

The perception of citizenship by pupils in Greek schools: An educational case study¹

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Abstract

According to Jochum (2005), the concept of citizenship is perceived through three dominant theoretical approaches that distinguish between a) a situation attributable to the state, b) an identity, and c) a practice that is determined by rights and obligations and is shaped by a common public culture. Following this three-dimensional theoretical scheme as well as postmodern pedagogical practices, we investigate the perception and social competence of pre-school pupils in terms of the value of citizenship in the prefecture of Florina in Greece (2016-2017).

The research questions that constitute this presentation refer to the recognition of citizenship as: a) the ability to recognize social values in visual material, b) the ability to recognize political values.

The case study was chosen as a research method for collecting the material. For the classification, analysis and processing of the multimodal material, the mixed approach as quantitative and qualitative classroom discourse analysis has been chosen.

The innovative aspect of this research are the visual questionnaire and the oral school material (mainly by the infants) as well as by the pupils of pre - school education, which has been selected for the first time in a national case study.

Keywords

citizenship, social values, education

¹ If this paper is quoted or referenced, we ask that it be acknowledged as:

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Introduction

Citizenship education in critical literacies is an invitation to join an intergenerational, intercultural and peer conversation about imagining and building what could be as well as the utilization of diverse cultural tools and knowledge in order to address real and pressing social, economic and environmental problems. This is at the heart of Freire (1973) and Dewey's (1961) visions of education as a way of speaking to the most pressing of social and environmental, economic and political problems – and as a way of building more convivial and just societies.

Critical literacy is a theoretical and practical framework that can readily take on such challenges creating spaces for literacy work that can contribute to creating a more critically informed and just world. It begins with the roots of critical literacy and the Frankfurt School from the 1920s along with the work of Paulo Freire in the late 1940s (McLaren, 1999; Morrell, 2008) and ends with new directions in the field of critical literacy including finding new ways to engage in multimodalities and new technologies. Theoretical orientations and critical literacy practices are used around the globe along with models that have been adopted in various state jurisdictions such as Ontario, in Canada, and Queensland, in Australia.

Historians support that a strong democracy is preserved and improved through the active participation of its citizenship. Critical literacy is vital in the twenty-first century. As citizens in a democracy, we are responsible for thinking deeply about the texts we read and for interrogating our assumptions and the perspectives promoted by the authors. In short, citizenship requires participation, and that participation is based on an understanding that we can question without fear (Frey, N. & Fisher, D, 2009).

Theoretical models

According to Delanty (2007), citizenship is a learning process, and, as such, it is not entirely relevant only to the rights of a citizen or simply being a member of the state. Citizenship primarily concerns issues of participation in the political community and this process begins early in life. It is about educating people on how to act and how to take the responsibility, which is essentially a process of learning oneself and the relationship of oneself with others. From this point of view, citizenship concerns identity and action, which implies the existence of both, a personal and a cognitive dimension that extends beyond the personal level to an enlarged cultural level of society.

Thus, we claim that citizenship should include: (a) the connection of political education with the overall national education expressing the dominant ideology, history, national heritage and their connection to the law and the obligations, which form a habitus b) the attempt to produce a political and citizen-based bond starting from the local level c) the civil rights, as political and cultural d) the social

dimension of citizenship, which is not easy to determine and e) the concept of democracy which is linked to citizenship (Karakatsani, 2004).

In addition, Hicks (2001) notes that the characteristics of an effective citizenship that meets the needs of the 21st century are: a) the approach of problems in a global context b) responsible cooperation c) acceptance of cultural differences d) critical and systematic thinking e) peaceful conflict resolution f) environmental protection g) defense of human rights and h) participation in political affairs.

It is important to note that, according to research findings, the predispositions concerning the political orientation of the individual are already formed in the early phases of socialization and have more complex characteristics, permanently affecting the "political personality" of the individual (Karakatsani, 2004). We all agree that the age of 3-13 years is the most decisive period, being the foundation of the individual's political identity. Discussions that take place in the immediate environment of the child, stereotyped phrases spoken inside and outside the family about political issues, institutions and persons, as well as the way they are expressed, are deeply remembered and affect it, despite that the words "political" and "politics" do not yet have the meaning perceived by adults (Givalos, 2005). Young children have complex abilities that they can use as active citizens and are capable of everyday political actions, if the adults cultivate them properly. Thus, citizenship education can and should start early, even in pre-school age, in a simple form, with programs that involve, for example, the cultivation of participation, the willingness to learn and environmental awareness. This education should address issues that match the interests, experiences and perceptual ability of every age (Phillips, 2010). We also use the new literacy pedagogics as the capacity to access and use the codes and messages of communication media. Literacy is about the contingent daily play of relations of power and capital, about the making of truth and ideology, and about the shaping of time and place, relations of self and other.

More specifically according to Jochum (2005), the concept of citizenship is perceived through three dominant theoretical approaches that distinguish between a) a situation attributable to the state, b) an identity, and c) a practice that is determined by rights and obligations and is shaped by a common public culture. Following this three-dimensional theoretical scheme as well as postmodern pedagogical practices for social and critical literacy, we investigate the perception and social competence of pre-school pupils in terms of the value of citizenship in the prefecture of Florina in Greece (2016-2017).

Methodology and Sample of Research

The case study was chosen as a research method for collecting the material, as it is a research approach that allows a multilateral examination of a phenomenon (Robson, 2007). The term "case" refers to a small number of subjects or

phenomena or aspects of a subject / problem. For this reason, the number of 38 pupils who participated in the survey is sufficient for the needs of that research.

According to Robson (2007), the study of individual cases has always been the most important strategy in promoting knowledge about human beings. Thus, Florina as an isolated borderline case, can be highlighted in terms of civic education in pre-school and early school age. In this case, we are interested in pupils' perception of citizenship, as Florina is a cross-border area with additional linguistic and cultural diversity issues (Figure 1).

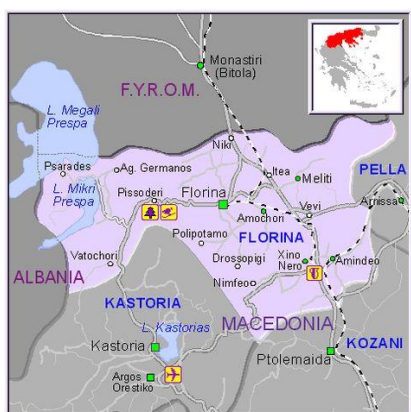


Figure 1. Map of Greece and Balkan Countries

The researching material refers to a multimodal one, as it contains a linguistic and a visual questionnaire. The methodology which is chosen for analysis is the quantitative and qualitative classroom discourse analysis. Classroom discourse analysis has been extensively studied, with a bibliography that goes back to the 1960s and 1970s. The first attempts, mainly quantitative, focused on the creation of regularity mapping tools (e.g. Flanders, 1970; Sinclair & Coulthard, 1975). In the present study, the students' answers are considered as "classroom discourse". Thus, they are systematically coded and analyzed in thematic and subclasses of classroom discourse.

From a methodological perspective, we consider the focus on what Dell Hathaway Hymes (1972) called "speech event" and "literacy event" (Bloome et al., 2005; Heath 1983) important. For these reasons, we recommend the visual questionnaire as a literacy event, which is exploited by both researchers and teachers as a material researching technique, but also as a teaching proposal.

Our research questions concern the recognition of citizenship as:

- a. the ability to recognize social values in visual material,
- b. the ability to recognize political values.

The sampling strategy applied in this study was *probability sampling*. Specifically, *random stratified sampling* was chosen. At this point, it should be noted that there

are two main advantages of using stratified sampling. Firstly, it ensures that each group of the investigated population is included in the sample, making the sample representative of the population. A second advantage is that stratification significantly increases the quality of estimates for the population, which is ultimately the sole purpose of every sampling process (Cohen et al., 2011).

Thus, the sample of the survey comprised a total of 38 pupils (20 boys and 18 girls) attending schools in Florina during the school year (2016-2017). Of these students, ten are 4 years old, 17 are 5 years old and eleven are over 5 years old. Regarding nationality, 37 students are Greek and one pupil is from Croatia.

Description of the questionnaire

The basic idea for the construction of the visual questionnaire for this research comes from the European project - Imago 2010 (Program of European Union, 2010), which was carried out by Gieben University, the University of Sofia and Volos, and Mozarteum in Salzburg.

Visual literacy was originally defined as a set of visual competencies or cognitive skills and strategies one needs in order to make sense of visual images. These visual competencies were seen as universal cognitive abilities that were used to understand visual images regardless of the contexts of production, reception, and dissemination. More contemporary definitions suggest visual literacy is a contextualized, social practice as much as an individualized, cognitively based set of competencies.

Theories of visual literacy and associated research and pedagogy draw from a wide range of disciplines including art history, semiotics, media and cultural studies, communication studies, visual ethnography and anthropology, social semiotics, new literacies studies, cognitive psychology, and critical theory. Understanding the various theories, research methodologies, and pedagogical approaches to visual literacy requires an investigation into how the various paradigm shifts that have occurred in the social sciences have affected this field of study. Visual literacy now incorporates sociocultural, semiotic, critical, and multimodal perspectives to understand the meaning potential of the visual and verbal ensembles encountered in social environments (Serafini, 2017).

The aim of this program was to investigate the types of images (photography, comics, illustrated books, sketchbooks) that children aged 4-6 preferred and the creation and implementation of teaching material to support virtual literacy. Based on the above, we propose a new technique based on the European Imago2010 program, because it seems to overcome the traditional methods of research-action and role-playing that is common in younger children (Avgetidou, 2014).

The research tool is structured on two axes, which are involved and are mutually dependent on identifying and investigating the type of citizenship.

First axis

It concerns the study of the demographics of pupils who participated in the research and consists of three questions: gender, age, and nationality.

The questions included in the first pillar of the visual questionnaire are variables that are investigated in relation to the type of citizenship chosen by the students on the following axes and are expressed by quantitative analysis and the appropriate statistical checks of SPSS Statistics 22.0.

Second axis

Seven published images are selected as indicators and representations of citizenship. They represent: symbol, leaders, collectivity, institution, community, volunteerism, public space, twinning, democracy (Figure 2). The pictures are presented to pupils in size A4 and they are asked to answer five open-ended questions orally:

(a) Which of these images have you seen before? (b) What do you think it is in every image? Could you name and describe them in a sentence? (c) What is the space that each image shows? (d) Which image(s) do you like? Why? (e) Which image(s) do you dislike? Why?

In particular, the images were firstly presented based on the realism of the photographic imprint of the building and the amphitheater, then followed by the humorous, symbolic virtual signals and ending with the realism of a good modern recycling practice:




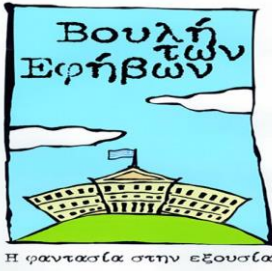



 <p>3. “ARKA’S HUMORISTIC PROJECT – GATHERING OF GREEK CITIZENS”</p>	 <p>4. “CONTEMPORARY DESIGN WITH REPRESENTATION OF THE HOUSE”</p>
 <p>5. “COVER – STORYTELLING”</p>	 <p>6. “A PROJECT FOR TWINNING OF CHILDREN FROM DIFFERENT COUNTRIES”</p>
 <p>7. “PHOTOGRAPHIC REALISM – ACTIVE CHILDREN CITIZENS IN RECYCLING”</p>	

Figure 2. Images of the visual questionnaire

Students' answers to the above questions, give us information about: (a) their ability to recognize social values in visual material and (b) their ability to recognize political values.

Qualitative analysis

The responses of the preliminary pupils are classified into five thematic areas: (a) image recognition, (b) image scenario, (c) spatial identification, (d) preferred image and (e) unpopular image.

Thus, in the first thematic area (image recognition) infants seem to recognize images (i) through the electronic press, such as television: "I've seen it on TV," "Yes, I've seen her in the news" and ii) the internet: "I've seen it on the cell phone," "From the tablet ", "Yes, I have seen it on the computer". Still, infants recognize the images through (iii) scenes related to their everyday life, such as images they have seen on the street: "I recognize her, I have seen her on the road", but also, pictures linked to their school life in our school: "In school ", "In a fairy tale in our library".

The second thematic area relates to the scenario pupils attach to each image and includes the following categories: i) political action, ii) national action, iii) state action, iv) solidarity, v) public space / buildings vi) house, vii) I do not know and viii) another.

They link the scenario of the image to (i) political action, such as holding a council and making decisions: ("make a council", "make a council and think", "make a council and make bills"), while not forgetting to mention their political status ("the ministers are talking about money"), or their connection the Parliament: ("they hear the Prime Minister", "many people talk to the Prime Minister," "the ministers speak," the prime minister speaks").

Regarding the scenario on (ii) national action found in infant reports, reference is made to the national parade: ("parade, parade, parade"), in slogans rooting for Greece: ("Greece is crying!", "cry for Greece to win!"), and in scenarios where the flag acts as a symbol: ("heroes' flags", "flags of Greece", "greet the flags").

In the scenarios of the image of (iii) state action, the reports focus on environmental protection and recycling: ("two children do recycling", "throw the rubbish in the bucket", "throw away rubbish"), but also on state values such as public dialogue: ("big ones listen to others who speak"), the people's protest for peace: ("they cry for peace because they have a pigeon", "cry for peace"), the feast for peace: ("celebrate peace", "dance for peace"), the celebration of democracy: ("they sing for democracy," "celebrate for democracy") and the celebration of love: ("celebrate love").

On the (iv) solidarity shown in childhood scenes, reference is made to friendly solidarity: ("children are friends and they are happy"), ("they are friends children"), cultural solidarity: ("colorful children like the rainbow", "the children of the world are friends", "the children of the Earth are friends") and solidarity in poverty: ("children are looking for food in the trash can because they are poor and we must love them").

Additionally, the scenarios related to the (v) public space and public buildings refer to libraries ("study in the library"), to a museum ("it is a museum of Greece"), to a school ("school on the mountain"), to a church ("people in a church"), to a court ("people in a court"), to a ministry ("it is a ministry on the mountain") and to a university ("in the university").

In addition, pupils refer to scenarios on (vi) the house ("house on the mountain"), to scenarios that (vii) are not included in this research ("they take pictures with the rainbow"), while some (viii) could not report on a scenario.

The third thematic area relates to the spatial determination of infants in the images and their references were classified into the following categories: i) educational institution, ii) public urban space, iii) physical space, iv) geographic identification, v) state space, vi) imaginative space identification, vii) cultural space, viii) waste space, ix) other and x) do not know.

Infants seem to put the images in places associated with (i) educational institutions such as the university: ("at the university"), the school: ("located in the school", "located in the courtyard of the school"), as well as special school units, such as the school of the world: ("it's in the school of the world") and the school for people with disabilities: ("it's in the special school because it has a disabled child").

The infants' reports (ii) place the pictures on the street and on the sidewalk: ("on the road", "on the sidewalk"), on the square ("it's in the square") and on the stadium, while their references also include (iii) physical space, such as the city and the village ("it is in my city", "it is in the village").

As far as the (iv) geographical definition is concerned, infants place images in Europe: ("it is in Europe"), in Greece, namely in Athens: ("shows Athens") and more generally on Earth: ("it is on Earth").

Also, infants designate the (v) spatial definition of images according to the state, such as the ministry: ("in the ministry"), the City Hall: ("the Town Hall") and the court: ("in court"), and there are scenarios for (vi) fantastic spatial identification, such as the rainbow country: ("is the rainbow country"),

Other references in space refer to (vii) cultural space, e.g. the museum, the theater, etc., in (viii) waste space and in (ix) other concepts that are not relevant to this research, and there were also children who (x) could not give a specific spatial definition to their images were presented.

The fourth thematic area, which emerges from the analysis of petitions, is related to the preference shown by infants in the images and related to concepts of (i) active citizenship, (ii) European citizenship, (iii) world citizenship and (iv) other concepts.

More specifically infants choose the concepts of (i) active citizenship and, in the vertical dimension - political elements: ("I like why they are in the ministry and

make decisions") and in the horizontal dimension with state elements: ("I like why they are doing a parade ", " I like them because they celebrate with flags").

In addition, (ii) European citizenship is highlighted by references to friendly solidarity: ("I like why all children are friends") and cultural solidarity: ("I like it because it shows a nice school of the whole world", "I like why all the children and other countries are friends").

And (iii) global citizenship with references to environmental protection: ("I like why they throw rubbish in the bin and not down," "I like them because they clean the city," "I like them because they do recycling") and peace: ("I like why a little girl keeps the pigeon and it's peace").

Finally, the fifth thematic area concerns the (iv) images that the sample infants did not prefer and are related to concepts related to active citizenship in the vertical dimension - political elements: ("I do not like because they are only ministers") and the horizontal dimension with state elements: ("I do not like the courts") and there were infants who did not prefer a picture for reasons not explored in this study: ("I do not like it because it's not happy", "I do not like it because it's just big," "I like why he did only desks")

Quantitative analysis

In (Table 1) the answers are almost uniformly divided between the figure depicting the "IMAGE WITH THE INTERIOR OF THE HOUSE" (15.9%), "A TABLE WITH THE INTERIOR OF THE OLD PARLIAMENT" (15,5%) and "A PROJECT FOR TWINNING OF CHILDREN FROM DIFFERENT COUNTRIES" (15.5%). The following are the references to "ARKA'S HUMORISTIC PROJECT – GATHERING OF GREEK CITIZENS" (13.9%), the "CONTEMPORARY DESIGN WITH REPRESENTATION OF THE HOUSE" (13.3%), the "PHOTOGRAPHIC REALISM – ACTIVE CHILDREN CITIZENS IN RECYCLING" (13.3%) and the "COVER – STORYTELLING" (12.7%).

Most of the reports of pupils and students per thematic area (Table 2) are associated with the image scenario (37.8%), 36.6% with spatial identification, 11.9% with the preferred image, 7.8% with image recognition and 5.9% with the unpopular image.

As mentioned above, the majority of infants (37.8%) refer to the image scenario (Table 2). More specifically, 12.2% links the picture with national action, 9% with public space / buildings, 5.9% with state action, 3.5% with solidarity, 3.4% with political action, 1.4% states that they do not know which is the scenario of the picture, 1.4% connects the scenario of the image to another reported category and 1.1% link the scenario of the image to the people's home.

Table 1. *Reporting frequency per image*

Picture	f	%
“IMAGE WITH THE INTERIOR OF THE HOUSE”	104	15,9
“A TABLE WITH THE INTERIOR OF THE OLD PARLIAMENT”	102	15,5
“ARKA’S HUMORISTIC PROJECT – GATHERING OF GREEK CITIZENS”	91	13,9
“CONTEMPORARY DESIGN WITH REPRESENTATION OF THE HOUSE”	87	13,3
“COVER – STORYTELLING”	83	12,7
“A PROJECT FOR TWINNING OF CHILDREN FROM DIFFERENT COUNTRIES”	102	15,5
“PHOTOGRAPHIC REALISM – ACTIVE CHILDREN CITIZENS IN RECYCLING”	87	13,3
Total	656	100

The next topic, to which infants refer, concerns the spatial identification of the image (36.6%). To a large extent, they place the images in public urban space (11.6%), physical space (5%), educational institution (4.9%), state space (3.7%) cultural space (3.4%) imaginary spatial identification (2.1%), while 1.8% of infants do not know the space, 1.5% puts the image in a space that does not belong to the categories reported and 0.9% link the image to waste space.

Table 2. *Reporting frequency per thematic*

Thematic	f	%
Image recognition	51	7,8
Image scenario	248	37,8
Spatial identification	240	36,6
Preferred image	78	11,9
Unpopular image	39	5,9
Total	656	100

References to a preferred image are the third issue with which infants are concerned (11.9). References to a preferred image are associated with active

citizenship (4.1%), with other reasons not explored in the current survey (4.1%), with the European citizenship (1.8%) and with the world citizenship (1.8%).

The fourth thematic area is image recognition (7.8%). Most infants report that they recognize images from the electronic press (4.4%), through scenes related to their everyday life (2.4%), through pictures of their family life (0.6%), and through images reminiscent of the parade (0.3%).

Table 3. Reporting frequency per category

Category	f	%
1th Thematic "Image recognition"		
Electronic press	29	4,4
Everyday life	16	2,4
Family life	4	0,6
Parade	2	0,3
2th Thematic "Image scenario"		
Political action	22	3,4
National action	39	5,9
State action	80	12,2
Solidarity	23	3,5
Public space / buildings	59	9
House	7	1,1
I do not know	9	1,4
Another	9	1,4
3th Thematic "Spatial determination"		
Educational institution	32	4,9
Public urban space	76	11,6
Physical space	33	5
Geographic identification	11	1,7
State space	24	3,7
Fantastic spatial identification	14	2,1
Cultural space	22	3,4
Waste space	6	0,9
Other	10	1,5
I do not know	12	1,8
4th Thematic "Preferred image"		
Active citizenship	27	4,1
European citizenship	12	1,8
World citizenship	12	1,8
Other	27	4,1
5th Thematic "Unpopular image"		
Active citizenship	2	0,3
Other	37	5,6
Total	656	100

References to an unpopular image are the fifth issue with which infants are concerned (5.9%). The reasons why they do not prefer the images are related to reasons not investigated in this survey (5.6%), but also to reasons related to active citizenship (0.3%).

Continuing with the frequency of reports by subcategory (Table 4), as mentioned above, the majority of infants (37.8%) refers to the image scenario. More specifically, the majority of infants associate the scenario of the picture with state values (31.1%), environmental protection (23%), friendly solidarity (11.5%), with issues related with the flag and its symbolism (6.1%), with the recognition of political figures and their status (3.4%), with cultural solidarity (3.4%) and solidarity in poverty (0.7%).

References to spatial determination of the image are the second issue in which infants are involved (36.6%). More specifically, images are placed in Europe (2.7%), in Greece (2.2%) and on the Earth (2%).

Table 4. Reference frequency per subcategory

Subcategory	f	%
1th Thematic “Image recognition”		
Category “Everyday life”		
Subcategory: Street	4	2,7
Subcategory: School	12	8,1
Category “Family life”		
Subcategory: Game	1	0,7
Subcategory: Experiences with parents	3	2
2th Thematic “Image scenario”		
Category “Political action”		
Subcategory: Political persons / status	5	3,4
Category “National action”		
Subcategory: Flag	9	6,1
Category “State action”		
Subcategory: Environmental protection	34	23
Subcategory: State values	46	31,1
Category “Solidarity”		
Subcategory: Friendly solidarity	17	11,5
Subcategory: Cultural solidarity	5	3,4
Subcategory: Solidarity in poverty	1	0,7
3th Thematic “Spatial determination”		
Category “Geographic identification”		
Subcategory: Europe	4	2,7
Subcategory: Greece	4	2,2
Subcategory: Earth	3	2
Total	148	100

Finally, the reports on image recognition (7.8%) refer to scenes related to school infant experiences (8.1%), to images they have seen on the street (2.7%), to experiences with their parents (2%) and to images reminiscent of their game (0.7%).

Correlation of variables

Gender

As shown in Table 5, $p > \alpha$. This means that there is no statistically significant relationship between the gender and reference to image.

Table 5. Gender and reference to image

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1,058 ^a	6	,983
Likelihood Ratio	1,057	6	,983
Linear-by-Linear Association	,014	1	,907
N of Valid Cases	656		

a. 0 cells (0,0%) have expected count less than 5. The minimum expected count is 39,35.
($F = 1,058$, $Sig = 0,983$, $df = 6$)

As shown in Table 6, $p > \alpha$. This means that there is no statistically significant relationship between the gender and the thematic area to which the students refer.

Table 6. Gender and thematic

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	,797 ^a	4	,939
Likelihood Ratio	,796	4	,939
Linear-by-Linear Association	,405	1	,525
N of Valid Cases	656		

a. 0 cells (0,0%) have expected count less than 5. The minimum expected count is 18,49.
($F = 0,797$, $Sig = 0,939$, $df = 4$)

As shown in Table 7, $p > \alpha$. This means that there is no statistically significant relationship between the gender and the category to which the students refer.

Table 7. Gender and category

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22,049 ^a	27	,735
Likelihood Ratio	23,079	27	,681
Linear-by-Linear Association	,539	1	,463
N of Valid Cases	656		

a. 15 cells (26,8%) have expected count less than 5. The minimum expected count is ,95.
(F =22,049, Sig =0,735, df=27)

As shown in Table 8, $p > \alpha$. This means that there is no statistically significant relationship between the gender and the sub-class to which the students refer.

Table 8. Gender and subcategory

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17,518 ^a	13	,177
Likelihood Ratio	21,540	13	,063
Linear-by-Linear Association	1,209	1	,271
N of Valid Cases	148		

a. 20 cells (71,4%) have expected count less than 5. The minimum expected count is ,47.
(F =17,518, Sig =0,177, df=13)

Age

As shown in Table 9, $p > \alpha$. This means that there is no statistically significant relationship between the age and the picture the students are referring to.

Table 9. Age and reference to image

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2,901 ^a	12	,996
Likelihood Ratio	2,902	12	,996
Linear-by-Linear Association	,001	1	,977
N of Valid Cases	656		

a. 0 cells (0,0%) have expected count less than 5. The minimum expected count is 21,76.
(F =2,901, Sig =0,996, df=12)

As shown in Table 10, $p > \alpha$. This means that there is no statistically significant relationship between the age and the thematic area to which the students refer.

Table 10. Age and thematic

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	,788 ^a	8	,999
Likelihood Ratio	,780	8	,999
Linear-by-Linear Association	,221	1	,638
N of Valid Cases	656		

a. 0 cells (0,0%) have expected count less than 5. The minimum expected count is 10,23.
($F = 0,788$, $Sig = 0,999$, $df = 8$)

As shown in Table 11, $p > \alpha$. This means that there is no statistically significant relationship between the age and the category to which the students refer.

Table 11. Age and category

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29,166 ^a	54	,998
Likelihood Ratio	32,105	54	,992
Linear-by-Linear Association	,272	1	,602
N of Valid Cases	656		

a. 37 cells (44,0%) have expected count less than 5. The minimum expected count is ,52.
($F = 29,166$, $Sig = 0,998$, $df = 54$)

As shown in Table 12, $p > \alpha$. This means that there is no statistically significant relationship between the age and subcategory to which the students refer.

Table 12. Age and subcategory

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24,888 ^a	26	,525
Likelihood Ratio	30,775	26	,237
Linear-by-Linear Association	1,485	1	,223
N of Valid Cases	148		

a. 34 cells (81,0%) have expected count less than :
minimum expected count is ,25.
(F =24,888, Sig =0,525, df=26)

Nationality

As shown in Table 13, $p > \alpha$. This means that there is no statistically significant relationship between the nationality and the image to which the students refer.

Table 13. Nationality and reference to image

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	,841 ^a	6	,991
Likelihood Ratio	,790	6	,992
Linear-by-Linear Association	,003	1	,956
N of Valid Cases	656		

a. 7 cells (50,0%) have expected count less than 5. The
minimum expected count is 2,02.
(F =0,841, Sig =0,991, df=6)

As shown in Table 14, $p > \alpha$. This means that there is no statistically significant relationship between the nationality and the thematic area to which the students refer.

Table 14. Nationality and thematic

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	,061 ^a	4	1,000
Likelihood Ratio	,064	4	,999
Linear-by-Linear Association	,036	1	,850
N of Valid Cases	656		

a. 3 cells (30,0%) have expected count less than 5. The
minimum expected count is ,95.
(F =0,061, Sig =1, df=4)

As shown in Table 15, $p > \alpha$. This means that there is no statistically significant relationship between the nationality and the category to which the students refer.

Table 15. *Nationality and category*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25,173 ^a	27	,565
Likelihood Ratio	24,087	27	,625
Linear-by-Linear Association	,402	1	,526
N of Valid Cases	656		

a. 31 cells (55,4%) have expected count less than :
minimum expected count is ,05.
($F = 25,173$, $Sig = 0,565$, $df = 27$)

As shown in Table 16, $p > \alpha$. This means that there is no statistically significant relationship between the nationality and the subcategory to which the students refer.

Table 16. *Nationality and subcategory*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,008 ^a	13	,693
Likelihood Ratio	7,387	13	,881
Linear-by-Linear Association	,017	1	,896
N of Valid Cases	148		

a. 23 cells (82,1%) have expected count less than 5. The
minimum expected count is ,03.
($F = 10,008$, $Sig = 0,693$, $df = 13$)

Therefore, the students' answers about the chosen picture, the thematic area, the category and the subcategory to which they refer are not influenced by their gender, age and nationality.

Discussion

Analyzing the results, it seems that pupils a) recognize images used mostly by the electronic press, the internet and the scenes that are related to their everyday life. This finding is confirmed by the literature, as the Mass Media plays an important role in the daily life of children. They provide them with continuous and

uninterrupted information. As Popper and Condry (1995) report, children are both entertained by the use of digital technology, but on the other hand, they are led to literacy, since they are unconsciously learning. Thus, in this case, the recognition of images by the media, confirms the power of visual culture and digital literacy (Tsitsanoudi-Maldides, 2011).

They also recognize the representations of their everyday life, which confirms the view that visual stimuli, combined with children's experiences, helps them interpret the world around them (Asonetis, 2001). The daily life with the family leads the children to the participation of cultural practices, resulting in the internalization of attitudes and values that the older members of the family advocate (Muzelis, 2000).

This finding is also supported by the theory of *social learning* (Bandura, 1973), the sociological research on the dynamics of family and on the “educational capital” (Bourdieu, 1999; Muzelis, 2000).

The national symbols and parades are also recognized and appreciated by the pupils. As Cohen (1969) argues, communities are symbolic constructions and people gather around the symbols as cultural codes in order to share the same experiences and values, mostly in an unconscious context. Thus, we remark that the synergic connection between symbol and culture is evident, particularly in school celebrations, and more generally in rituals. The education system as a network of concepts and a common strategy provides its members with a common and accepted reality. This way, collective memory, as promoted in school anniversaries, promotes national and political education with theoretically distinct goals, although in school practice, action, conscience and politics are involved (Golia, 2011).

We also observe the recognition of the value of friendship, as an important developmental operation, since children acquire basic social skills, learning to communicate, collaborating and joining a group (Cole & Cole, 2001).

Children also recognize and describe the spaces, using the proper nouns and adjectives, thus confirming the theories of "spatial thinking, which has recently been recognized as an important skill for both science and everyday life. The report of the National Research Council (NRC, 2006) "Learning to Think Spatially: GIS as a Support System in the K-12 Curriculum" stressed that without explicit attention to spatial education, the pupils could not be properly equipped for their personal and working life in the 21st century.

The disability, the European and the cultural symbols of peace and environmental education are also recognized by children and they are positively appreciated. Nevertheless, we also remark that there is an aversion to brand names and courts as negative signifiers, as they have been emerging in the national media for the last few years.

In the quantitative level, no statistically significant difference was found comparing the demographic data (gender, age and nationality) with the frequency of references by a) picture, b) thematic, c) category, and d) subcategory.

Overall, we observe that children's answers are dominated by pragmatic discourse and they are perceiving the images using the basic learning processes as in Bruner's scheme is described as a discovery of knowledge-concepts and a transformation of knowledge. It seems that the figurative way of representing the knowledge, as well as the symbolic operates (Smidi, 2011).

Therefore, based on the results of this survey, we would say that the pupils who assembled the sample appear to have a) the ability to recognize social values in visual material, and b) the ability to recognize political values, as Jochum (2005) claims that the concept of citizenship is perceived through the dominant theoretical approach as a practice that is determined by rights and obligations and is shaped by a common public culture.

According also to Krzywosz-Rynkiewicz Beatas' (2018) new research on "Citizenship activity on young people in countries with different economic status," we could assume that Greek pupils in the borders of Florina area, in the middle of the financial crisis, are responding both to "the active and to the passive model" of citizenship behavior, although we did not measure the behavior with a questionnaire.

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