The cosmopolitan view of citizenship considered in relation to Spanish secondary school teachers' conceptions of citizenship

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Abstract

Due to the importance of training teachers in education for citizenship, this research explores the conceptions of 412 secondary Spanish teachers, experts and novices, on different dimensions of citizenship, analysed from the point of view of a cosmopolitan vision of citizenship. Results were compared with the citizenship conceptions of secondary students of different grades (2th and 4th). Results indicate that Secondary teachers, experts and novices, show a trend towards a more cosmopolitan conception of citizenship when compared with secondary students, who tend to have a more traditional conception of citizenship. There are significant differences between the conceptions of teachers and students but not among groups of teachers.

Keywords: citizenship education, cosmopolitan citizenship, teaching and learning, secondary education, teachers´ conceptions, students´ conceptions, social justice

Citizenship and teachers

Education for Citizenship (EC hereafter) is a topic of current relevance because of the need to build more tolerant and democratic societies in a globalized world characterized by constant movement of populations (Osler, 2008). In the educational field, teachers and students are main protagonists. To promote learning and teaching of CE, one should begin by analyzing previous knowledge and attitudes that teachers and students have on these issues, and this could form the basis for better understanding and characterization of such knowledge, and to analyze its role in learning and teaching of this subject (Howard and Gill, 2000). As noted by Kerr (2002) concerning the case of England, interest on citizenship education depends mainly on the enthusiasm, commitment and experience of teachers. In addition, some studies have shown the correlation between attitudes and values of teachers, their personal vision of the world and their educational practice, particularly related to social areas of the curriculum as citizenship (i.e. Akar, 2007; Davies, Fülöp and Navarro, 2007; Lawy and Biesta, 2006; Peterson and Knowles, 2009; Sherrod, 2008; Walkington and Wilkins, 2000; Wilkins, 2003).

In several European countries researchers have conducted studies on the ideas and attitudes of teachers and students towards different aspects of Education for Citizenship and Democracy (i.e. Davies, Gregory and Riley, 2005; Fülöp, Davies and Navarro, 2010; Harwood, 2001; Navarro, Jacott and Maiztegui, 2011; Smith and Nairn, 2001; Taylor, Oulton, Day, Dillon and Grace, 2004; Wilkins, 2001, 2003). Among main conclusions of these works, it was found how beliefs affect teachers especially in the process of teaching and learning about Citizenship Education (Davies, Gregory, Riley, 2005, Kerr,

2002). Similarly, as indicated by Davies and Fülöp (2010), it is important to consider the perception of citizenship that the practicing teachers and trainee teachers have, because it is a reflection of current conception of citizenship and outlines what will happen to education for citizenship in the future.

Cosmopolitan citizenship

Cosmopolitan citizenship vision is described across some dimensions along which children and youth should be educated in today's globalized world (Banks et al., 2005; Osler and Starkey, 2003, 2004; Osler, 2008), to work actively in achieving peace, consolidate democracy and human rights both locally and globally.

In order to develop a cosmopolitan citizenship, some authors have described different citizenship dimensions that must be taken into account if we want to develop a cosmopolitan conception of citizenship in schools (Banks et al., 2005; Osler and Starkey, 2003, 2004). These dimensions are: "democracy", "diversity", "globalization", "sustainable development", "empire, imperialism and power", "prejudice", "discrimination and racism", "immigration", "justice" and "Human Rights". These dimensions describes the need to generate global and democratic values and a shared vision of society based on respect for tolerance, diversity, collaboration and working actively and with responsible commitment for the defence of human rights in local, national and global contexts.

In the belief that democracy is essentially 'fragile' and that it depends on active involvement of citizens in all areas beyond the exercise of voting rights, citizenship education becomes an important issue for promoting committed citizens with those democratic values that make us learn to coexist and cooperate with others (Osler, 2011). Banks et al. (2005) argue the democracy and diversity should be the principles and basic concepts for educating citizens in a global age, as only democratic values such as human rights, justice and equality makes experience of freedom, justice and peace to be real.

These basic citizenship principles can be understood from different perspectives, and in this paper we adopt the cosmopolitan view of citizenship as a key idea in our work, as opposed to the traditional view of citizenship. In this case, the traditional view is understood as a more passive citizenship approach, in which individuals tend to be more self-centred and less pro-social. This means that from this approach citizens can be regarded themselves as a person who is basically concerned with the compliance with laws, voting, paying taxes, that is, with those behaviours that usually characterize a "good citizen" (Cortina, 2001; Freijero, 2005; Moro, 2007). A traditional citizen is more focused on his own problems and tends to resolve them individually, paying less attention and little interest on social problems in more global contexts.

On the other hand, we found cosmopolitan citizenship (Berman and Philips, 2000; Nussbaum, 1996; Osler, 2011), characterized by a more active and pro-social approach (Crick, 2002). From the cosmopolitan view, citizens are more oriented towards the recognition and promotion of human rights, looking for social justice; they are more involved in democratic processes in different scenarios and contexts (educational,

professional, etc.) beyond voting in elections. In cosmopolitan citizenship people tend to work collaboratively to solve social problems in pursuit of social justice, and this implies the need for recognition and celebration of difference and diversity, leading also to adopt a global perspective and in terms of universal rights and duties, recognizing the value of social and global contexts when we approach to citizenship issues (Argibay, Celorio and Celorio, 2009; Nussbaum, 1996; Trotta, Jacott and Lundgren, 2008).

In order to achieve the objectives of this research we used the data collected through the research project entitled 'What kind of citizenship education do we need? Proposals arising from an investigation into the ideas and attitudes of teachers and students about Citizenship Education'. This research was funded by Directorate General of Technical and Scientific Research Ministry of Innovation and Science (SEJ2007-64719/EDUC) and directed by Alejandra Navarro. In this research, we intend to identify the citizenship conceptions of secondary school teachers and students in Spain in relation with the cosmopolitan citizenship model

Methodology

We designed a questionnaire which consists of 30 dilemmas that refer to ten dimensions which are very important in the process of developing a cosmopolitan citizenship: "democracy", "diversity", "globalization", "sustainable development", "imperialism", "prejudice", "justice", "migration" and "digital rights". These dimensions were based on the dimensions proposed by Banks et al. (2005) and Osler and Starkey (2003, 2005), as described above. The final questionnaire consists of 30 dilemmas. They consist of a statement and three options of response. Each statement poses a hypothetical situation, although possible in reality, related to some important aspects of the citizenship dimensions. Response options consisted in three alternatives responses to each hypothetical situation described, in which each participant had to select the one response that was the most consistent for him or her. In order to analyze the responses given by teachers and students, these three response options were given different values, depending if they were more related to a more traditional conception of citizenship or to a more cosmopolitan conception of citizenship.

In the present investigation the dependent variable is defined by the total questionnaire score of citizenship conceptions; and the independent variables are gender, age, region, and the level of experience as secondary teacher (expert teachers and novice teachers).
In order to determine the overall score of the questionnaire, and the individual score for each question, we conducted an inter-judgement assessment which was made by a group of fourteen experts on citizenship and social justice issues. Each expert assigned a score -which range from 1 to 9- to each of the response options for each of the 30 survey questions. Those options that obtained a score of 1 correspond to a very traditional position on citizenship, while those that obtain a score of 9 correspond to a more cosmopolitan view.

With the average score of the judgement assessments for each one of the response options, it was possible to determine the relative value of the responses given by participants. After this, scores obtained were transformed into a scale of 0 to 100 to

facilitate subsequent analysis. This allowed the construction of a cosmopolitan citizenship scale in the range of scores from 0 to 100, in which those scores that were located near to 0 were closer to a more traditional conception of citizenship, while those that were located near to 100 were closer to a more cosmopolitan view of citizenship.

Based on the results of previous studies we expect to find differences in the citizenship conceptions among novice and expert teachers -due to their different level of experience as educators- as well as gender differences in the two groups of teachers and students (i.e., Lee and Fouts, 2005; Navarro et al., 2008; Torney-Purta, 2002; Torney-Purta, Wilkenfeld, and Barber, 2008; Wilkins, 2003). In this case, gender differences in human rights attitudes have been found, showing that women tend to be more likely than men to subscribe to attitudes concerned with social justice and to relate their concerns to social action and human rights (i.e., Atkeson amd Rapoport, 2003; Haste and Hogan, 2006; Sotelo, 1999). We also expected to find developmental differences between the citizenship conceptions of secondary students of 2th and 4th grade.

The final sample used for this study consists of 412 secondary school teachers of five regions of Spain: Madrid, Extremadura, Andalusia, Canary Islands and Basque Country. Participants were 152 novice teachers and 260 secondary teachers with more experience. Participants mean age was 38.47 years, with a standard deviation of 13.7, ranging from 22 years old to 67 years old. The gender distribution was: 60.8% women, and 35% men. In the case of secondary students, the sample consists of 2424 students from different educational levels of secondary compulsory education (2th and 4th grade) from the same five regions of Spain. The questionnaire was applied to 1325 students of 2th grade and 1109 fourth grade; being the average age 14.71 years. The gender distribution was 48.8% women and 49.9% men. Table 1 shows the description of the sample by group (teachers and students), gender and region.

Table 1. Description of the sample by group, gender and region

|	Teachers	Students
Variable	Frequency	Frequency
Total	412	2434
Men	148	1334
Woman	257	1303
Madrid	258	1430
Basque Country	56	474
Canary Island	10	163
Andalusia	20	276
Extremadura	68	328

Results

In this paper we will focus on the comparison between the results obtained by teachers with those obtained by students.

Teachers

In order to compare the views of expert and novice teachers on citizenship, we conducted a one-way ANOVA. The results show no statistically significant differences between groups, except in the diversity dimension ($F=6.960$; $p<0.05$). In fact, it is important to mention that both groups show high scores on their cosmopolitan conception of citizenship (Figure 1). It can be observed that in the general factor of cosmopolitan citizenship, the majority of the teachers' responses -novices and experts- are upper the mean of the scale (Figure 1), in which the maximum score was 100.

Figure 1. General factor of cosmopolitan citizenship in both groups of teachers
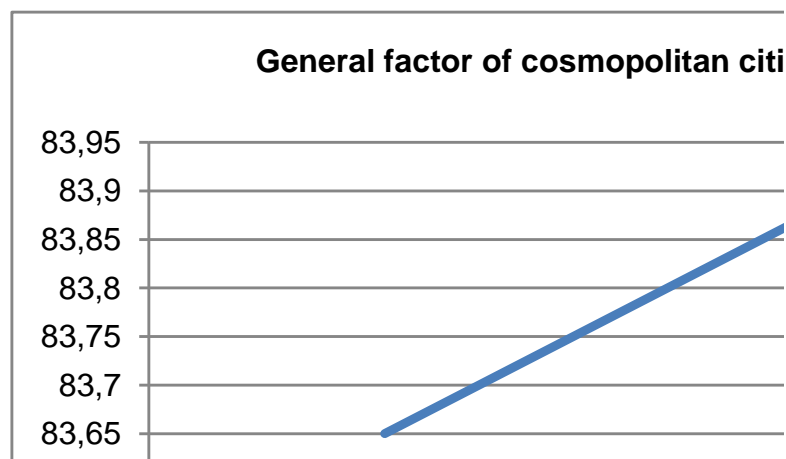
As for gender differences, it was made a one-way ANOVA. There were no significant differences in gender in any of the dimensions and in the cosmopolitan general factor. However, there is a slightly higher tendency in women toward a cosmopolitan conception of citizenship (Table 2).

Table 2. Different levels of citizenship conceptions by gender

		Men (%)	Women (%)
Percentile of different levels of citizenship	More Traditional	31.8	21.4
	Less Traditional	23.6	26.1
	Less Cosmopolitan	18.9	28.4
	More Cosmopolitan	25.7	24.1

Also, the analysis by regions shows that there are no significant differences. With respect age/experience of teachers, although there were no significant differences

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between groups, the chi-square analysis indicate that teachers between 38 and 52 years show a more traditional conception of citizenship (30.6%), while teachers between 22 and 37 years show a more cosmopolitan conception of citizenship (33.3 %) (Table 3).

Table 3. Different levels on citizenship conceptions of
expert teachers by age group

		Percentile for age group (%)		
		22-37 years old	38-52 years old	53-67 years old
Percentile of different levels of citizenship	**More Traditional**	26.7	30.6	22.2
	Less Traditional	33.3	27	22.2
	Less Cosmopolitan	6.7	20.7	28.6
	More Cosmopolitan	33.3	21.6	27

In the case of novice teachers, there were no significant differences in age groups.

Comparisons of results: Teachers vs. students

To compare the conceptions between teachers and students it was made a one-way ANOVA between the total group of teachers and the total group of students. Results show that there are significant differences in students and teachers conceptions of citizenship, as well as in all the dimensions of citizenship, except in the case of migration (Table 4).

Table 4. One-way ANOVA for teachers and students
in all dimensions of citizenship

ANOVA			
	fd	**F**	**Sig**
General	3	137,801	.000
Democracy	3	4,781	.003
Diversity	3	29,723	.000
Globalization	3	93,620	.000
Sustainable development	3	123,744	.000
Empire	3	65,948	.000
Migration	3	1,737	.157
Human rights	3	43,071	.000
Prejudice	3	87,988	.000
Justice	3	41,640	.000
Digital rights	3	20,799	.000

The Scheffe test shows very similar significant differences between groups in these dimensions. In a general way, it can be said, that there are differences between the two

groups of students (2th and 4th grade) vs. the two groups of teachers (expert and novices) (p <0.05), but not between the two groups of teachers. In this case, 2th and 4th grade secondary students show a more traditional conception of citizenship when compared to both groups of teachers –experts and novices-, who show a more cosmopolitan conception of citizenship.

Additionally, in order to analyse how the different dimensions are related between them, a number of different factor analysis were made using the entire sample of teachers (expert and novice) and students (2th and 4th grade). We use Varimax rotation for each of these analyses in order to see how the various dimensions that constitute the overall score of citizenship in teachers' responses and students' responses were clustered, in an independent way.

For teachers, the resolution of factor analysis show three factors which account 43, 4% of the variance. The first factor, that we can call "Justice/Rights", includes the dimensions of "diversity", "human rights", "prejudice" and "justice"; it explains 21.9% of the variance. The second factor, called "Global management of resources", includes the dimensions of "sustainable development", "globalization" and "imperialism", and explains 11.3% of the variance. And finally, factor analysis shows a third factor called "Political" and includes the dimensions of "digital rights" and "democracy", explaining 10.1% of the variance. The dimension "migration" is present with equal value in all the three factors but not enough to establish itself as a separate component (Table 5 and 6).

Table 5. Total explained variance of the components in the groups of teachers

Components	Eigenvalues	% of variance	% Cumulative variance
1	2.194	21.943	21.943
2	1.138	11.378	33.321
3	1.011	10.113	43.434

Table 6. Rotated component matrix for factor analysis Of teachers´ responses

Dimensions	Component		
	1	2	3
Diversity	**.614**	.214	-.010
Human rights	**.543**	.140	.247
Prejudice	**.555**	.131	-.276
Justice	**.629**	-.147	.113
Globalization	-.192	**.726**	-.132
Sustainable development	.191	**.607**	.081
Empire, imperialism, power	.217	**.502**	.095
Democracy	.130	0.51	**.724**
Digital rights	-.021	.029	**.636**
Migration	.474	.418	.254

In the case of students the factor analysis shows a different underlying structure. There were only two factors. The first one, called "Migration, justice, and rights", which includes the dimensions of "justice", "migration", "prejudice", "human rights" and "digital rights", and explains 28% of the variance. The second factor, called "Economic policy", includes the dimensions of "democracy", "globalization", "sustainable development" and "imperialism", and explains 10% of the variance. In this case, there is also a dimension, "diversity", which has a similar weight in the two factors, but not enough to be a separate factor (Table 7 and 8).

As it can be seen, there are similarities in the two factor analysis solutions. In both cases, the "Justice/Rights" factor (in teachers), or "Migration, justice, and rights" factor (in students) groups the dimensions related with Human Rights issues in a general sense. In the case of student factor analysis this issue are related also with migration issues, but not in the teacher factor analysis solution. Besides, students, as shall be expected, groups political and economical dimension in one factor while in the case of the teachers these two factors are isolated.

Table 7. Total explained variance of the components in student groups

Components	Eigenvalues	% of variance	% Cumulative variance
1	2.800	28	28
2	1.002	10	38

Table 8. Rotated Component Matrix for student groups

Dimensions	Component	
	1	2
Migration	.598	.304
Human rights	.617	.194
Prejudice	.506	.090
Justice	.614	-.074
Digital rights	.529	.145
Democracy	-.124	.617
Globalization	.133	.618
Sustainable development	.277	.591
Empire, imperialism, power	.300	.583
Diversity	.419	.401

Conclusions

Data collected in this investigation indicate a clear tendency in the responses of secondary school teachers in Spain, both novices and experts, towards a cosmopolitan view of citizenship. In the general cosmopolitan factor, it is observed that the majority of the teachers´ responses (expert and novices) are upper the mean of the scale (Figure 1). Similarly, data indicate that there are no significant differences in gender and age with respect their citizenship conception. However, novice teachers are slightly more cosmopolitan than expert teachers. This result could explained as the result of a cohort

effect, which seems to be more relevant than the experience in teaching in order to have a more cosmopolitan view of citizenship. Additionally, women are slightly more cosmopolitan than men, as some other studies have shown in the socio-political and civic domains with young people (Atkeson amd Rapoport, 2003; Haste and Hogan, 2006; Torney-Purta, Wilkenfeld, and Barber, 2008).

When comparing the data of teachers with students of 2th and 4th grade, we find that students tend to have a more traditional conception of citizenship than those of teachers, and especially in the case of younger students.

On the one hand, these data are consistent with some studies that show the importance for citizens to decentre and to be aware of herself and the others. This will allow us to position ourselves as citizens towards the others, and to have a more inclusive, social, humanitarian and fair conception of citizenship and human rights (Haste, 2004; Nussbaum, 2006; Osler and Starkey, 2003), which is acquired not only through cognitive and affective developmental processes, but also through the acquisition of a higher level of knowledge and civic engagement on citizenship and social justice issues. On the other hand, results obtained make us to rethink some questions posed by some of the previous research in which it is stated to what extent the attitudes of teachers are influencing their students' vision, as well as the curricula, and the specific school culture in which students and teachers participate as citizens (Davies, Gregory, Riley, 2005; Kerr, 2002). Another important aspect to take into account is that in this study we have only examined the representations of citizenship, but not the civic practices in specific contexts, which is a very important element for citizenship.

Likewise, contrast is needed to test whether these views, of teachers and students in our study, are consistent with their attitudes and behaviours as active citizens in different contexts (local, national, global) of their lives, because it could be possible that, for some of them, they could be citizens not as cosmopolitan as they appear to be in the questionnaire.

Further Work

There will be in-depth analysis of each of the dimensions in order to determine which the bases of the differences between groups are. It would be interesting to know the views of other groups that influence the educational process of students such as directives of schools, parents and staff of the institutes. Also, a number of different focus groups and / or interviews will be conducted in order to deepen the understanding of citizenship for students and teachers.

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