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**DEVELOPING A QUESTIONNAIRE FOR ACTIVE CITIZENSHIP
AND ACTIVIST PEDAGOGY**

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To apply the activist pedagogy approach effectively for schoolteachers, it is necessary to have an activist orientation and sufficient knowledge and tools to engage students in promoting socio-political actions for change. This article describes the development of a questionnaire measuring activist pedagogy knowledge, attitudes, and practices of teachers. The active citizenship and active pedagogy (ACAP) questionnaire may be applied for a variety of purposes, including (1) enabling individual teachers to measure their own activism orientation in education and reflect on their improvement of knowledge, attitude, and practice; (2) evaluating training programs for pre-/in-service teachers; and (3) providing researchers with a new instrument to measure ACAP-related issues in future studies; for example, studying the relationship between teacher characteristics related to multicultural identities as related to the ACAP approach, or examining the impact of ACAP on teachers' orientations and knowledge, attitude, and practices when significant and extreme socio-political events occur. The questionnaire was developed in seven stages. It was based on two questionnaires, an indicator and a scale of active citizenship and social activism adapted to education. The contents were informed by a literature review, interviews, focus group, and the researcher's experience as educator and social activist. The questionnaire was administered to 91 high school teachers in Israel in order to assess its validity and reliability. The results indicate that the questionnaire is sufficiently valid and reliable.

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1. Introduction

Activist pedagogy is an informal educational approach available to activist teachers to educate for socio-political change (Catone, 2017). In discussing activist pedagogy, a distinction must be made between its macro- and micro-political senses (Kostiner, 2003). Macro-political activist pedagogy refers to policy changes, usually through legislation and reforms, whereas micro-political activist pedagogy refers to sociocultural theories on how to transform consciousness and society for a better world, most often by education – in and outside the classroom.

In its present form, activist pedagogy emerged at the beginning of the 21st century (Marshall & Anderson, 2008; Sachs, 2003), perhaps as a direct and natural continuation to changing education policies in developing countries, designed to promote active citizenship as a required skill for schoolchildren (Golubeva, 2018). Various researchers (e.g., Kennedy, 2007; Wood et al., 2018) examined the implementation of active citizenship programs in schools as part of the required skills for the 21st century. They found a lack of student involvement in the community and more generally, absence of active citizenship practices in dealing with political issues. In addition, it was not clear whether existing programs had any impact on the students' future as members of their societies, mostly because most programs ended up focusing on content and knowledge, and less on practices and actions.

Societies saturated with hatred, division, racism, refugee crises and basic insensitivity to the other need to develop a pedagogy that is more active and relevant than one focused on acquiring theoretical skills for active citizenship. They need to take another step further for action as an outgrowth of the critical pedagogy originating in the 1960s and 70s with social-educational activist Paulo Freire (1921-1997). Critical pedagogy focused mainly on challenging the status-quo in order to liberate the students from oppressive forces (Freire, 2018). The events in the second half of the 20th century, as well as research on active citizenship showing that critical thinking had become irrelevant in schools (Weinberg & Flinders, 2018), contributed to the development activist pedagogy. Ketko-Ayali and Bocoş (2021) described the need for a conceptual evaluation of activist pedagogy and developed a framework for implementing the approach. The currently developed questionnaire is a step in that direction.

Another important justification for this questionnaire is that despite the growth of research on activist pedagogy, there are still not enough teacher training programs on active citizenship education combined with activist pedagogy (Catone, 2017; Wood et al., 2018). The present study is part of a broad research project examining the development of a program for teachers interested in an integrative activist approach to their teaching in any subject matter. The article focuses on the need to develop a research tool for quantitative research, because to the best of our knowledge, the available measures are inadequate for assessing ACAP.

Therefore, there was a need to develop a validated and up-to-date instrument to evaluate whether teachers want to foster an activist approach in education or the effectiveness of ACAP training programs, or to provide data for any related research purpose. The questionnaire will be described here focusing on its reliability and validity.

2. Problem Statement

- The issue of activist pedagogy attracts growing attention among education practitioners and researchers. However, as far as we know, there is no questionnaire to measure activist pedagogy. A review of the literature revealed some questionnaire indicators measuring active citizenship in education and scales measuring social activism (Corning & Myers, 2013; Hoskins et al., 2006; Hoskins & Mascherini, 2009) but no questionnaire that measures knowledge, attitude, and practice of ACAP and an activist orientation to education. In addition, activist pedagogy is an educational approach that has mostly been studied qualitatively. We therefore needed to develop a questionnaire as a research tool for gathering additional data on activist pedagogy from a quantitative perspective as well.

3. Research Questions

Is the questionnaire developed specifically to study about active citizenship and activist pedagogy sufficiently valid and reliable?

4. Purpose of the Study

Developing a questionnaire as a research tool to contribute knowledge on activist pedagogy from a quantitative perspective and examine its validity and reliability. Given that, to the best of our knowledge, not such instrument is currently available, the questionnaire, particularly as a quantitative instrument, can provide answers to three fundamental questions: the ontological, epistemological and the methodological question (Corbin & Strauss, 2015; Denzin & Lincoln, 2011; Tracy, 2014).

5. Research Methods

The ACAP questionnaire was developed in seven steps. Experts in research methods such as Artino et al. (2014, p. 464) suggest seven steps for developing a valid questionnaire. The first to third steps could be joined together to a single step (“1-conduct a literature review; 2- conduct interviews and/or focus groups; and 3- synthesize the literature review with interviews and focus groups”). Cohen et al. (2013) suggest eight steps, and add Artino et al.’s first step, as a third: “Generate the topic/constructs/concepts/issues to be addressed and data required in order to meet the objectives of the research (this can be done from literature, or a pre-pilot...)” (p. 379). This is one example that shows differences between the two researchers’ suggestions, we relied on both suggests steps’ studies for the procedure of developing and determining the validity and reliability of the questionnaire with some steps that were parallel or could be synthesize, we used steps that fitted to ACAP questionnaire the best and came up to seven, below there is the description of the steps we have used and the references:

Step One

Determine the purpose and research questions and the specific questionnaire items based on the literature review, focus groups, and interviews (synthesizing steps 1,2,3 from Artino et al., 2014, p. 464, and steps 1,2 from Cohen et al., 2013, p. 379). We added sources and used the following ones:

- (1) Literature review of studies on active citizenship (e.g., Golubeva, 2018; Kennedy, 2007; Youniss & Levine, 2009) and activism pedagogy (e.g., Catone, 2017; Marshall & Anderson, 2008; Sachs, 2003).
- (2) Two focus groups, each including seven Israeli high school teachers interested in the ACAP approach. The teachers were recruited based on the researcher's personal acquaintance, followed by the snowball technique.
- (3) Semi-structured in-depth interviews with twenty activist high school teachers in Israel.
- (4) Two questionnaires, an indicator and a scale of active citizenship and social activism adapted to education (Corning & Myers, 2013; Hoskins et al., 2006; Hoskins & Mascherini, 2009).

The researcher's 25 years' experience as an educator in various roles in formal and informal education, as well as a high school teacher. In recent year, she has been engaged in social activism as a blogger and as a member of a municipal council committee.

Step Two

"Determine the population and sample" (Cohen et al., 2013, p. 379 [step 2]). The participants were high school teachers who were interested in ACAP issues or were activist teachers themselves, who could be potential participants. For example, pre-/in-service teachers who can use the questionnaire for evaluating their training programs or individual teachers who can use it to measure their own activist orientation in education and reflect on their improvement of knowledge, attitude, and practice in examining the relevance of the activist pedagogy approach to socio-political issues and social justice. They were selected to inform us about the phenomenon under study because they were involved in ACAP issues in Israel.

Step Three

"Decide the kinds of measures/scales/questions/responses required" (Cohen et al., 2013, p. 379 [step 4]). The questions were examined repeatedly to ensure that the items covered participant demographics, as well as all the relevant content sections: knowledge, attitude, and practice, as follows:

Section 1 – Personal and demographic data, including information on political or social involvement, teachers' subject matter, etc.

Section 2 – Attitudes, divided into three parts:

1. Behavioral intentions for ACAP.
2. Personal beliefs about ACAP
3. Perceptions of ACAP as it relates to school activities.

Section 3 – Practice: Tools and skills for implementing ACAP.

Section 4 – Knowledge: Concepts and context related to ACAP.

The responses ranged on a five-point Likert scale.

Step Four

Write and develop the questionnaire items and check that issues arose from our step 1 has been addressed (synthesizing step 4 from Artino et al., 2014, p. 464 and step 5 and 6 from Cohen et al., 2012, p. 379). Below are examples of questions for each part of the questionnaire (the full questionnaire appears in Appendix A).

1. For the Personal Details part, we asked questions such as:

Gender: Male/Female /Other/No Answer.

How many years are you teaching? _____/No Answer.

Teaching subject: (Humanities /Science /Math /Arts /Languages /Social Sciences /Other/No Answer)

Active member in a social/civic/political organization: Yes/No/No Answer

If you answered Yes, and only if you want to share, please write the name of the organization.

- For the Attitude as Behavioral Intentions for ACAP part, we presented statements and asked: To what extent is it reasonable for you to do the following during teaching? Here are some examples:

If a student calls another student, “homo” or “dirty Arab” etc., I will stop the lesson and talk to the whole class about it.

(not at all) 1 2 3 4 5 (to a great extent)

I will teach students the curriculum, but I will also demand that they criticize it.

(not at all) 1 2 3 4 5 (to a great extent)

I will expose my students to injustices in certain areas and encourage them to work for change.

(not at all) 1 2 3 4 5 (to a great extent)

I will share my political views with my students, without attempts to persuade them or any bias towards them.

(not at all) 1 2 3 4 5 (to a great extent)

- For the Attitude as Personal Beliefs about ACAP part, we presented the teachers with statements and asked: To what extent is it reasonable that you will do the following during teaching? Here are some examples:

Teachers can express personal their political views in class.

(not at all) 1 2 3 4 5 (to a great extent)

Every teacher must share their activism with their students.

(not at all) 1 2 3 4 5 (to a great extent)

Activist teachers live under constant risk.

(not at all) 1 2 3 4 5 (to a great extent)

Most students oppose political education.

(not at all) 1 2 3 4 5 (to a great extent)

- For the Attitude as Perceptions of ACAP as it relates to school activities part, we asked the teachers: To what extent do you as a teacher see a relationship between the following topics and an activist teacher and active citizenship approach, as in the examples below:

Humanist education

(not at all) 1 2 3 4 5 (to a great extent)

Break times

(not at all) 1 2 3 4 5 (to a great extent)

Annual school trip

(not at all) 1 2 3 4 5 (to a great extent)

Civics/history lessons

(not at all) 1 2 3 4 5 (to a great extent)

Step Five

“Conduct expert validation” (synthesizing step 5 from Artino et al., 2014, p. 464 and step 5,6 from Cohen et al., 2013, p. 379). After the construct has been defined and draft items have been written, it is time to collect content validity evidence. This involves collecting data from experts to establish that individual survey items are relevant to ACAP knowledge, attitude and practice being measured, and that key items or indicators have not been omitted. Sending the draft to experts helps systematically review the survey’s content and can substantially improve the overall quality and representativeness of the scale items (Artino et al., 2014, 467).

In this step, the ACAP questionnaire draft was sent to ten academic experts on activism, civics studies, and education, as well as to the Head of Research Institute for Quantitative Education Studies at a teachers' college in Israel. The experts sent suggestions that can be classified into three categories:

- (1) Choosing the right words.
- (2) Accuracy in the phrasing of the questions.
- (3) Content and dilemmas.

Below some examples:

1. In Israel it is customary to ask, what is your sex? But we received a comment to change to what is your gender. This is more suitable for such a sensitive topic.
2. Some wanted the questions not to allow for a wide range of response options but to narrow the interpretation of the questions. Several questions that the experts believed were too similar were changed.
3. Corrections were sought regarding some questions that were about examples of activism or active citizenship: the examples were too broad or too specific, and experts suggested increasing diversity and providing examples for different types of activism and adding a headline before examples, such as social justice or human rights, and then add several varied examples. In addition, following the COVID-19 crisis and the rapid shift to online teaching, the experts suggested adding questions about online learning, such as, "More than other topics, activist teaching requires a face-to-face meeting rather than an online one?"

Step Six

Pilot test and refine the questionnaire (synthesizing step 7 from Artino et al., 2014, p. 464; and step 7 from Cohen et al., 2013, p. 379). For the pilot phase, twenty high school teachers were selected, including ten teachers who participated in the focus groups and were somewhat exposed to the topic, as a representative sample of teachers who are to answer these questionnaires later, and ten new high school teachers who were recruited based on the researcher's personal acquaintance, followed by the snowball technique. Ninety percent of the pilot participants said that the questionnaire was appropriate to measure knowledge, attitude, and practice in ACAP and activist orientation. These teachers said that the questionnaire highlighted important issues, and that it can also be a self-reflective indicator for the individual teacher. For example, one teacher wrote: "This gives me a structure for understanding what I do intuitively. You really must call things by their name – that helped me a lot and we should discuss it with my students as well: activist political involvement, caring, and promoting curiosity and awareness about issues related to real-life political dilemmas, so the students can also take a stand; and I see in this questionnaire so much potential".

After completing the final draft following the comments of the ten experts (see Step Five) and twenty high school teachers, a factor analysis was conducted to determine validity and reliability.

Step Seven

"Administer the final questionnaire" (Cohen et al., 2013, p. 379 [step 8].)

6. Findings

The findings were 'methodological findings', content validity of the questionnaire was described above and below the statistically validate the ACAP questionnaire and reliable measurement of variables the ACAP questionnaire.

6.1. ACAP Questionnaire Validity Testing

Validity testing is designed to ensure that research findings based on a specific measurement tool are valid. To statistically validate the questionnaire, Pearson correlations were computed between measures of parts of the questionnaire. The results showed positive significant relationships, with moderate intensity, between all parts of the ACAP questionnaire. This means that all five parts of the questionnaire were related in meaning, but that each part also had a unique meaning. These results support the questionnaire's validity and are presented in Table 1.

Table 1. Statistical Validity of the ACAP Questionnaire: Correlation between the variables (N=91)

	Attitude: Personal Beliefs about ACAP	Attitude: Perceptions of ACAP as it relates to school activities	Perceptions of ACAP as it relates to school activities:	Column Practice: Skills and tools for implementing ACAP
Attitude: Personal Beliefs about ACAP	.485**			
Attitude: Perceptions of ACAP as it relates to school activities	.297**	.146*		
Practice: Skills and tools for implementing ACAP	.719**	.468**	.323**	
Knowledge: Concepts and issues related to ACAP	.468**	.369**	.314**	.476**

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

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

6.2. ACAP Questionnaire Reliability Testing

A reliable measurement of a variable refers to an accurate measurement of the values of that variable, with no errors resulting from time of measurement, content, or individual researchers. The ACAP questionnaire's reliability was tested by computing Cronbach's alpha for each section. The results are presented in table 2:

Table 2. Statistical Reliability of the ACAP Questionnaire

Questionnaire	Cronbach's alpha
Attitude: Behavioral intentions for ACAP	0.87
Attitude: Personal Beliefs about ACAP	0.76
Attitude: Perceptions of ACAP as it relates to school activities	0.90
Practice: Skills and tools for implementing ACAP	0.91

The results showed that all values were high, indicating satisfactory levels of reliability. Following this result, global measures were computed for each part of the questionnaire, by averaging the responses to all statements. The findings of the global measures will be presented in the future broader study.

7. Conclusion

The current global climate presents peoplekind with multiple difficulties regarding social cohesion. Activism and active citizenship are essential elements that emphasize the values of substantive democracy. To encourage research and examine the place of education and teachers in their contribution to the effort for future partnership as active citizens, research tools should be developed. This questionnaire was meant to facilitate research. It should help expand quantitative research in the ACAP field because it can add important information to educators and researchers.

The methodological contribution of the development of the ACAP questionnaire and the fact that the findings showed it to be reliable and valid mean that it may be used as a research instrument to address various and important aspects of the education professions, including practices, knowledge, and perceptions. Providing researchers with a new instrument to measure ACAP-related issues in future studies could suggest various opportunities for example, studying the relationship between teacher characteristics related to multicultural identities as related to the ACAP approach, or examining the impact of ACAP on teachers' orientations and knowledge, attitude, and practices when significant and extreme socio-political events occur. In addition, the ACAP questionnaire can serve additional purposes, both as a personal reflection and as an indicator to examine teacher's curricula and lesson planning – whether they have an activist orientation that promotes sociopolitical change and social justice ideas.

Answering this ACAP questionnaire can enrich the knowledge about the implementation of education for activism and the promotion of active citizenship, and it can even test the impact and effectiveness of training program for teachers. Since the field of activist pedagogy is relatively new, it may continue to occupy the education system and its researchers and it can be assumed that the questionnaire will serve as a quantitative tool for further research, allowing valid study of the issue.

This questionnaire can also be used to test whether teachers integrate in their teaching strategies of all subjects matter the values of social and multicultural justice. Such a questionnaire can examine teachers from different cultures and can thus be used in cross-cultural studies. It can enable interesting comparisons as part of research on promoting socio-political change. In this way, it will also be possible to understand the cultural aspect of activism and activist methodology. The quantitative test has the potential to thicken studies from recent years that have already examined issues related to ACAP in mainly quantitative methodologies.

Finally, a note on the study's limitations, the ACAP questionnaire as presented here has a full adaptation to Israel culture, society and political situation, the validity and reliability were also maintained by experts and teachers from Israel, but the questionnaire can be adapted easily globally, because many of its question do fit to global issues that teachers with activist orientation deals with, thus, if it is to adapt it to local uses it must be adapted. In addition, it is worth mentioning this paper focuses exclusively on statistical validity and reliability and it is a part of a significant and broader study to be published soon.

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