TEACHER SURVEY REPORT

CROATIAN RESULTS

COUNCIL OF EUROPE

"INSTRUMENTS FOR IMPLEMENTATION OF THE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE"

PROJECT COORDINATOR:
EDUCATION AND TEACHER TRAINING AGENCY, CROATIA
LEAD RESEARCHER:
MATIJA BATUR, MAG. PAED.

MAY, 2017

PUBLISHER

Agencija za odgoj i obrazovanje

Donje Svetice 38, 10000 Zagreb

www.azoo.hr

EDITOR

Nevenka Lončarić Jelačić, prof.

AUTHOR

mr.sc. Matija Batur

E- EDITION

Agencija za odgoj i obrazovanje

© 2017. Agencija za odgoj i obrazovanje

ISBN 978-953-7290-42-9

Table of Contents

Table of Figures

1. INTRODUCTION

"*Formal education is a vital tool that can be used to tackle [democratic] challenges. Appropriate educational input and practices can boost democratic engagement, reduce intolerance and prejudice (...) However, to achieve these goals, educationists need a clear understanding of the democratic competences that should be targeted by the curriculum*."[1]

This report summarizes the results of a teacher attitudes study conducted on a sample of primary and secondary school teachers in Croatia. Central to the research is the *Cross-curricular and Interdisciplinary Civic and Citizenship Education Programme for Primary and Secondary Schools* (hereinafter: The Programme). The aim of the study is focused on the use of these results for the improvement of the Programme and the teacher training system for teaching civic and citizenship education (hereinafter: CCE) in the Croatia. The study was conducted within the Council of Europe project "*Instruments for the Implementation of the Framework of Competencies for Democratic Culture*". The project coordinator for Croatia is the Education and Teacher Training Agency (hereinafter: The Agency).

With the adoption *of the Cross-curricular and Interdisciplinary Civic and Citizenship Education Programme*[2] "*civic and citizenship education is introduced cross-curricular so that education could contribute to the full development of civic competency in students. In doing so, it acknowledges the fact that all school subjects are directly connected with the general right to education and all other special rights which are guaranteed to every child, and require the development of specific skills and values that more or less contribute to the realization of civic and citizenship education*."[3]

---

[1] Council of Europe (2016) Competences for Democratic Culture. CoE Publishing: Strasbourg. Available at:
https://rm.coe.int/16806ccc0a
[2] Official Gazette 104/2014. Available (in Croatian) at:
http://narodne-novine.nn.hr/clanci/sluzbeni/2014_08_104_2019.html
[3] Excerpt from the Cross-curricular and Interdisciplinary Civic and Citizenship Education Programme for Primary and Secondary Schools (2014). Ministry of Science, Education and Sports: Zagreb. Available (in Croatian) at:
http://www.azoo.hr/images/goo/Programme_medjupredmetni-interdisciplinarni_sadrzaji.pdf

2. METHODOLOGY

2.1. RESEARCH BACKGROUND

The main topic of this study is exploration of teaching Civic and citizenship education (CCE) in primary and secondary schools and the process of implementation of the Cross-curricular and Interdisciplinary Civic and Citizenship Education Programme in order to improve the Programme and the teacher training system.

The general objective of this research is to examine teachers' attitudes towards teaching CCE according to the Programme. Specific objectives are to examine teachers' attitudes on the Programme, their perception of the level of competences required for teaching CCE and attitudes toward professional development of teachers in CCE.

The study used quantitative analysis of responses and a transversal approach with attitude measurements at a specific point in time.

2.2. SAMPLING TEACHERS

Teacher attitudes survey was conducted on the purposive sample designed by the Agency. The sample initially included 50 primary and 50 secondary schools. In the sample design, for the purpose of greater heterogeneity, schools from different parts of Croatia were included.

After lower than expected initial respondent feedback, the original sample has been expanded to a larger number of schools through contacts with interested coordinators of the Regional Expert Councils who forwarded the survey invitation to a wider number of schools and teachers, essentially expanding it to a snowball sample.

The total of 881 teachers responded and completed the survey.

2.3. THE TEACHER SURVEY

Teacher data was collected through an online questionnaire during April of 2017. The survey was anonymous and contained a total of 27 questions. Initially, it was disseminated to 100 school principals via email and they were asked to forward the survey to all the teaching staff in their school. The survey took approximately 10 to 15 minutes to complete ~~and was available to respondents from 7th to 26th of April of 2017.~~

2.4. DATA PROCESSING

SPSS 22.0 package was used for data processing and statistical analysis.

3. SURVEY RESULTS

3.1. DEMOGRAPHIC AND OTHER CHARACTERISTICS OF THE TEACHER SAMPLE
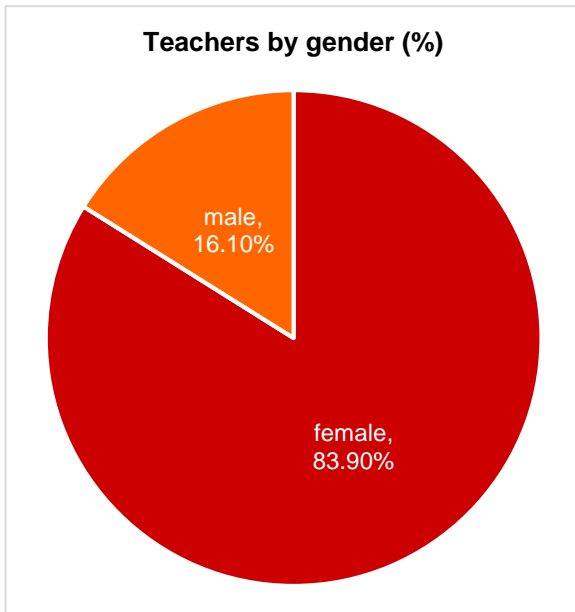
Teachers by gender (%)

In the first part of the survey teachers answered to a set of questions aimed at collecting demographic and other characteristics of teachers, such as their gender, work experience in teaching and the school subject they teach.

Out of 881 respondents, the vast majority were women (83.9 %), while there were just 16.1 % of male teachers (Figure 1).

Furthermore, one of the main variables used for further data processing was school type and educational level at which teacher teach CCE. Teachers were divided into groups according to the educational level at which they teach, i.e. if they are teaching in primary or secondary education. Teachers in primary schools are then divided into

Figure 1 Teachers by gender (%)

homeroom teachers (from 1st to 4th grade) and subject teachers (from 5th to 8th grade). Secondary school teachers are divided according to the type of school programme which they teach as follows: general education schools (*gymnasiums*), and *vocational and mixed programme schools[4]*. For the purposes of this report, this grouping variable is named **teacher profile**.

Therefore, according to the teacher profile shown in Figure 2, 26.6 % of the respondents are homeroom teachers, 33.1 % are subject teachers, 16.6 % gymnasium teachers and 23.9 % of teachers came from vocational or mixed programme schools.

Teachers by profile (%)

Figure 2 Teachers by profile (%)

---

[4] Mixed programme schools refer to schools of secondary education that have both general education and vocational education programmes and are usually present in smaller towns.

Teachers by subject group (%)
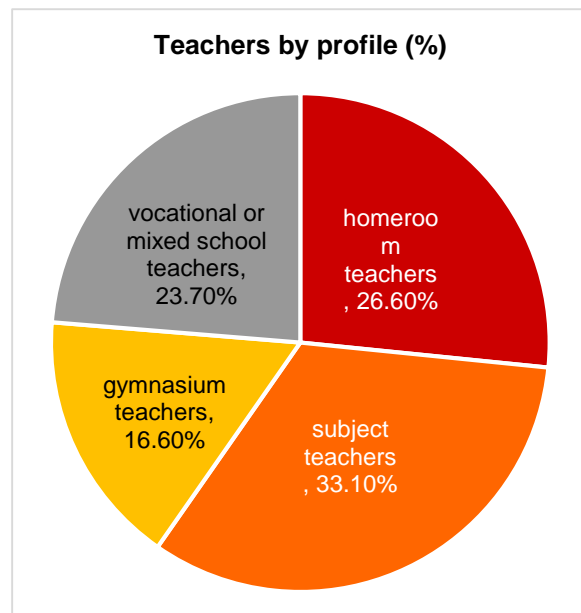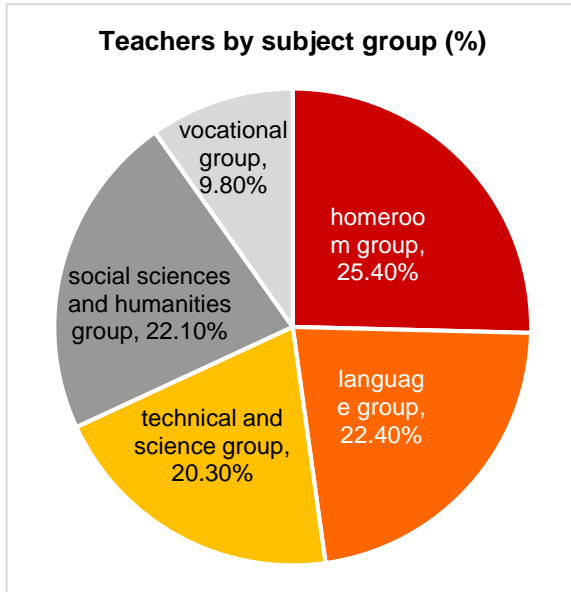

Figure 3 Teachers by subject groups (%)

The other grouping variable that is used for displaying results is the **subject group** in which the subject that teachers teach belongs to. If teachers teach more than one school subject, they were asked to choose only one for which they had the highest number of teaching hours (during the school year 2016/2017). The available answers encompassed all the subjects present in primary and secondary schools, and a separate category was available for homeroom and vocational subjects. Because of the high response divergence, subjects were aggregated to subject groups. The language group consists of Croatian language and foreign languages. The technical and science group consists of Mathematics, Nature and Biology, Chemistry, Technical arts, Physics and Informatics. Homeroom and vocational subjects have their own respective categories, while the social sciences and humanities group includes all remaining subjects: Ethics, Logic, Philosophy, Art, Politics and economy, Psychology, Sociology, Religion, History, Geography, Musical arts, and Physical education.

Figure 3 shows the percentage of teachers according to those subject groups. Most of the teachers teach homeroom subjects (25.4 %) which corresponds with the teacher profile distribution – with the difference of 1.2 % being homeroom language teachers. Vocational group was underrepresented with only 9.8 % which is understandable considering the fact that vocational subjects are exclusive only to secondary vocational schools.

Teachers by work experience (%)
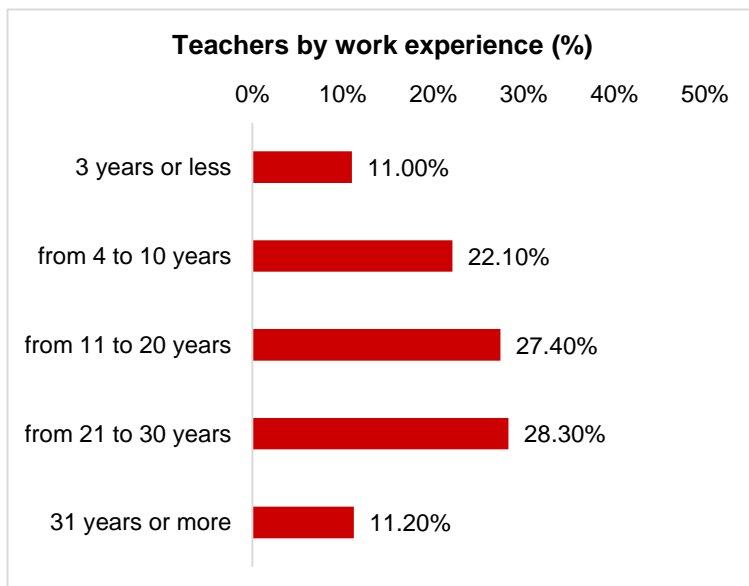
Teachers were also asked about their work experience as a teacher. Work experience of teachers, shown in Figure 4, shows that most of the respondents have 21 to 30 years or 11 to 20 years of experience. However, if we take into consideration that the first two categories account for a range of up to 10 years of experience, it is actually the most represented category with 33.10 %.

Figure 4 Teachers by work experience (%)

7

3.2. TEACHER ATTITUDES ON THE CROSS-CURICULAR AND INTERDISCIPLINARY CIVIC AND CITIZENSHIP EDUCATION PROGRAMME FOR PRIMARY AND SECONDARY SCHOOLS

In this chapter the results of teacher answers to the questions about their attitudes towards the Programme, its particular aspects or implementation possibilities are presented.

Given that at the central research interest is the Programme, teachers were asked **how they teach CCE**. Teachers could respond by selecting one of the four suggested answers. Generally, teachers implement CCE in accordance with the Programme. Figure 5 presents a comparison among different modes of Programme implementation according to the teacher profile. Classes are organized to the fullest extent in accordance with the Programme by homeroom teachers, and secondary school teachers show the smallest degree of accordance. Graph reveals that the number of teachers who do not implement CCE according to the Programme is increasing with the education level. All of the surveyed homeroom teachers are teaching according to the Programme, with only 6.4 % of them implementing CCE less than it is proscribed by the Programme. Also, according to the teacher profile, most of the teachers that teach even beyond the Programme are in the group of homeroom teachers.

On the secondary school level there is an increase in the number of teachers who do not teach CCE at all or teach it to a lesser extent than the Programme proscribes. Most teachers who do not teach according to the Programme at all are gymnasium teachers.
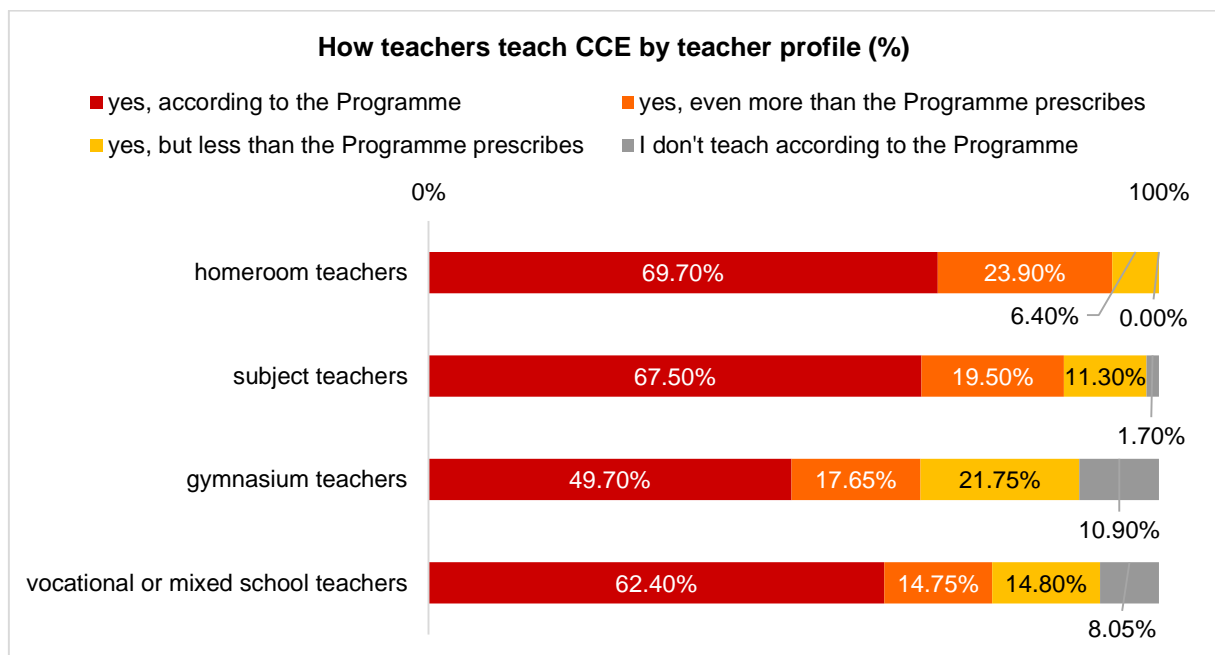
Figure 5 How teachers teach CCE by teacher profile (%)

Teachers who responded affirmative to teaching according to the Programme are asked to clarify in which exact way do they implement it, while teachers who responded negative and do not implement the Programme were asked for reasons why that is the case. For these questions, it was possible to choose more than one response.

Figure 6 shows the number of selected answers. Except for the answers "*I integrate CCE in all homeroom subjects.*" which was meant only for the homeroom teachers, different ways of integration were offered for the rest of the teachers: in your own subject, in the school curriculum and activities outside the classroom, and together in cooperation with all of the school's employees, implying planning among the different subjects or subject groups. Most of the teachers have answered that they integrate the Programme into their own subject, and slightly less than half have answered that they integrate it both in the school curriculum and in activities outside the classroom.
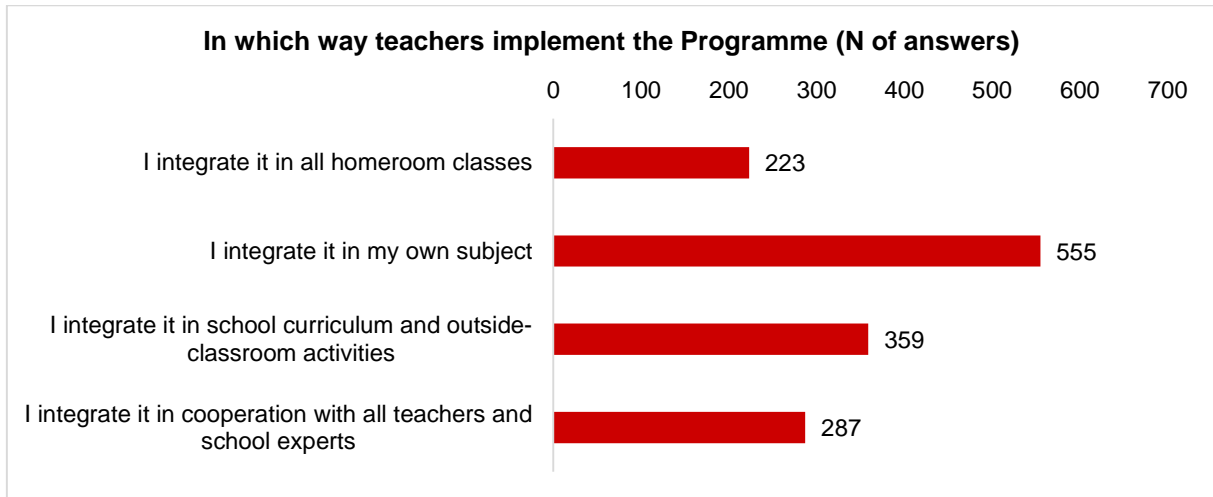
Figure 6 In which way teachers implement the Programme (N of answers)

Figure 7 shows the number of teachers who have chosen a reason for not implementing the Programme. The most selected reasons for not teaching CCE according to the Programme is self-evaluation of teachers' own incompetence for using the proposed methods (25) and the general lack of time (19). Interestingly, seven teachers stated that they don't know what the Programme is and that they don't want to know and 11 teachers do not agree with the topics proposed by the Programme.
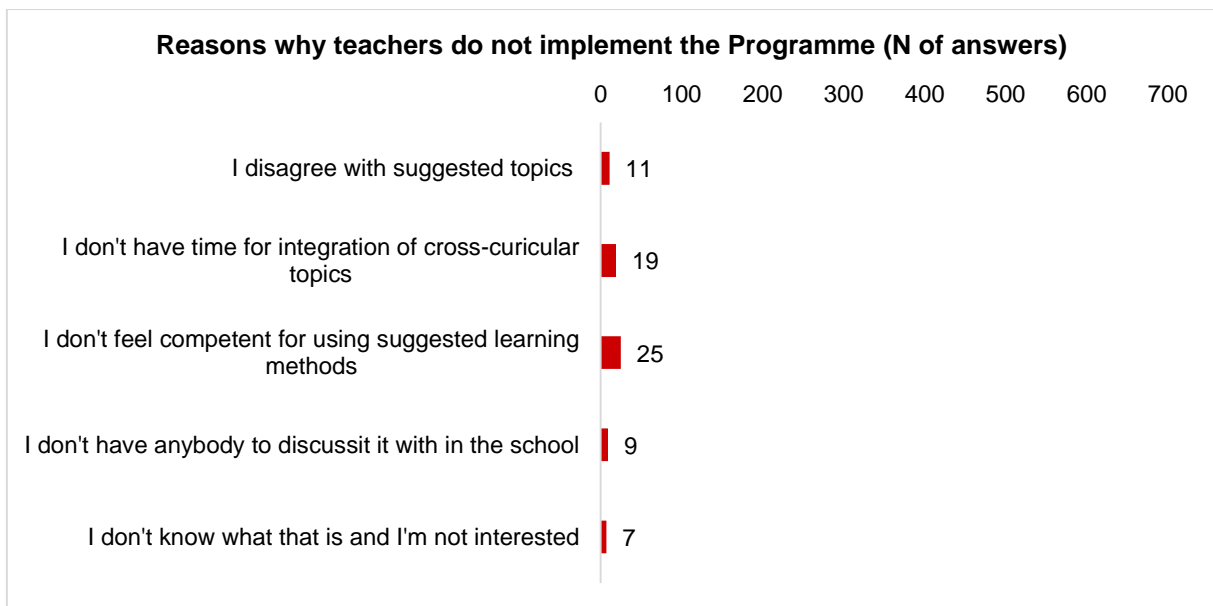
Figure 7 Reasons why teachers do not implement the Programme (N of answers)

Furthermore, teachers assessed their own **familiarity with the individual elements of the Programme**, and with the Programme as a whole. Teachers were offered a five degree Likert scale where 1 meant *not at all*, and 5 meant *completely*.

In Figure 8 the means of answers are displayed. General familiarity with the Programme as a whole and with its individual elements is positioned between the third and fourth degree of the scale. According to the results, we can conclude that teachers are familiar with the Programme to a certain extent, given that all of the values were closer to the fourth degree. Teachers are least familiar with the proposed teaching methods (M=3.51, SD=1.070) and are familiar the most with the suggested topics (M=3.74, SD=1.058).

Teachers' familiarity with the Programme and its elements (Mean)

the Programme as a whole	3.59
goals and tasks of the Programme	3.68
teachings methods of the Programme	3.51
topics and content of the Programme	3.74
learning outcomes proscribed by the Programme	3.63
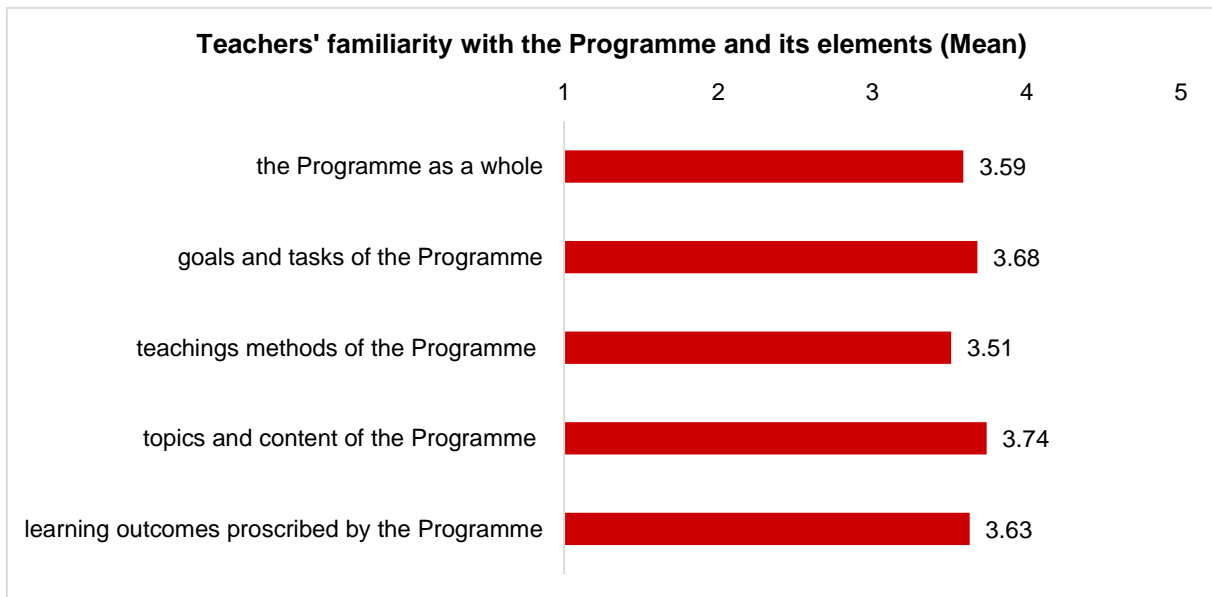
Figure 8 Teachers' familiarity with the Programme and its elements (Mean)

In order to more clearly present teachers' familiarity with the Programme and its elements in relation to other teacher characteristics, a **teacher familiarity index** was constructed based on their assessments of the aforementioned elements.

Figure 9 shows the means of the aggregated teacher familiarity index according to their profile. On the basis of these means we can conclude that the homeroom teachers are mostly familiar with the Programme and all of its elements (M=3.94, SD=0.947). There is a visible decline in familiarity on higher education levels. For example, secondary school teachers are *moderately* familiar with the Programme. On average, teachers in vocational or mixed programme schools (M=3.33, SD=1.103) and gymnasium teachers (M=3.31, SD=1.077) are familiar with the Programme and its elements the least of all groups.

Also, analysis of variance showed that there is a statistically significant difference between teacher groups according to the profile in relation to the teacher familiarity index (F=17.006, p=0.000). Homeroom teachers differ significantly from teachers in gymnasiums, vocational and mixed programme secondary schools. Primary school subject teachers differ significantly from the teachers in vocational or mixed programme secondary schools.

10

Teacher familiarity index by teacher profile (Mean)

Teacher profile	Mean
homeroom teachers	3.94
subject teachers	3.69
gymnasium teachers	3.38
vocational or mixed school teachers	3.35
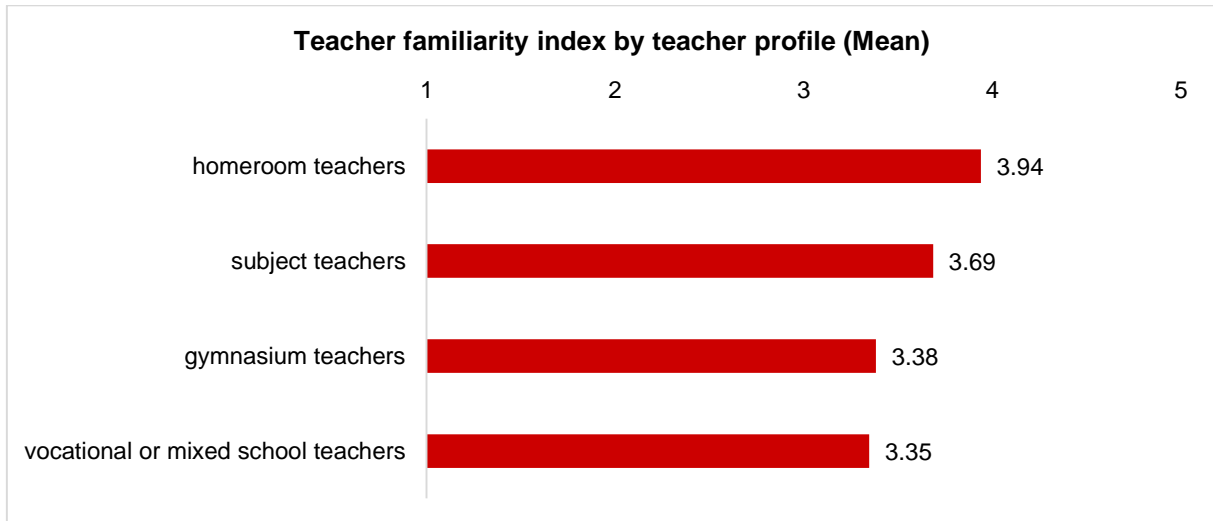
Figure 9 Teacher familiarity index by teacher profile (Mean)

Figure 10 shows the teacher familiarity index, but this time in relation to a particular subject group. It is again confirmed that homeroom teachers (M=3.97, SD=0.927) are familiar with the Programme and its elements the most, similar to the previous analysis. Teachers from social sciences and humanities group (M=3.60, SD=1.034) gravitate towards the fourth degree on the scale, although less than homeroom teachers. It is important to point out that the mean for the vocational subjects group (M=3.45, SD=1.005) and technical and science group (M=3.44, SD=0.974) incline towards *average* familiarity with the Programme.

Analysis of variance showed that there is a statistical significance between the subject groups (F=10.070, p=0.000). Homeroom teachers differ significantly in familiarity with the Programme from all other teacher groups, however significant differences among other groups were not found.

Teacher familiarity index by subject group (Mean)

Subject group	Mean
homeroom group	3.97
languages group	3.50
technical and science group	3.44
social sciences and humanities group	3.60
vocational group	3.45

Figure 10 Teacher familiarity index by subject group (Mean)

After their familiarity, teachers assessed their **satisfaction with the Programme** on the same five-degree scale. Teachers were assessing their satisfaction with individual sections of the Programme and its usefulness for students and society in general. Figure 11 shows satisfaction by individual aspects of the Programme. From these results we can conclude that teachers are largely satisfied with the Programme's usefulness, i.e. they consider the Programme to be almost in equal measure useful for students (M=3.74, SD=1.057) and for society in general (M=3.77, SD=1.066). With other aspects of the Programme teachers stated a more *moderate* satisfaction for almost all items equally, except with the aspect of time correlation with content of other subjects (M=2.90, SD=0.997) which has the smallest mean of satisfaction. Therefore, it is assumed that, according to opinions of teachers, the prescribed plan and programme of the cross-curricular and interdisciplinary topic is not time-aligned with the plan and programme of their respective subjects, while the content correlation with subjects that they teach is seen as *average* (M=3.22, SD=0.971).
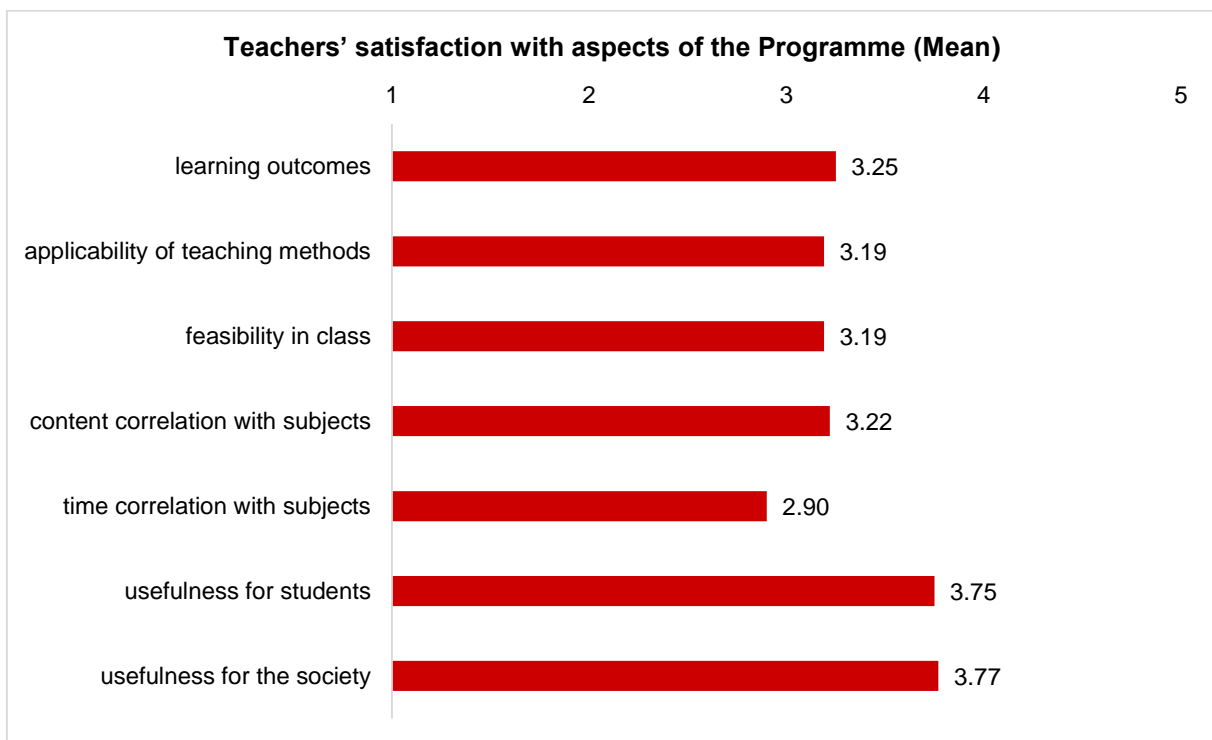
Figure 11 Teachers' satisfaction with aspects of the Programme (Mean)

As for the familiarity, a ***teacher satisfaction index*** was constructed and it combines the results of individual aspects into a single evaluation of teachers' satisfaction.

Figure 12 shows this index in relation to the teacher profile, from which we can conclude that homeroom teachers (M=3.58, SD=0.760), as well as with familiarity, are largely satisfied with the Programme and its aspects. All values are positioned between *average* and *a lot*, with only homeroom teachers inclining towards the value *a lot*. Teachers in other profile groups are *moderately* satisfied, of which the gymnasium teachers (M=3.05, SD=0.805) are the least satisfied with the Programme.

Analysis of variance indicates that there is a statistically significant difference between teacher groups by profile in relation to the satisfaction index (F=13.445, p=0.000). Homeroom teachers differ significantly from teachers in gymnasiums, vocational and mixed programme secondary schools,
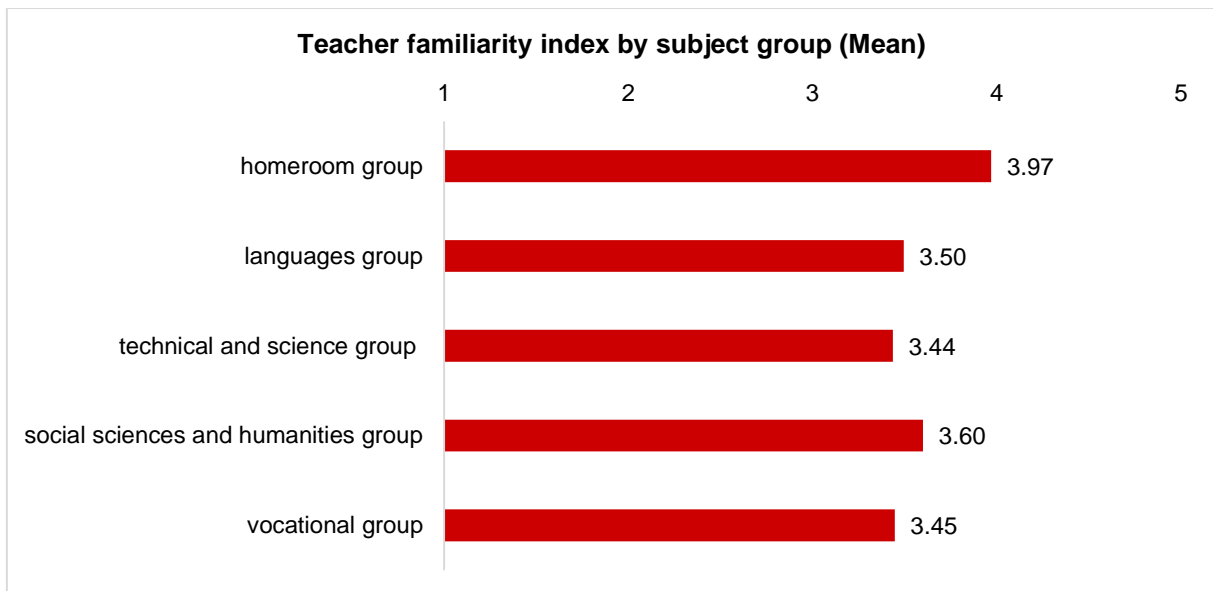
while subject teachers differ significantly from the homeroom and gymnasium teachers, however under less strict criteria (p < 0.05).

Teacher satisfaction index by teacher profile (Mean)

homeroom teachers	3.58
subject teachers	3.33
gymnasium teachers	3.05
vocational or mixed school teachers	3.21
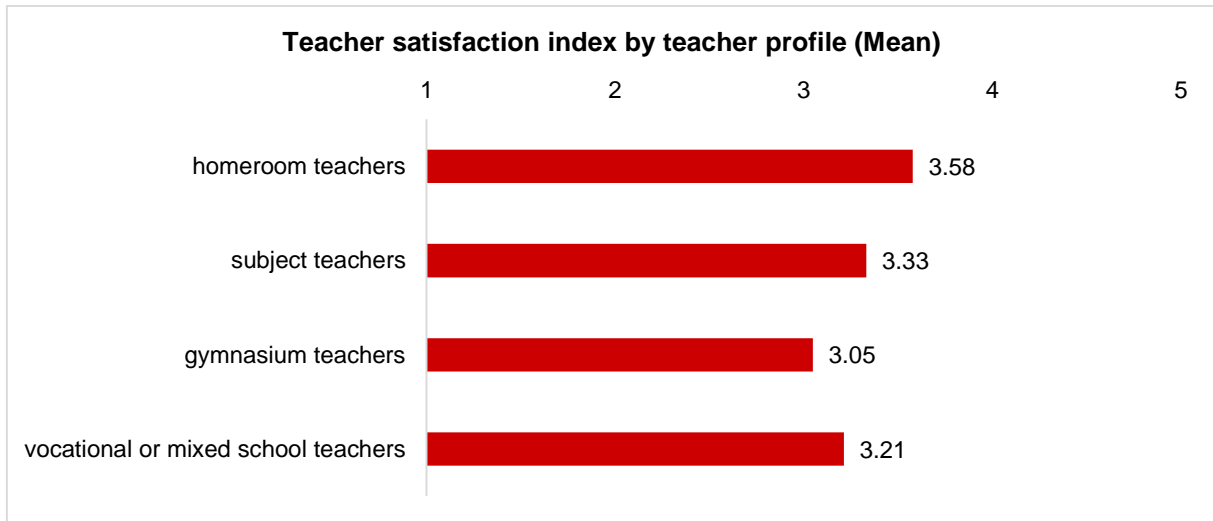
Figure 12 Teacher satisfaction index by teacher profile (Mean)

Figure 13 shows the teacher satisfaction index according to the subject group, from which we can conclude that homeroom teachers (M=3.61, SD=0.733) are the most satisfied, while teachers in all other groups are *moderately* satisfied. It is worth noting that there are exceptions in two subject groups: technical and science group (M=3.14, SD=0.877) and languages group (M=3.19, SD=0.865) which are least satisfied with the Programme.

Also, the analysis of variance indicates that there is a statistically significant difference between these groups (F=9.793, p=0.000). Homeroom teachers differ in their satisfaction significantly from the teachers in language, technical and science, and social sciences and humanities groups, while among other groups there are no significant differences.

Teacher satisfaction index by subject group (Mean)

homeroom group	3.61
languages group	3.19
technical and science group	3.14
social sciences and humanities group	3.29
vocational group	3.33

Figure 13 Teacher satisfaction index by subject group (Mean)

Furthermore, results on a set of six separate questions about **understanding of the topics and concepts** in the Programme are shown. Questions are related to each of the dimensions that determine the Programme, and were designed as self-evaluations of one's own understanding of a certain topic, idea or concept or their interrelationship, which is important for a specific Programme dimension. Selected topics and concepts are present throughout the Programme at all educational levels or are fundamental for teaching in these areas. Given that this is a self-evaluation of understanding, a five degree Likert scale was used and, as before, 1 marks *not at all* and 5 marks *completely*.

The questions were: "To what extent do You understand the concept of a legal state and its role in protection of the fundamental human rights?" (**human rights dimension**); "To what extent do You understand the role of a Croatian citizen as a political subject an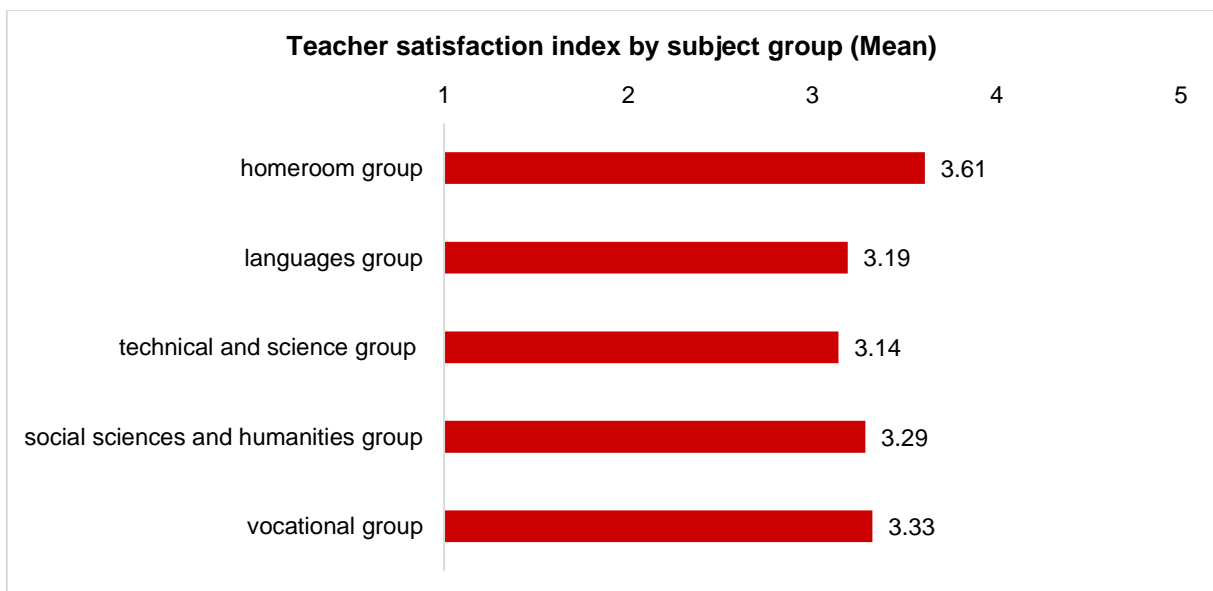d as an exponent of the Croatian national governance, and politics as a process of research and problem solving?" (**political dimension**); "To what extent do You understand the importance of students' ability in communication to fulfil constitutional obligations of active citizens in the protection and development of common good in the classroom, school, local community, Croatia and in the world?" (**social dimension**); "To what extent do You understand the role of intercultural dialogue and mutual understanding in school and society, as means and ability to protect children rights, human rights, peace and the rule of law; their duties and responsibilities, and social and economic development?" (**intercultural dimension**); "To what extent do You understand a link between human rights and consumer rights to responsible consumption, financial planning, entrepreneurship, earning and socially useful work?" (**economic dimension**), and "To what extent do You understand importance of encouraging students to follow developments in the environment and starting activities for its preservation and arrangement?" (**ecological dimension**).

Figure 14 shows the results of teachers' self-evaluation of understanding with regards to the subject group. Teachers in social sciences and humanities group express the greatest understanding in almost all dimensions, and only in ecological dimension do homeroom teachers assess their understanding higher. Homeroom teachers assessed their understanding to the greatest extent in ecological and intercultural dimensions, and for the economic dimension they are among the groups with the highest average. Teachers from technical and science group have the lowest average for almost every dimension, except in ecological dimension where teachers from vocational subject group estimated their understanding slightly lower. Teachers from the language group have similar results as homeroom teachers in majority of dimensions, and for intercultural, social, political and human rights dimensions they have greater averages than other groups, except for the social sciences and humanities group. It is important to note that although some individual groups manifest different results on specific dimensions, all values are relatively high, and some are getting closer to the fifth degree - *complete* understanding. In correlation with general results shown in Figure 15, all groups of teachers assess their understanding of the ecological dimension to be the greatest. Also, as for the presentation by subject groups, teachers assessed their understanding of topics and concepts of the Programme relatively high for all dimensions in general.
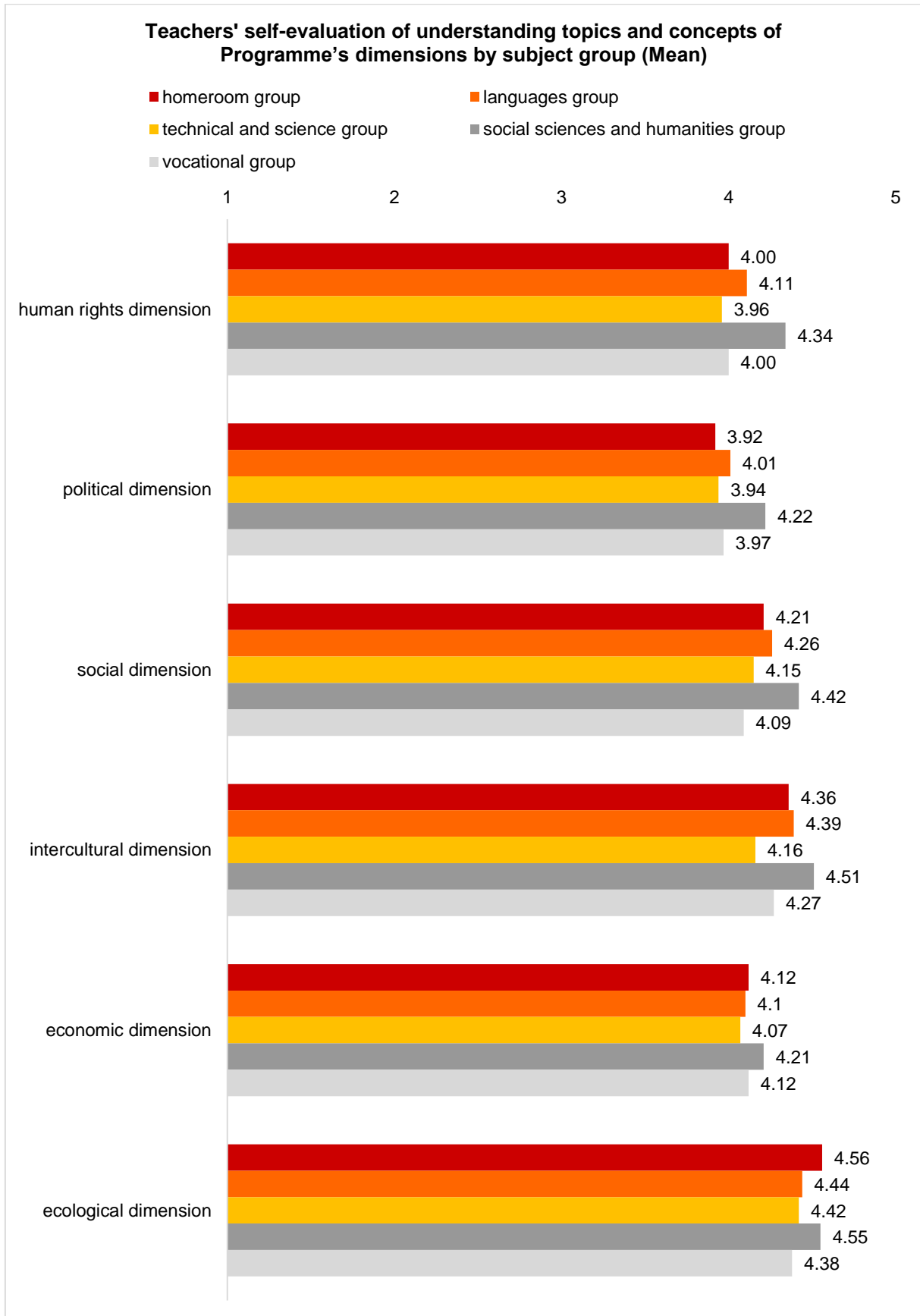
Figure 14 Teachers' self-evaluation of understanding topics and concepts of Programme's dimensions by subject group (Mean)

After a set of questions related to the understanding of the topics and concepts, teachers answered a question regarding the evaluation of their **preparedness for teaching CCE** according to the Programme's dimensions, and the results are shown in Figure 15. Teachers in general assessed themselves to be prepared to the fullest extent for teaching the ecological dimension, and least for the political and economic dimensions. Combined results of all dimensions are closer to the fourth degree in the scale (*a lot*), except for the economic and political dimension where the means show *average* preparedness.

It is interesting to observe the results of understanding and preparedness comparatively where it is noticeable that there is a difference between these two variables, although the results do follow a specific trend for each of the dimensions. Teachers generally feel significantly less prepared for teaching than they assessed their understanding of the topics and concepts of specific dimensions. From these results we can conclude that teachers view highly on their own abilities for understanding topics, concepts and their interrelations, however, with the regard to preparedness, they are missing instruments and strategies of transmitting these knowledge, skills and attitudes to students. At this moment this could be explained with several different factors, such as class organization, compliance of the plan proscribed by the Programme with their respective subjects, but also in regard to teaching methods and sources used in teaching, which is discussed in more details in the next chapter.
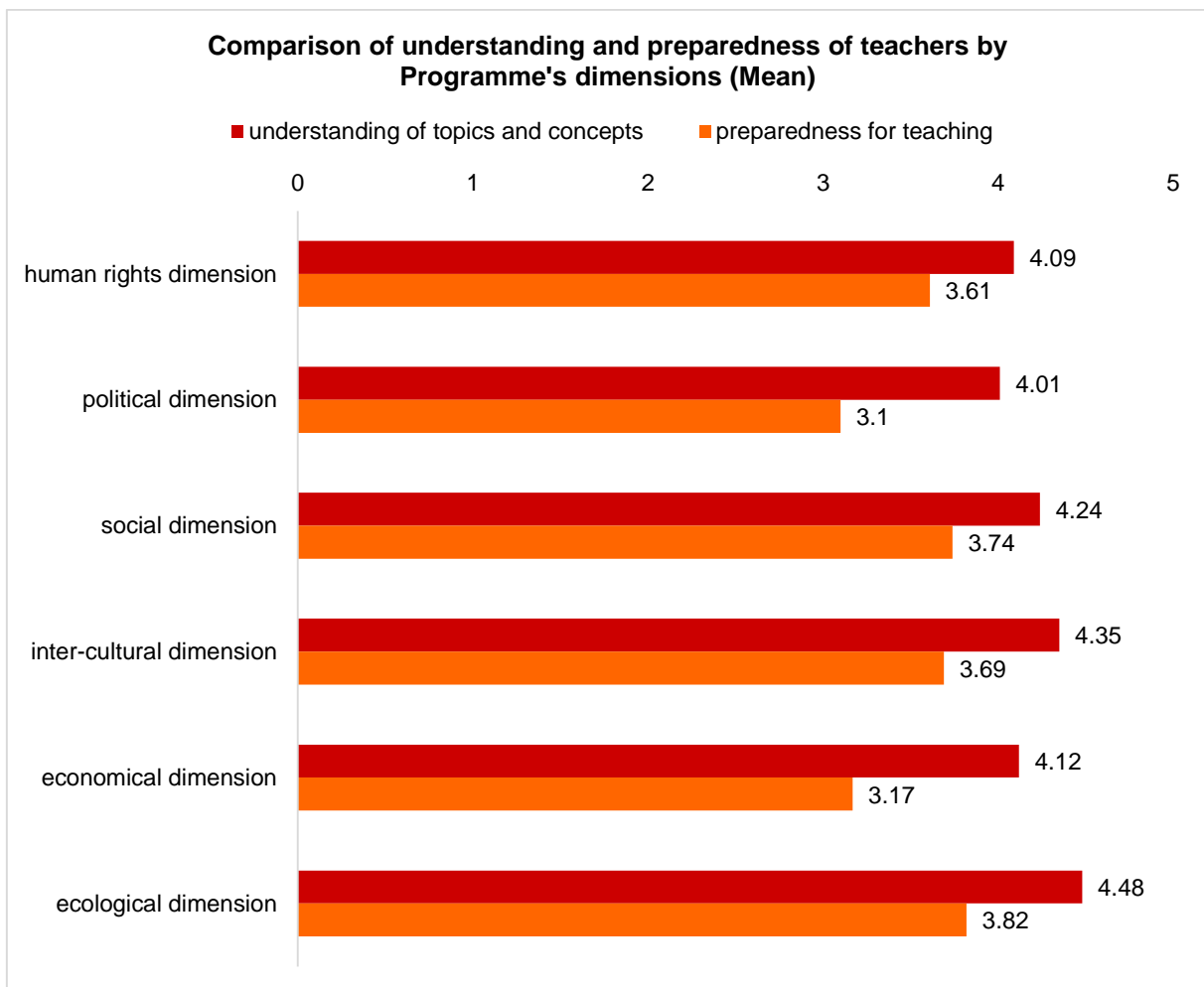

Figure 15 Comparison of understanding and preparedness of teachers by Programme's dimensions (Mean)

16

As for the previous two instruments for which indices were made, for this set of variables a **teacher preparedness index** was constructed and it is used to display the results with respect to individual teacher groups.

Figure 16 shows the results in regard to the teacher profile. The results show that homeroom teachers estimate to be prepared for teaching to the largest extent (M=3.77, SD=0.882). Gymnasium teachers assess their own preparedness for teaching the poorest (M=3.29, SD=0.923). Similar to previous indices, as the education level grows, a sense of teachers' preparedness decreases.

Analysis of variance also shows is that there are statistically significant differences between groups of teachers by profile (F=11.610, p=0.000). Homeroom teachers differ significantly in their self-evaluation of preparedness from gymnasium and vocational and mixed programme secondary school teachers.

Teacher preparedness index by teacher profile (Mean)

	1	2	3	4	5
homeroom teachers				3.77	
subject teachers				3.54	
gymnasium teachers			3.29		
vocational or mixed school teachers			3.35		
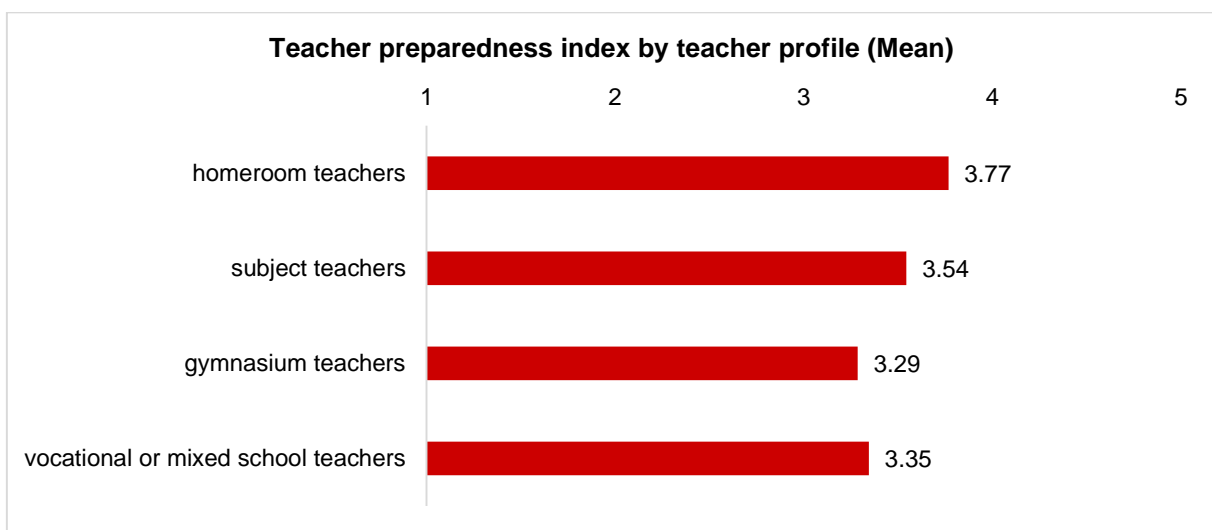
Figure 16 Teacher preparedness index by teacher profile (Mean)

Results shown in Figure 17 confirm the conclusion that homeroom teachers feel prepared to the fullest extent (M=3.78, SD=0.875). It is evident that the teachers from social science and humanities group feel prepared to a certain extent (M=3.66, SD=0.903), while results for the all other groups are *average* at best. Teachers in technical and science group of subjects assess their own preparedness to be the poorest (M=3.24, SD=0.875).

Once again, analysis of variance indicates statistically significant differences between subject groups (F=11.828, p=0.000). According to the self-evaluated preparedness, homeroom teachers differ significantly from teachers in language and technical and science groups, and teachers from social sciences and humanities group differ significantly from teachers in technical and science groups of subjects.

Teacher satisfaction index by subject group (Mean)

homeroom group	3.78
languages group	3.36
technical and science group	3.24
social sciences and humanities group	3.66
vocational group	3.43
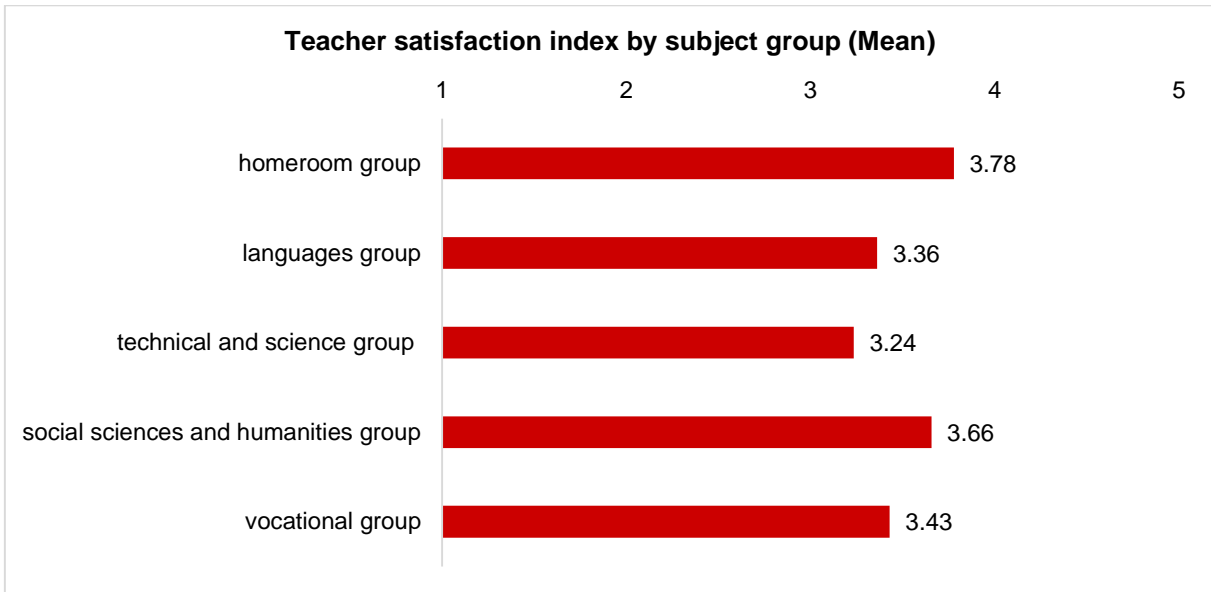
Figure 17 Teacher satisfaction index by subject group (Mean)

Furthermore, teachers have expressed their agreement with proposed statements **about CCE as a cross-curricular and interdisciplinary topic**. The instrument with nine items that referred to various aspects of the current CCE implementation was used. Teachers stated their attitudes by using a five-degree Likert scale on which 1 signified *"I completely disagree"* and 5 signified *"I agree completely"*. The results are presented in Figure 18.

Attitudes of teachers towards CCE as a cross-curricular and interdisciplinary topic (Mean)

CCE is appropriate for a cross-curricular topic.	3.60
CCE is well integrated into other subjects.	3.16
It is necessary to ensure better correlation between CCE and other subjects.	3.61
I feel competent to implement CCE in my subject.	3.56
I understand the importance of CCE for students.	4.16
I understand the importance of CCE for the society in general.	4.19
I am motivated to teach CCE classes.	3.48
Preparing for CCE classes takes a lot of effort.	3.64
Preparing for CCE classes takes a lot of time.	3.46

Figure 18 Attitudes of teachers towards CCE as a cross-curricular and interdisciplinary topic (Mean)

Out of included statements, teachers agree the most that CCE is important for students (M=4.16, SD=0.984) and for the society in general (M=4.19, SD=0.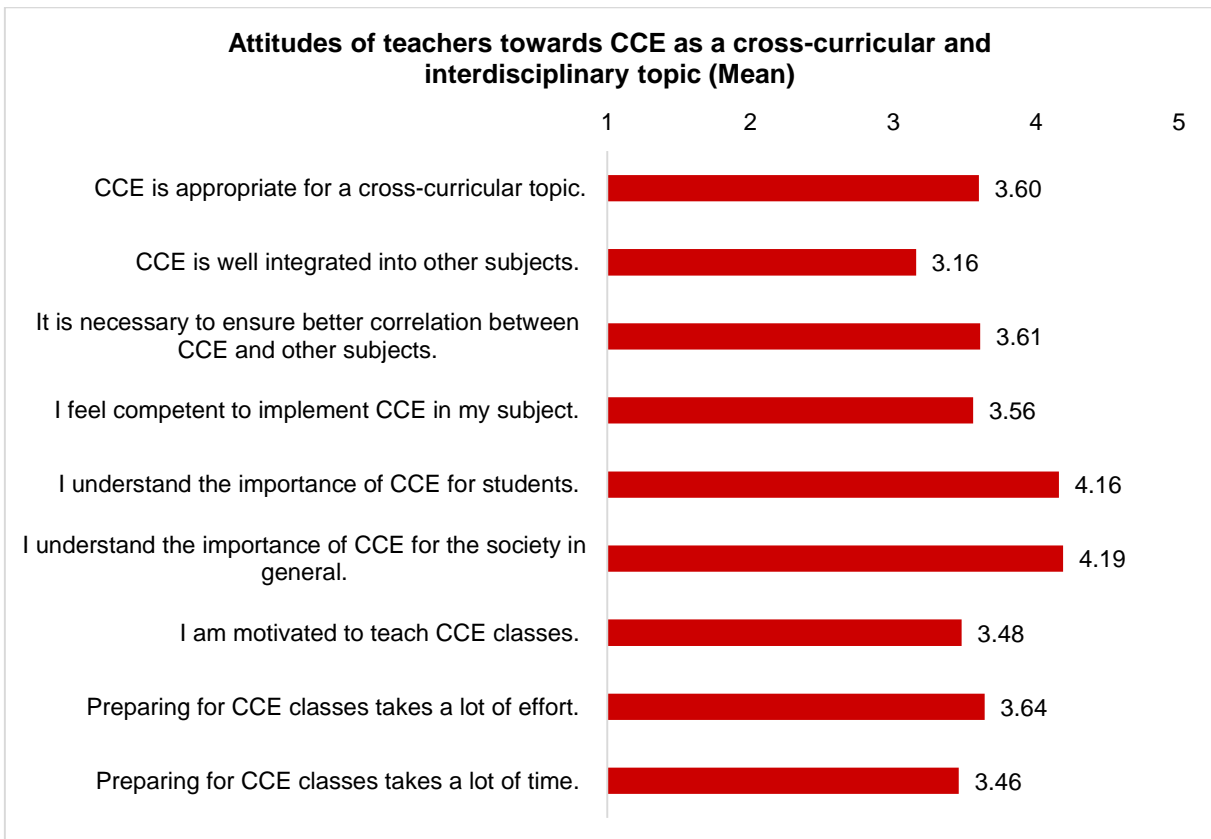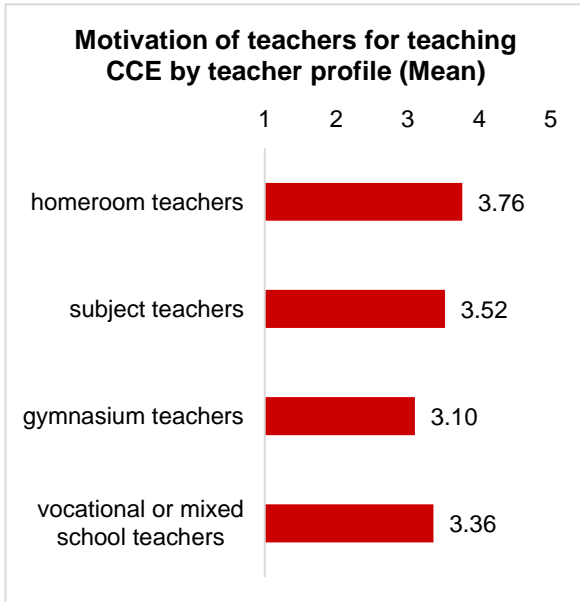973), however they agree the least that it is well integrated into their respective subjects (M=3.16, SD=1.105). In general, the results show that for almost every statement, a part of teachers agree and a part of them disagree about certain aspects. It is interesting that teachers tend to agree that the CCE is an appropriate field for a cross-curricular topic (M=3.60, SD=1.125).

Based on the means we conclude that teachers agree about feeling competent for teaching CCE as a part of their own subject (M=3.56, SD=1.131), while the motivation for teaching is somewhat lower (M=3.48, SD=1.218). It is necessary to pay special attention to the statement on necessity to ensure better correlation between subjects. Teachers agree with this to a—great extent (M=3.61, SD=1.122) and it can be interpreted as a criticism of plans and programmes that provide none or unsatisfactory content correlations.

For the purpose of better result interpretation, the results of individual statements are more closely analyzed in relation to teacher groups. Figure 19 shows results for **motivation of teachers to implement CCE** by teacher profile, and Figure 20 shows the same results in regard to the teacher subject group.
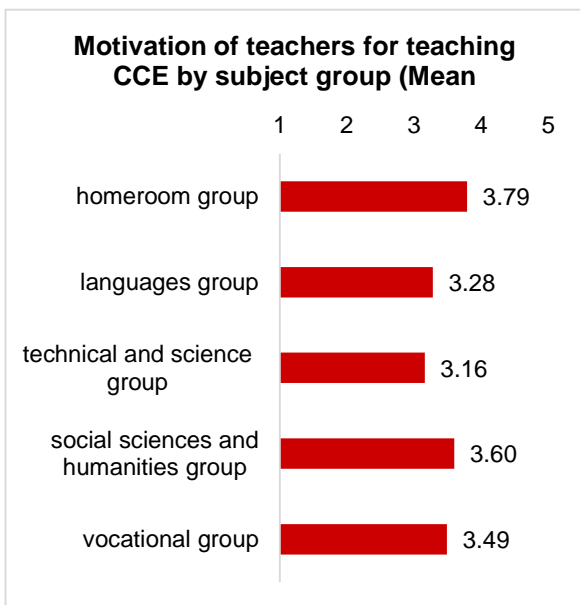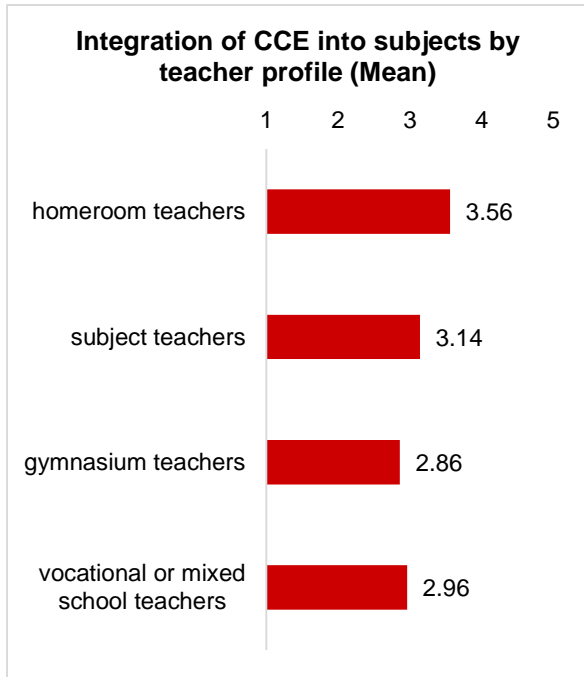

Figure 19 Motivation of teachers for teaching CCE by teacher profile (Mean)

According to the teacher profile, homeroom teachers agree to the fullest extent that they are motivated to teach CCE (M=3.76, SD=1.121) which is also confirmed by results according to the subject group (M=3.79, SD=1.111). The smallest value, i.e. *mediocre* motivation, belongs to gymnasium teachers (M=3.10, SD=1.327) and vocational and mixed programme secondary school teachers (M=3.36, SD=1.278). Based on these results, we can conclude that the motivation of teachers decreases as the educational level increases, i.e. teachers of secondary schools are significantly less motivated than teachers in primary schools. With regard to the subject group, after homeroom teachers, social and humanities group teachers are motivated to the largest extent (M=3.60, SD=1.120), and teachers in technical and science group have the least motivation (M=3.16, SD=1.056).

Figure 20 Motivation of teachers for teaching CCE by subject group (Mean)

Integration of CCE into subjects by teacher profile (Mean)

| | 1 | 2 | 3 | 4 | 5 |

homeroom teachers — 3.56

subject teachers — 3.14

gymnasium teachers — 2.86

vocational or mixed school teachers — 2.96

teaching, or rather on specific elements and aspects of Programme's operalizationation are presented.

Furthermore, results for the statement about integration of CCE into other schools subjects are presented according to the teacher profile and subject groups. Figure 22 and Figure 23 show that homeroom teachers, grouped by teacher profile (M=3.56, SD=0.984) and by subject group (M=3.60, SD=0.970), largely agree that the CCE topics are integrated into their own subjects. According to the profile, the means for all other teacher groups cluster around the central value, similar to the results in regard to subject groups, while gymnasium teachers agree the least (M=2.86, SD=1.215). According to subject groups, the results for all other groups show that they neither agree nor disagree about the statements on good CCE integration.

In the following chapter the study results on

Figure 21 Integration of CCE into subjects by teacher profile (Mean)

Integration of CCE into subjects by subject group (Mean)

| | 1 | 2 | 3 | 4 | 5 |

homeroom group — 3.60

languages group — 3.04

technical and science group — 2.98

social sciences and humanities group — 3.01
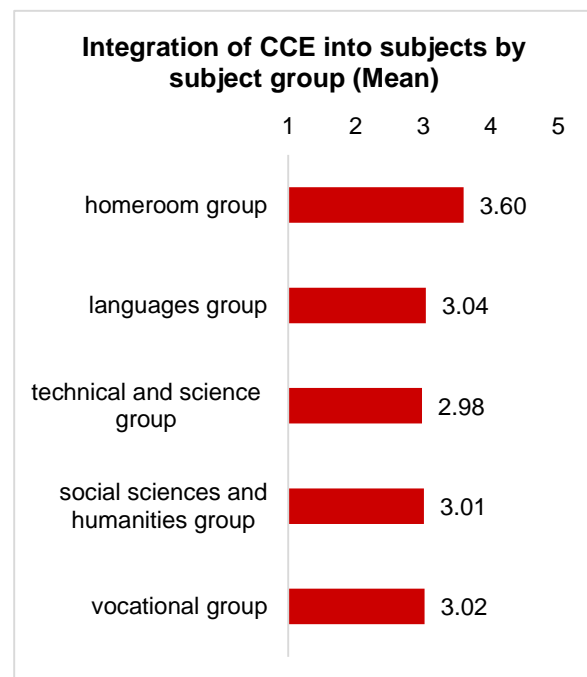
vocational group — 3.02

Figure 22 Integration of CCE into subjects by subject group (Mean)

3.3. TEACHING CIVIC AND CITIZENSHIP EDUCATION

In this chapter, the results on the use of teaching methods, sources for teacher preparation and sources for student learning and evaluation of achievement in CCE are presented. All data in this part of the questionnaire was collected with the last three school years in mind, given that the Programme entered implementation three years ago.

Figure 23 shows the results on the **use of teaching methods** in CCE. Teachers were assessing the use of methods on the five-degree Likert scale in which 1 means *never* and 5 *very often*. Result show that teachers generally use some methods *often* and others *sometimes*. According to the averages of this sample, the most commonly used method is working in groups and the peer learning method (M=3.68, SD=1.074). Lectures (M=3.59, SD=1.086), student presentation (M=3.47, SD=1,084), individual student work (M=3.49, SD=1.097), problem solving (M=3.39, SD=1.115) and discussion or debate (M=3.40, SD=1.142) are used between *sometimes* and *often* with a greater inclination towards *sometimes*. Research and project learning (M=3.00, SD=1.206), simulations (M=3.11, SD=1.257) and outside-classroom activities (M=3.40, SD=1.259) are also grouped around the central value, however of all suggested methods they are used the least.
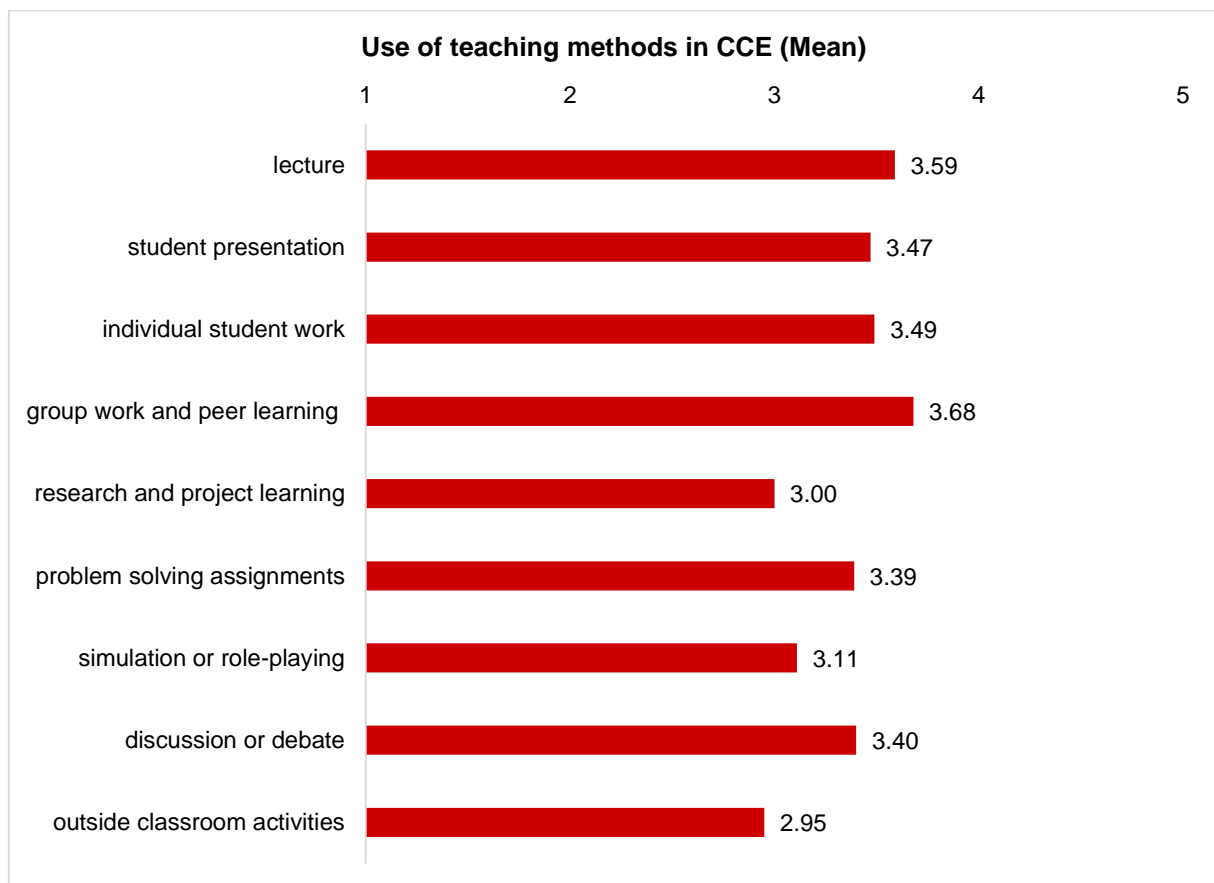

Figure 23 Use of teaching methods in CCE (Mean)

Result show that all teaching methods proposed by the Programme are being used to a certain extent. These results need to be observed with relations to teachers' familiarity and satisfaction. Given that teachers are generally familiar with the proposed methods in the Programme (M=3.51), and are moderately satisfied with them (M=3.19) we conclude, at this first glance, that teachers use all of the suggested methods to some extent, i.e. there is no method that they do not use at all. Therefore, dissatisfaction with the Programme's methods is not necessarily a factor to their seldom usage in teaching.

Furthermore, teachers answered the questions about the **use of sources for teaching and learning**. The same assessment scale as for teaching methods was used in which 1 signifies *never* and 5 *very often*.

Figure 24 shows a comparison of the results on the use of sources for teachers, i.e. their preparation for classes, with their usage of sources for learning, i.e. for students. It is visible from the results, that evaluation of specific sources for students, even though it is lower for every item, follows the evaluation of these same sources for teachers in an almost uniform manner. For preparation, teachers use all the categories of sources more than while teaching. Mostly, reference books, textbooks and materials for teachers produced by the Agency are used (M=3.31, SD=1.237), while student textbooks and materials of the Agency (M=3.09, SD=1.303) and video materials (M=3.09, SD=1.200) are equally used. To the smallest extent, polemical shows and legal documents are used, this being *seldom* according to answers.
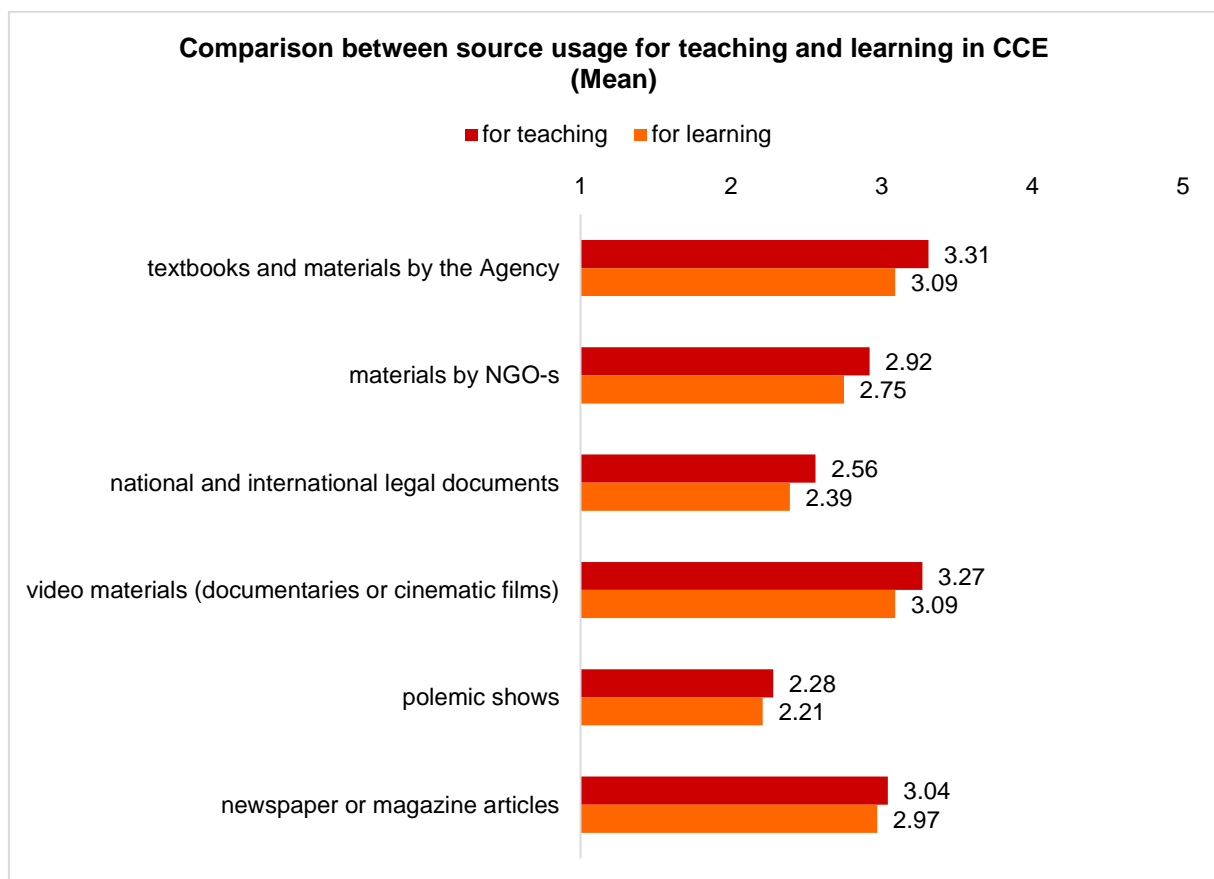

Figure 24 Comparison between source usage for teachers and students in CCE (Mean)

Furthermore, issue of **evaluation of student achievement** was tackled. Teachers chose suggested methods of evaluating student achievement in CCE for the past three school years, since the introduction of the Programme. Multiple responses were offered. Figure 25 displays the number of selected answers for each suggested evaluation method. It is evident that the largest number of teachers, 527 of them, used public praise of individual students most often as a confirmation of their results. Self-evaluation and mutual evaluation between students were used by 419 teachers, and 379 of them evaluated students with a descriptive grade. The least used evaluation method is issuing certificates of competences for students, and 149 teachers did not evaluate student achievement at all.
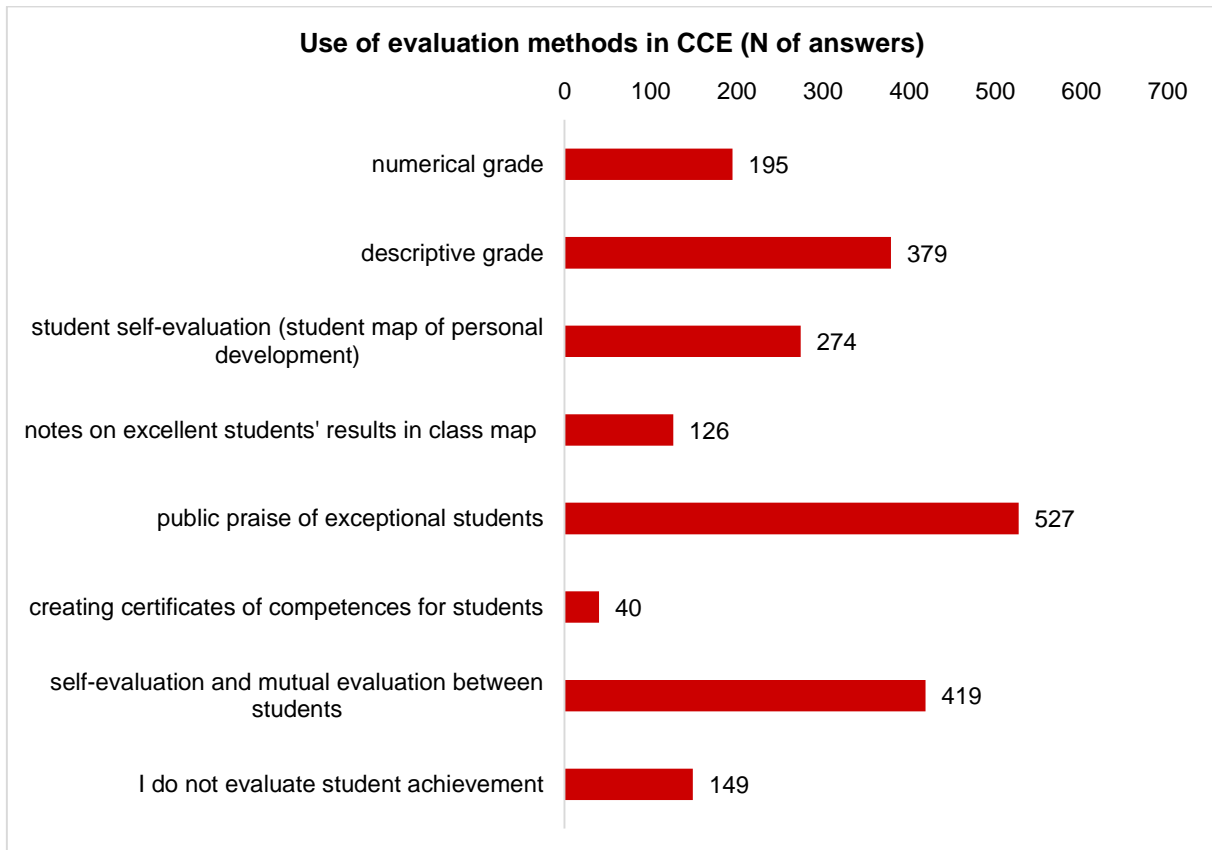
Figure 25 Use of evaluation methods in CCE (N of answers)

Along with the evaluation methods, teachers were asked to assess how much were they successful in encouraging students to produce *maps of personal development*, a prescribed instrument of evaluation by the Programme. Teachers assessed this on the five-degree Likert scale in which 1 meant *not at all*, and 5 meant *completely*. One third of teachers estimated their success as *average* (36.0 %), and almost one quarter of teachers estimated that they were *not at all* successful (22.9 %). There was only 3.2 % of teachers who assessed that they are *completely* successful.

In the following chapter, results on the professional training for teachers in CCE are presented.

3.4. PROFESSIONAL TRAINING FOR TEACHERS

One of the fundamental activities of the Education and Teacher Training Agency is organization of professional training for teachers, therefore one of the most important focuses of this research was investigating frequency of participation in CCE professional training for the purpose of training system improvement. Teachers were answering a set of questions about professional training which consisted of several multiple choice questions.

The first question was about the **frequency of attendance in professional trainings** in CCE in the past three years since the Programme was introduced. In general, more than a third of the teachers did not attend professional training in this area at all. However, when these results are reviewed taking into consideration the teacher profile (Figure 26), we can see that teachers of secondary schools mostly did not participate in professional training in CCE, while the homeroom teachers were largely involved. In the latter group, 40 % of teachers have attended trainings three or more times. Also, as the number of teachers who did not attend any CCE professional training increases, the number of teachers who frequently attend CEE professional training decreases. Secondary school teachers, i.e. gymnasium teachers and vocational and mixed programme school teachers have equal percentage of teachers who never once attended CCE professional training (44.40 %). Interestingly, gymnasium teachers have a larger percentage of participation of three or more times (19.45%) than the subject teachers in primary schools (18.80%).

The results show that there is a certain group of teachers who continuously and repeatedly train their knowledge and skills in CCE. In the same time, there is a large group of teachers on all levels that had no professional training in CCE at all. Unlike among homeroom teachers, the ratio between these two groups goes in favour of teachers that had no professional training for subject teachers and both secondary teacher groups.
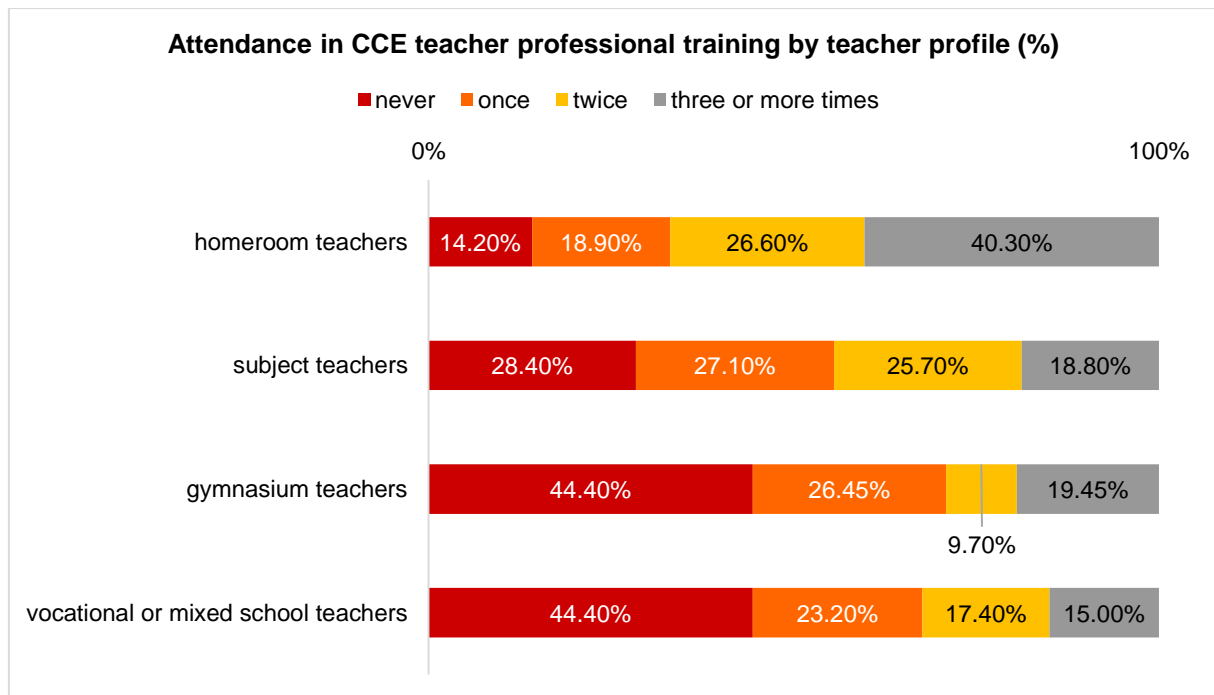

Figure 26 Attendance in CCE teacher professional training by teacher profile (%)

Teachers also answered the question of the **frequency of their individual professional development**, such as following recent expert literature or studying and reflecting on how to connect CCE topics with their respective subject. Teachers answered this question using the five-degree Likert scale in which 1 was *never* and 5 was *very often*. One third of teachers (36.4 %) said that they *sometimes* engage in independent professional development, and a quarter said they *often* do so (26.8 %). The least number of teachers responded *never* (5.5 %), and those who have responded *very often* (14.4 %) were slightly less in numbers than those who responded *rarely* (17.0 %). According to this data, we can conclude that teachers in general *sometimes* engage in independent professional development (M=3.28, SD=1.075).

Furthermore, teachers expressed their opinion on which of the suggested **types of professional training** they consider most appropriate for CCE. The question allowed selection of more than one answer.

Figure 27 shows the number of teachers who have chosen each specific type of professional training they consider the most appropriate. Most of the teachers have selected a workshop on a certain topic with a theoretical and practical dimension (N=573), and the least selected was teaching with mentor supervision (N=39). Classical forms of training, such as a seminar (N=435) or a lecture by an expert (N=456), were selected by slightly more than half of teachers. It is interesting to see that the second most commonly chosen type was an exchange of experiences with teachers of other schools (N=479) and that it was select more times than the classical types of training.

We conclude that teachers consider types of training that combine practical and theoretical aspects of teaching to be the most appropriate, however it is necessary to offer a platform for exchanging experiences and examples of good practice.
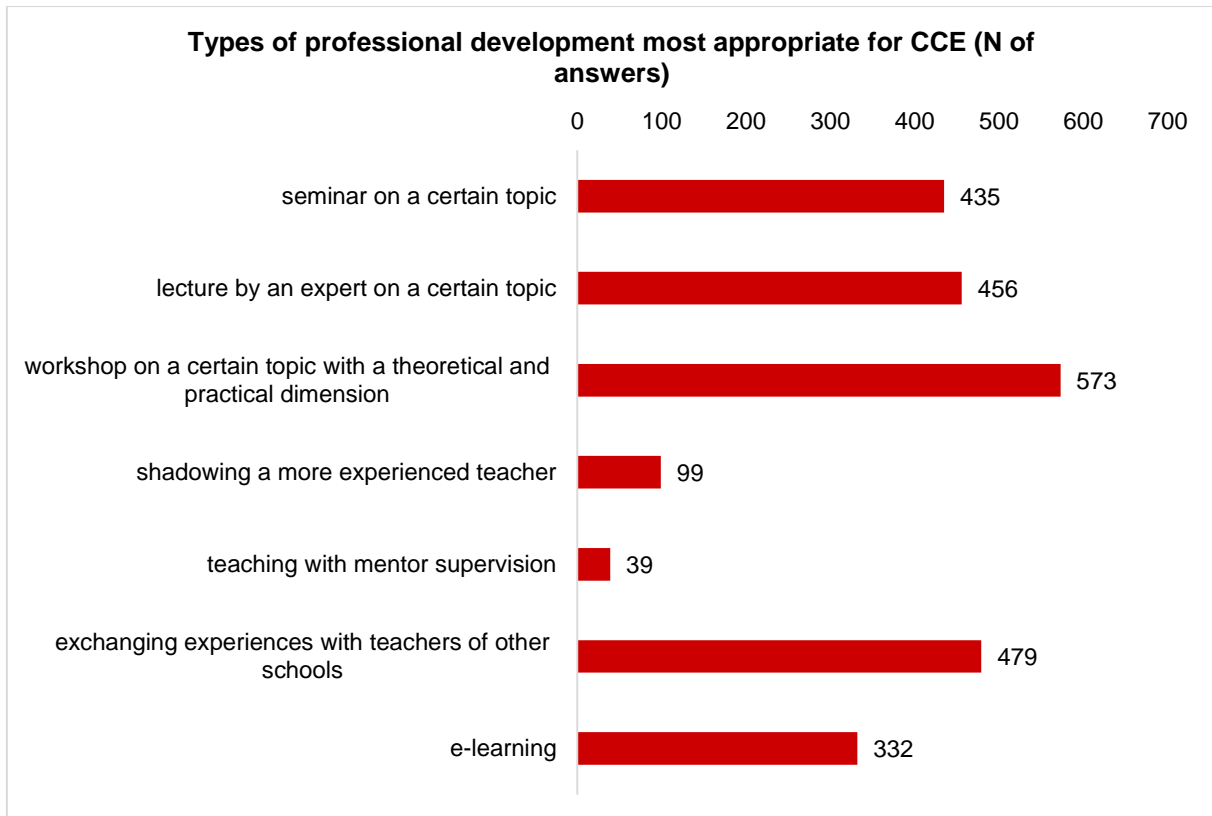

Figure 27 Types of professional development most appropriate for CCE (N of answers)

Following professional training types, **training topics that they consider to be most helpful** for teaching CCE were suggested. As shown in Figure 28, teachers showed interest in further professional training in all of the stated topics, and each topic was selected by slightly less than half of teachers. It is important to stress that the biggest interest was shown for the topic of teaching methods (N=413), and secondly for cross-curricular planning and programing (N=388). This kind of interest in all proposed topics shows that teachers are well motivated for professional training in this area.
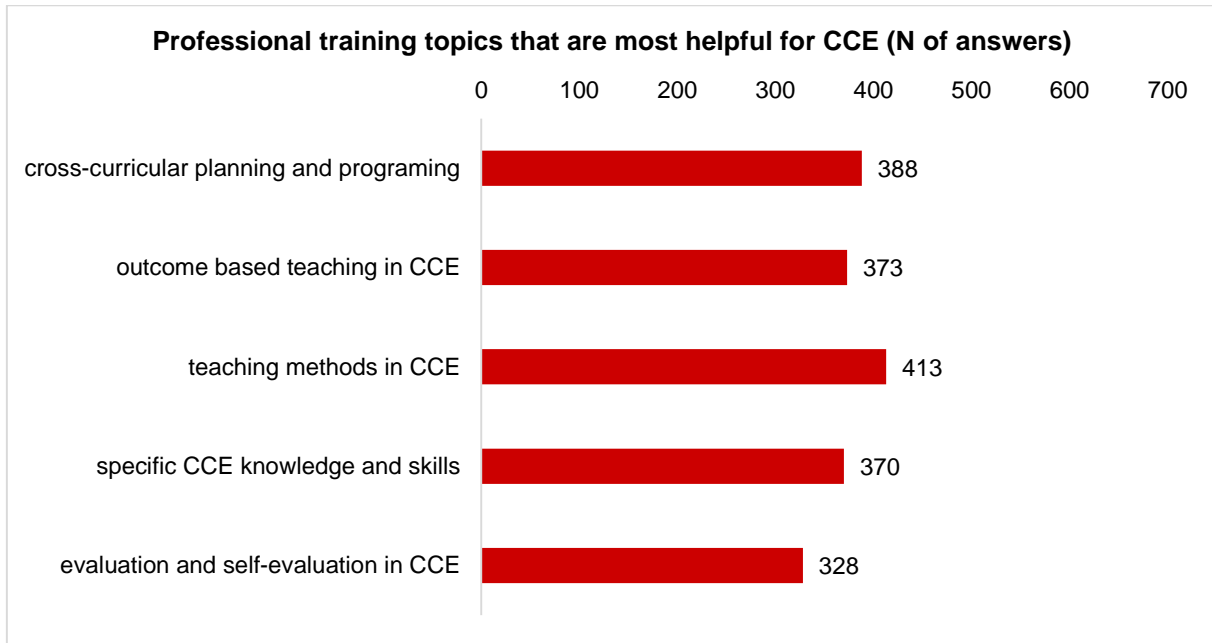
Professional training topics that are most helpful for CCE (N of answers)

Topic	N
cross-curricular planning and programing	388
outcome based teaching in CCE	373
teaching methods in CCE	413
specific CCE knowledge and skills	370
evaluation and self-evaluation in CCE	328

Figure 28 Professional training topics that are most helpful for CCE (N of answers)

Lastly, teachers were assessing the **frequency of different types of support for teaching CCE**, since the introduction of the Programme. Figure 29 shows that that the greatest support comes from their collaboration with colleagues from their school (M=3.27, SD=1.190) and through their own individual professional development (M=3.26, SD=1.142). Both values actually express average support and are related to the scale value of *sometimes*. Consultations with coordinators of Regional Expert Councils (M=2.90, SD=1,246), consulting, seminars and workshops with consultants of the Agency (M=2.68, SD=1,194) and professional training (M=2.55, SD=1,207) also belong to the scale value of *sometimes*, however they incline towards *rarely*. The minimal frequency, according to the results, is noted for the item regarding the acknowledgment of activities, which was estimated as *rare*.
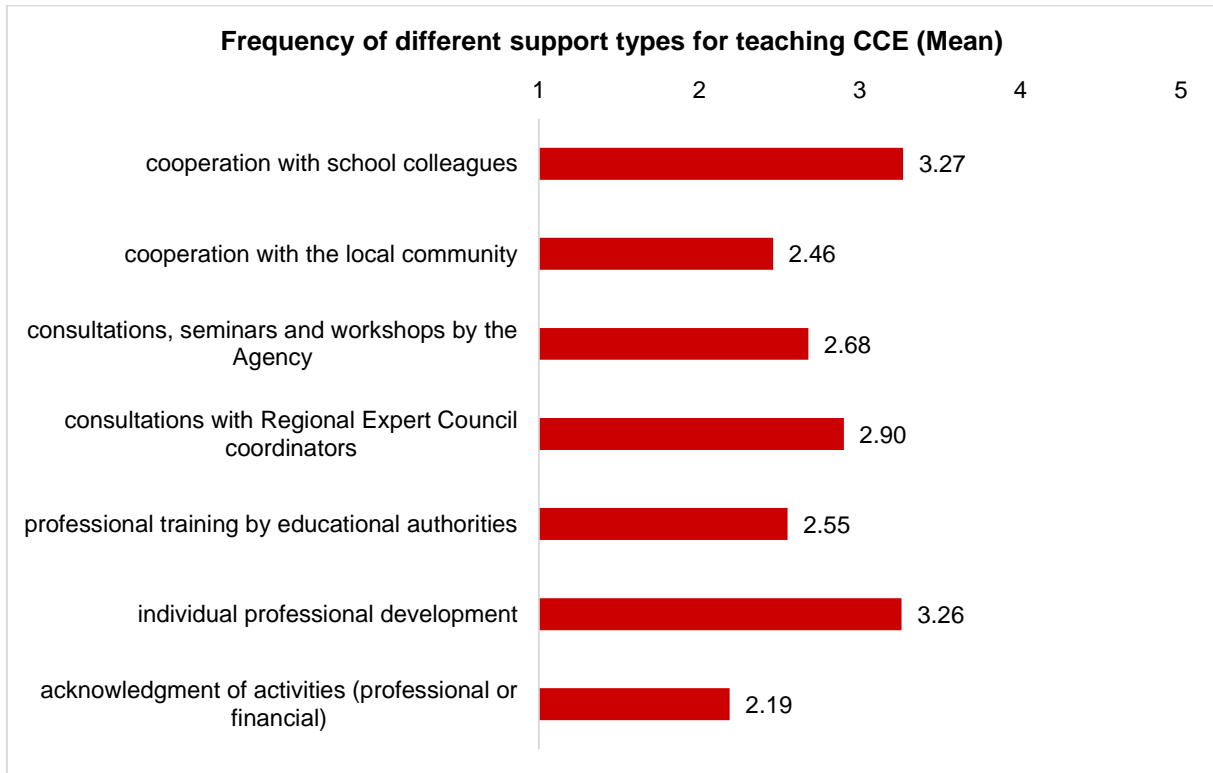
26

Figure 29 Frequency of different support types for teaching CCE (Mean)

4. CONCLUSION

Based on the obtained results, findings related to the *Cross-curricular and Interdisciplinary Civic and Citizenship Education Programme for Primary and Secondary Schools*, features of its operationalization and further guidance and organization of professional training in CCE, as well as to the future guidelines for continuous monitoring and improvement of research instruments in this area are briefly present in this chapter.

On the subject of **implementing civic and citizenship education** according to the Programme, the vast majority of teachers who participated in this survey said that they do implement it. However, observed by groups of teachers, we see that the higher the educational level, the percentage of teachers who do not teach according to the Programme is also increased.

All **results observed by groups of teachers**, either according to their profile (i.e. level of education and/or type of school in which they teach) or according to the subject group, indicate that there is a statistical significance between different groups in terms of their familiarity to the Programme's elements as a whole, satisfaction with the Programme and their assessment of preparedness for teaching according to the Programme.

Homeroom teachers express and asses their **familiarity, satisfaction and preparedness for teaching** significantly greater, compared to almost all other groups of teachers. A reason for this may be explained by the fact that almost all subjects on this level (1st to 4th grade) are being taught by one teacher, therefore there are greater possibilities for a more successful planning of cross-curricular topics and learning outcomes. Also, the topics are less complex than in the higher grades of primary school and in secondary schools. Given that, results show that homeroom teachers are most familiar and satisfied with the Programme and are motivated the most for its implementation. It is necessary to continue to support them for the purpose of maintaining these high results, however it is also necessary to give increased attention towards other profiles of teachers, most notably towards secondary school teachers.

Lowest results in familiarity, satisfaction and preparedness are achieved by secondary school teachers. One of the explanations for this could be more complex topics and outcomes that are suggested by the Programme, but it is also possible that the gymnasium plans and programmes are already overloaded, hence it is harder to include cross-curricular and interdisciplinary topics. It is also worth noting that teachers in gymnasiums, along with teachers in vocational and mixed programme schools, have the lowest rate of attendance in CCE professional training.

It is important to review the **comparison of teachers' understanding** of the topics, concepts and their interrelationships and their **evaluation of their preparedness** for teaching, according to the Programmes dimensions, which shows that all groups of teachers understand suggested topics to a large extent, however they estimate that they are less prepared to use this understanding in their teaching. On the one hand, teachers reported that preparation for teaching CCE takes a lot of their time, which is attributed to the work overload of teachers of particular groups. On the other hand, their general satisfaction and familiarity with the Programme should be emphasized.

According to the subject groups, along with homeroom teachers, teachers of social sciences and humanities group show the greatest understanding and sense of preparedness for teaching CCE in almost all dimensions.

To a certain extent, teachers that participated in this study **support the CCE as a cross-curricular topic** and believe that this is the appropriate form of implementation for CCE, however they criticize time correlation of its contents and limited possibility of content integration in their own subjects with respect to all subject groups.

Although the **motivation for teaching** is generally moderate, teachers largely recognize the importance of CCE, its **usefulness for students and for society in general**. This also means that teachers don't fully agree with the ways of conducting CCE or with its particular topics, especially those in the higher levels of pre-tertiary education.

Operationalization of the Programme assumes usage of contemporary class organization so the prescribed outcomes could be realized, and it is important to perceive the aforementioned gap from the perspective of **teaching methods**. Lower frequency of usage of the research method, as a form of contemporary class organizations, shows that teachers need to be motivated and equipped to position themselves in the role of moderators and mediators in teaching CCE.

Regarding the **sources that teachers use to prepare classes and during teaching**, almost all of the listed sources are moderately used. On that basis we concluded that teachers either use some other sources for class preparation and teaching or, in a certain extent, they don't use the suggested sources at all, rather preparing for classes by producing their own materials. A possible reason for this is the availability of materials that only partially cover topics and concepts prescribed by the Programme or that they only cover certain levels of education.

Also, it is worth to note the **unbalanced evaluation,** given that the results show that different teachers differently evaluate student achievements. This can have an impact on the usage of teaching methods and sources for learning and teaching, in other words, on the very class organization of the CCE.

On the issue of providing **professional training** for CCE, homeroom teachers are the ones that attend CCE trainings the most. This could be one of the explanations for their highest scores in all indices. The results also show that there are teachers who do not attend professional trainings in CCE at all. They are present in every teacher profile group but the largest percentages are is in secondary education. With some limitations to this conclusion, teachers of other profiles could be increasingly motivated by improvement of strategies for their professional training and by increasing the availability of trainings, most notably for teachers in secondary schools. In general, professional training in more complex topics should be offered as well.

While **organizing professional trainings** it should be taken into consideration that teachers have chosen more practical and theoretical types of training, also demonstrating the need for insuring time and instruments for experience exchange and examples of good practice among teachers. In regard to the previous conclusion on the use of teaching methods and the research results, it is evident that teachers mostly require or have a tendency towards mastering teaching methods and their usage in CCE. This could be one of the key focuses in future trainings of teachers at all levels, knowing that familiarity and ability to use your knowledge while teaching can significantly affect their self-assessment of competences, but also on their satisfaction and motivation.

In conclusion, almost all of the results are grouped around medium and mildly positive values. This means that the **teachers' attitudes on these topics in general are very restrained with slight inclination towards positive**. These results most commonly indicate that teachers are either not sufficiently familiar with the subject matter or did not form strong opinions about it.

In accordance with the results related to the teaching performance, we find that teachers' needs should be further explored and that attention should be focused to the teachers at higher educational levels, as well to collect further information on the teachers who do not teach according to the Programme at all. It is necessary to further investigate whether there are any specific subjects that stand out in this regard in upper primary and secondary school education.

Also, it is important to note that in regard to the restrictions of a purposive sample, the validity of the presented conclusions can be further justified through continuous research and improvement of the Programme's implementation, but at the same time, of the research instruments at hand. All conclusions in this research represent indicative guidelines for further improvement of the Programme and the teacher professional training system.

***