriculums. However 3 out of 30 periods throughout the year in grade 9 curriculum, are dedicated to human and democratic values under the title “civic and Social Values”. All these are related to classroom instruction context. The results of this study show the importance of practicing human rights through participation in activities related to these rights. This is actually what Kerr (1999) talks about when he presents the different approaches to citizenship education. Participation in human rights activities can be an example of education through citizenship, where students learn actively by participating in the life of the community outside the classroom walls. Students here gain skills and values by doing rather than just by knowing about citizenship.

Student centered instructional methods was another predictor for students’ expected political participation. The current research found a difference between grade 9 and 12 students regarding this issue. For grade 9 students more student centered instructional methods lead to higher expected political participation, but this was not the case for grade 12 students. Even research has found that student centered instructional methods were more influential in building students’ democratic capacities (Kahne, Chi, & Middaugh, 2006), but maybe the results of the current study for grade 12 students should be explained by taking the Lebanese context into

consideration. The study conducted by UNDP (2008) reported that there is a there is a “prevalence of social variables over educational variables” in Lebanon (p. 42). Sectarian affiliations, and the different governorates the students live in had greater influence on their attitudes and actions related to citizenship concepts and their expected political participation more than educational or pedagogical factors.

Another way of explaining these results can be by considering the results of the study conducted by Martens & Gainous (2013). They found that the most effective model for civic education that would enhance the democratic capacity of students was the combination of traditional teaching methods with an open classroom climate. The researchers concluded that civics teachers do not necessarily need to add a big number of new instructional methods to prepare active citizens, as long as they create an open climate for free discussions in their classrooms, where students can openly bring up and discuss their points of views, disagree with their peers and respect the differences.

As Table 10 shows community service was a significant predictor for grade 12 students' expected political participation. Researchers have found that community service is an important factor that enhances students' future civic engagement and their active participation in the life of the community (Hart et al., 2007; Kahne et al. 2013). This is an important finding that should motivate all schools to put the decree announced by MEHE (2012) into practice, and also a reminder to the MEHE to follow up the decision to achieve a better citizenship education in Lebanon that prepares students to be active participants in the community.

Finally, the study showed that there was no difference between grade 9 and 12 students' expected political participation. This finding was also contrary to Schulz' results (2005), who found that 18 year old students showed less willingness for active participation in conventional

forms of political behavior compared to the 14 year olds. The finding of the current study should be explained by considering the Lebanese context into consideration. UNDP (2008) reported that Lebanese students varied in their expected political participation based on their demographic and sectarian backgrounds. This is why it would have been interesting to examine the students participated in this study based on those variables to find if their sectarian and demographic backgrounds make effect their expected political participation. This can be a topic for future research.

The current study focused on variables related to the classroom instruction of the civics education, however research from all around the world is clear that service learning and giving students chances to participate in the life of the community are significant factors that influence citizenship education on knowledge level and also raise expectations for the students' for future participation in citizenship behavior, especially voting (Celio et al., 2011). Keating and Janmaat (2015) who has conducted a longitudinal study have found out that formal and informal civic learning experiences through citizenship activities in schools actually have long term influences on students' political engagement, even after they leave school.

As a conclusion, the study found that students all in all did not have negative attitudes towards civics, and no difference of attitudes was found between the two grade levels. Student centered instructional methods and open classroom climate for discussion were correlated with positive attitudes towards civics and predicted students' conceptions of good citizenship and expected political participation. Also the more positive the students' attitudes towards were, the more positive was the relationship between the open classroom climate and students' conception of good citizenship for both grade levels. Community service, human rights activities and

membership in committees were also predictors for students' conception of good citizenship and their expected political participation.

Limitations of the Study

- The data collection was confined to only seven schools. Thus the results of the study cannot be generalized to different populations.
- The results of the proposed study cannot be generalized to different populations since the sample of schools is a convenient one with an attempt to ensure best selection.

Recommendations for Future Research

For teachers: The fact that the study did not find negative attitudes toward civics is a positive indicator about the citizenship education in Lebanon. However, teachers should put more efforts to create more positive attitudes, since the study found that students' attitude towards civics is an important factor in citizenship education. Attitudes were found to be significant predictors of students' conceptions of good citizenship and their expected political participation. Also positive attitudes lead to higher interaction effect between students' perception of open classroom climate and their conception of good citizenship.

Teachers also need to use more student-centered instructional methods, because this variable was found to lead to positive attitudes towards civics, also it predicted students' good conception of citizenship and expected political participation.

Finally, since teacher play important role in creating a positive climate in the classroom that encourages students to feel free to express their opinions, they have to be trained to create this type of climate in their classrooms.

For Schools: Schools administration should encourage teachers to use student-centered instructional methods and create open climate for discussion in their classrooms. Encouraging students to feel free to discuss social and political topics and having debates about controversial issues are very important for teaching students to be able to express their views, listen to and respect other's points of view, and critically discussing the various social and political issues. These are basics for democracy. Unfortunately, one of the administrators who accepted the school to be part of this study, expressed his concern from the type of the questions asked in the questionnaire, especially the part of the concepts of citizenship and expected political participation. He said that the schools' policy does not allow political discussions. However, for the sake of the research he allowed the students to answer such questions. This concern, which is present in many schools in Lebanon, is an obstacle for having open classroom climates. Therefore, teachers should be trained to use more student-centered instructional methods and create open climates for discussion in their schools. These elements also deserve further investigation and research with more observation, interviews with teachers and students to get more comprehensive results.

Schools should also work on including community service, human rights activities in their plan for citizenship education.

For Ministry of Education: Even though community service was not examined as an independent variable in this research, however, it stood out as a significant predictor for students' conception of citizenship and expected political participation. This was true specifically for grade 12 students. Students at this grade are at age 17- 19, which is the age when citizens can officially claim their rights as citizens, have responsibilities, are allowed to participate in the political life of the community and contribute to their society. This is important indicator that

actually community service is an influential tool to help citizens be active participants in the life of the community.

Since MEHE (2012) has already made the decree that asks schools to include community service in citizenship education, put a strategic plan for practice, follow up, and evaluate the community service in the Lebanese schools. It needs and be more firm in making the decree practiced in the schools.

- The current study found significant results concerning the importance of students' attitudes towards civics in citizenship education. However in order to get results that can be generalized on the bigger population, further studies should be done on bigger number of schools and include both private and public ones.
- Also further research should be done to investigate more the moderating effect of the attitudes on the relationship between the independent and dependent variables related to citizenship education.
- Since variables such as gender, participation in community service and human rights activities were found to influence citizenship concepts and expected participation behaviors, future studies should take them into consideration too.
- Finally to get more comprehensive results, triangulation should be done in future studies, by doing observations of civics classrooms and interviews with teachers and school administrations.

Conclusion

The findings of this study suggest that attitudes towards civics, student centered instructional methods are important factors for enhancing students' conception of citizenship and

their expected citizenship participation. The findings also show the important role students' participation in activities outside the classroom walls plays in preparing informed citizens and active participants. Participation in human rights activities, community service and extra-curricular activities are variables that should be included in citizenship education to help students get skills of active participation in addition to the knowledge and the attitudes they gain from classroom instruction.

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Appendices

Appendix A. The General Aims of Civics in Lebanese Curriculum (Ministry of Education, 2007)

1. Educate the learner with values that are in harmony with the humanistic values common in the society and the country.
2. Introduce the learner to the vocation world and help him gain the spirit of work and appreciate the workers in various fields.
3. Give civic education that will help the learner to participate in the world development.
4. Educate the learner to be able to critique, debate and accept the other. Also train for problem solving with a spirit of peace, justice and equality.
5. Raise a social spirit that helps the learner to see himself as a part of the society where the unity comes from its diversity.
6. Educate for cultural, social, political and economic involvement and insure a free participation in the public national life.
7. Strengthen the loyalty to the Lebanese identity and toward his land and nation in a cohesive and unifying democratic political framework.
8. Raise the awareness toward the Arabic identity that is open to the whole humanity.
9. Deepen the awareness to his humanity, and connection to other humans, regardless of differences of gender, color, religion, language, culture, etc.

Appendix B. Distribution of Civic Content in the Lebanese National Curriculum for Grades 9 and 12

The general concepts in the curriculum of civics	Grade nine	Periods	Grade twelve	Periods
The individual, group and the society	Population and quality of life	4		
Common life and immediate environment				
The family				
Nature and environment			The preservation and reproduction of the nature	4
The nation and nationality			Lebanese spread around the world	4
Lebanon and the Arab surrounding	Arabic identity/ its elements and institutions	5		
Education, work and vocations	Education and vocations	4	Vocational and syndicate organizations	4
Rights and freedoms				
Human, democratic and social values	Civic and social values	3		
Media and communication			Media and public opinion	4
Civic life and democracy	Civic life	5	Citizens and elections	4
International organizations	United Nations	3		
The government and the official organizations and public institutions	The relationship of the citizen with public administration	6	Civic and military services	5
Public affairs and social problems			Youth and modern changes	5
Total periods allocated for the whole year		30		30

**Appendix C. Lebanese National Civics Curriculum Content Grouped by Citizenship
Knowledge, Skills and Values in Grades 9 and 12**

Table C1

Lebanese National Civics Curriculum Content Grouped by Citizenship Knowledge, Skills and Values in Grade 9

Knowledge for citizenship education	Skills for citizenship behavior	Citizenship Values
<ul style="list-style-type: none"> • Public affairs • Civic society, its organizations and services • The educational system, and its institutions • Public institutions • The elements of the Arabic identity • The Arabic struggle with Israel, the Arab League and its organizations • The treaties and the agreements between Lebanon and other Arab countries in general and with Syria in particular. • United Nations its goals and principles, its organizations and its role in attaining peace in Lebanon 	<ul style="list-style-type: none"> • Cooperation • Dialogue • Negotiation participation in the civic life • Taking initiatives asking for accountability • Fighting corruption and bribery. 	<ul style="list-style-type: none"> • Equity • Respect for the law • Respect for others • Freedom • Justice

Table C2

Lebanese National Civics Curriculum Content Grouped by Citizenship Knowledge, Skills and Values in Grade 12

Knowledge for citizenship education	Skills for citizenship behavior	Citizenship values
<ul style="list-style-type: none"> • Elections of parliament, municipality, political parties and different associations. Lebanese army, military service, and security forces • Public civic services and volunteer work • Law of work, and different associations related to different jobs • Media and its role in forming public opinion and its ethics • The environment • Natural resources and protection of environment • The Lebanese diaspora. 	<ul style="list-style-type: none"> • Participation in elections, • Participation in the development of the nation • Taking initiatives. 	<ul style="list-style-type: none"> • Freedom of expression in media • Media ethics protection of the nature and the environment • Protecting the country • Freedom • Building the family and the society • Loyalty to the nation and the country

Appendix D. Consent Form

Grade Nine and Twelve Students' Attitude toward Civics: Influences on Conceptions of Citizenship and Expected Participation

Consent Form

To the Administration of the _____ School

You are kindly being asked to take part in a research study on the attitudes of grade 9 and 12 students toward civics and how these attitudes are related to the students' conceptions of citizenship and their expected citizenship participation. The study, which is a Masters' thesis, will be submitted to Haigazian University as a partial fulfillment of a Graduate Degree in Educational Administration and Supervision.

Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

What the study is about: The purpose of this study is to examine the attitudes of a sample of students of grades nine and twelve in selected private schools in Lebanon toward civics. The study will examine the nature of the relationship of a set of independent variables namely; students' grade level, teaching strategies and classroom environment predict the students' attitudes toward civics. It will also study how the students' attitudes toward civics moderate the relationship between the aforementioned independent variables and the dependent variables, which are students' conceptions of citizenship and their expected citizenship participation.

What we will ask you to do: If you agree to be in this study, we will conduct a survey on a sample of students in your schools of grades 9 and 12. The survey consists of 75 questions, and it includes sections on students' attitudes towards civics, instructional methods used in civics learning, classroom environment, students' conceptions of citizenship and their expected citizenship participation, when they become adults. The survey will take about 30 minutes to complete. With your permission, we would like students in your school to participate in completing the survey questions.

Risks and benefits:

There are no risks or benefits to the school or to the students participating in the survey.

The answers students give will be confidential. The records of this study will be kept private. In any sort of report we make public we will not include any information that will make it possible

to identify you. Research records will be kept in a locked file; only the researchers will have access to the records.

Taking part is voluntary: Taking part in this study is completely voluntary.

Attached you will find the questionnaires that the students of grade 9 and 12 will be asked to complete.

Statement of Consent: I have read the above information, and have received answers to any questions I asked. I consent that our school will take part in the study, and that our students in grade 9 and 12 will be asked to answer the survey questions.

Participant Signature

Date

Name of Participant

This consent form will be kept by the researcher for at least three years beyond the end of the study.

Appendix E. Student Questionnaire

Dear Participant,

My name is Anna Artin, and I am a graduate student at Haigazian University. For my Master's thesis I am conducting a survey of students' attitudes towards civics and citizenship education. I am asking for your participation by completing this questionnaire.

This questionnaire will take approximately 15-20 minutes to complete. All information will be confidential. No need to include your name.

Thank you for taking the time to assist me in my research.

Sincerely

Anna Artin

The questionnaire consists of two parts: Part I concerns demographic information, Part II asks about your attitudes towards classroom climate and other issues related to civic education.

Kindly read the directions before answering

Part 1: Background Information

1. Gender: M F
2. Grade: 9 12
3. Age in years: _____
4. Name of Your School _____
5. Does your school require **community service**? No Yes
6. Have you ever **participated** in any community service activities? No Yes
7. If **yes**, please specify, _____
8. Are you a scout? No Yes
9. Are you a member in a religious community? No Yes
10. Have you ever participated in **human rights activities**? No Yes
11. Are you a **member** in any **committee** or **club** in the school? No Yes
12. If **yes**, please specify, _____

Part 2**A- Students' attitudes toward civics**

How much do you agree with these statements about civics?

Kindly read the items and tick the box in the column where it applies.

1=Agree a lot

2= agree a little

3 disagree a little

4= disagree a lot

	1	2	3	4
A1. I enjoy learning civics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2. I wish I did not have to study civics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3. Civics is boring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4. I learn many interesting things in civics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A5. I like civics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A6. It is important to do well in civics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A7. I usually do well in civics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A8. Civics is more difficult for me than for many of my classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A9. Civics is not one of my strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A10. I learn things quickly in civics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A11. Civics makes me confused and nervous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A12. My teacher tells me I am good at civics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A13. Civics is harder for me than any other subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A14. I think learning civics will help me in my daily life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A15. I need civics to learn other school subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A16. I need to do well in civics to get into the university of my choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A17. I need to do well in civics to get the job I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A18. I would like a job that involves using civics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B- Classroom Climate

Think about your civics classes. Please read each statement and select the column which corresponds to the way you feel about the statement.

4= Often 3= Sometimes 2= Rarely 1= Never

In our classroom	4	3	2	1
B1. Students feel free to disagree openly with their teachers about political and social issues during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2. Students are encouraged to make up their own minds about issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3. Teachers respect our opinions and encourage us to express them during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4. Students feel free to express opinions in class even when their opinions are different from most of the other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B5. Teachers encourage us to discuss political or social issues about which people have different opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B6. Teachers present several sides of an issue when explaining it in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B7. Teachers place great importance on learning facts or dates when presenting history or political events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B8. Teachers require students to memorize dates or definitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B9. Students work on material from the textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10. Students bring up current political events for discussion in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11. Memorizing dates and facts is the best way to get a good grade from teachers in this class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12. Teachers lecture and students take notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C- Instructional Methods

How often does your teacher use the following?

Please read each statement and select the column which corresponds to the way you feel about the statement.

4= Often 3= Sometimes 2= Rarely 1= Never

Instructional methods used during civics classes	4	3	2	1
C1. Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2. Using current events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3. Cooperative learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4. Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C5. Story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C6. Brain storming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7. Role playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8. Simulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C9. Reading textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10. Group projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11. Individual projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12. Lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13. Case study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14. Debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C15. Watching videos, films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C16. Guest speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D- The Concept of Good Citizenship

In this section there are some statements that could be used to explain what a good adult citizen is or what a good adult citizen does. There are no right and wrong answers to these items.

For each of these statements, tick in the column to show how important you believe each is for explaining what a good adult citizen is or does.

1= Important 2= Somewhat important 3= Somewhat unimportant 4= Unimportant

A good citizen	1	2	3	4
D1. votes in every election	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2. joins a political party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3. knows about the country's history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4. follows political issues in the newspaper, on the radio or on TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5. shows respect for government representatives [leaders, officials]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D6. engages in political discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7. would participate in a peaceful protest against a law believed to be unjust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D8. participates in activities to benefit in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D9. takes part in activities promoting human rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10. takes part in activities to protect the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11. obeys the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12. works hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13. would be willing to serve in the military to defend the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14. is patriotic and loyal to the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15. would be willing to ignore a law that violated human rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E- Intended Active Citizenship participation

When you become an adult, what do you think you will do?

Please tick in the column for each statement that corresponds to the action that shows how likely you would do it in the future.

1= I will certainly 2= I will probably 3= I will probably not 4=I will certainly not

In the future I will	1	2	3	4
E1. vote in national elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E2. get information about candidates before voting in an election	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E3. join a political party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E4. write letters to a newspaper about political concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E5. be a candidate for a local or city office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E6. volunteer time to help the poor or the elderly in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E7. collect money for a social cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E8. collect signatures for a petition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E9. participate in a peaceful protest march or rally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E10. spray-paint protest slogans on walls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E11. block traffic as a form of protest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E12. occupying public buildings as a form of protest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>