

Developing an Active Citizenship Scale for the Fourth Grade Primary School Students¹

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ABSTRACT The purpose of the present paper is to develop a scale for assessing behaviours towards active citizenship for 4th grade primary school students. The proposal scale, composed of 42 items, was applied to 544 students who are studying at 4th grade of primary schools in the centre of Bayburt. The principal component analysis rotated by varimax rotation was used to obtain evidence for validity of the scale. As a result of this analysis, it has been determined that the scale consists of 25 items and it has a structure composed of four factors. Evidence for validity of the item, item test correlation of the scale and item analysis of the mean differences between upper and lower groups were calculated. It was observed that item test correlation of the scale changed between 0.42-0.74. Besides, Cr α reliabilities were calculated and it was found to be 0.85.

INTRODUCTION

Resurgence of citizenship perception in the twenty first century has enabled dealing with this perception in the literature again prevalently (Heater 1999; relayed by Bell 2005 from Kymlicka 2002). As a result of this renewed interest, a long citizenship concept list has been formed and a modern citizenship perception has been developed. For instance, various researchers define new citizenship perceptions such as political citizenship (Geobers et al. 2013; Heater 2002; Janoski and Gran 2002), economic citizenship (DeJaeghere 2013; Lewis 2003; Woodiwis 2002), social citizenship (Davy et al. 2013; Haigh et al. 2014; Roche 2002), liberal citizenship (Gib-

ney 2013; Schuck 2002), republican citizenship (Dagger 2002), democratic citizenship (Enslin 2000; Fisher 2014; Osler and Starkey 2006), cultural citizenship (Miller 2002; Reijerse et al. 2013; Stevenson 2003; UNESCO 1997), multi-culture citizenship (Joppke 2002; Patton 2014; Sleeter 2014), critical multicultural citizenship (Banks 2004; Banks and Nguyen 2008; Castro 2014; Dilworth 2004; Marri 2003, 2005, 2008; Mathews and Dilworth 2008; Parker 1996, 2003) and cosmopolitan citizenship (Linklater 1998; Olsen 2013; Smith 2007). Moreover, concepts are co-mingled with other examples such as civil citizenship, virtual citizenship, common citizenship, scientific citizenship, consumer citizenship, global citizenship, inter-cultural citizenship, strong democratic citizenship, militant citizenship, participant citizenship, constitutional citizenship, active citizenship, universal citizenship, European citizenship, asexual citizenship, non-racial citizenship, technological citizenship, and Muslim citizenship (Bell 2005, relaying from MacGregor and Szerszynski 2003; Borja 2000; Gunduz and Gunduz 2007; Isin and Turner 2002).

It can be stated that it is necessary for active citizenship to come into prominence specifically today within these understandings, because people in many locations in the world cannot claim information, skills and values adequately which are necessary for responsible global cit-

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izenship or cannot possess them in a sufficient level. There have been increased global concerns on citizenship quality since the 1990s. This situation threatens human development. As the world grapples with life-threatening issues of terrorism, armed conflicts, HIV/AIDS, global warming, energy crisis, desertification, political upheavals, among several others, attention is being drawn to the challenge of active citizenship development through education (Ogunyemi 2011).

Globalization and communal changes have become the centre of interest in social sciences, though not by easy adoption to the environment the individuals are in, but by the questioning of this environment and formation process of the reaction given to the relevant formations and by this type of concepts being in the agenda in an increasing manner.

According to the Turkish Language Society dictionary, 'effective' means "lively, running, dynamic, active, busy" (TLS, Daily Turkish Dictionary 2013). The equivalent of the concept 'etkin' in English is "active", and means "the situation to be effective between persons or objects from a certain angle." At the same time, it is used to mean "an individual playing a role in the determination, even if not in the management, of the future of the state or institutions, and being aware of their responsibilities for the state and society". However, when foreign studies about the active concept are examined, 'etkin' is expressed by the "effective or active" words. Its equivalent in the dictionary is "the state to follow up a certain work actively" (Oxford Dictionary 2013). The concept "active" in the literature is used to determine individual participation. An active citizen can manage a balance between rights and responsibilities (Tufan 2009). Definition of active citizenship: Citizen candidacy is characterized by the framework of mutual respect, democracy and adapting to human rights in civil society, community and/or political life without resorting to violence (Hoskins 2006). Active citizenship is to approve loyalty to general truths in the formation and rearrangement of a democratic society in all individuals or groups in a democratic society. It is to have an inclination to general truths in democratic implementations within the society and all institutions; responsibility to reveal that no group or individual is excluded from this implementation and institutions; a wide political expansion re-

spect including all structures and relationships in social arrangements. According to Hoskins, active citizenship has four dimensions: social change and protest, community life, figurative democracy, and democratic values (Tufan 2009). Also according to Hoskins et al. (2006) and Mascherini et al. (2009) the dimensions of active citizenship are: participation in Political Life, Civil Society (protest, HR org., Trade Union Org., Environmental Org.), Community Life (Unorganized Help, Religious Org., Business Org., Spor Org., Cultural Org., Social Org., Teacher Org.) and the Values (Democracy, Intercultural Understandings, Human Rights) needed for active citizenship (recognition of the importance of human rights, democracy and intercultural understanding). Furthermore each dimension was divided into a number of sub-dimensions.

It is possible to find studies where 'etkin' citizenship is called active citizenship in this country (Kara et al. 2012). Active citizenship is based on the subscription of more citizens from every section of the society, and meeting of some community necessities and services, which were met by the state previously, by citizens themselves. Active citizens are persons who respect others, who are entrepreneurs and innovative in problem solving, who are able to create tools for actions and moving with their own inner energy, while arranging themselves for providing communal support to less fortunate sections of the society (Mahruki 2012). There is not even a single explanation that is absolute to the extent of receiving general acceptance on the subject of what an active citizenship is. It is clear that when an active citizenship is pronounced, people will think it is "citizen participation". From this point, active citizenship can be defined in general as having means to define problems in the society where citizens are members and participating actively to cope up with these problems and raising their standard of living simultaneously (Kara et al. 2012). There have been people during the 1980's in England who defined active citizenship as a concept to motivate young individuals to be more active in doing jobs that are not done by the welfare state, but are viewed necessary and significant.

Active citizenship is essentially based on the citizens from each section of the society. Citizens participate more in the area of providing the necessary services needed by the community that were formally done by the state. In this

context, active citizenship requires the formation of steady neighborhood bonds and strong collaboration and solidarity. In other words, a reduction is observed in social liabilities of the state. In short, in social prosperity perception, on the other hand, an increase is suggested in social responsibilities of citizens towards their fellow citizens (Sariipek 2006: 93).

What the states of our day understand from rights and responsibilities of active citizens can be deduced from the explanations of Blair and Schroder (1998): "Rights are often held above responsibilities, however liabilities and responsibilities of individuals for their family, neighbors and society cannot be inflicted on the state" (Lawson 2001). As it is clear from this expression that, liabilities of the persons to themselves and others make up the core of the current interpretation of active citizenship, while the states attempt to make citizens anticipate less from them. Governments attempt to create a social order where all individuals can contribute actively to the society and have rights and liabilities as active citizens and being virtually within the society (Sariipek 2006). Therefore, citizenship education is one of the functions of elementary and middle school education. In general, elementary education specifically, social studies course, human rights and citizenship education aims to make future citizens to acquire necessary knowledge, skills, attitudes, and habits. There are three approaches concerning teaching of human rights and citizenship education. These are interdisciplinary, integrated, and independent course approaches (Cengelci 2013; Neubauer 2012). Since 2004, human rights and citizenship education course from first-grade to the eight-grade are considered as interdisciplinary in Turkey (Ulger 2013). This course has been linked to 13 different courses' instruction curricula and give responsibilities to nine subject matters in teaching and have some problems (Ersoy 2014).

During the development process of the scale, the literature was examined and the current study scales were reached. There were no scales directly entitled as active citizenship for primary students in Turkey, and in the foreign literature. Therefore, in the present study, a scale is developed for measuring active citizenship levels of 4th primary school.

METHODOLOGY

Research Model

This research is a study in the descriptive survey model. Survey models are research approaches that describe the past or the current situations as they are.

Universe/Sampling

The research was conducted on 544, 4th primary school students attending 14 primary schools located in Bayburt province during the academic year 2012-2013. 7 of the scales were not included in the study because they were incomplete and left blank.

Data Collection Tools

Social Skills Scale (Parallel Form): It was developed by Yurdakavustu (2012), and is a four-point likert type scale for measuring social skills levels of the students. The scale was made of 20 articles. The scale was arranged as "1= Never, 2= Sometimes, 3 = Often, and 4 = Always". Reliability coefficient was $\alpha=.87$, and it was accepted to be a reliable figure.

Active Citizenship Scale (ACS): ACS aims to reveal active citizenship levels of primary school students and is developed by data collected from 544 students attending primary school 4th grade. ACS is a four-point likert type scale made of 25 articles. Scale articles were scored as "1=I strongly disagree; 2= I don't agree, 3= I agree, 4= I completely agree". The lowest score to be received from the scale was 25, and the highest score was 100. Basically, as the score received from the scale increased, active citizenship levels increased.

Data Collection Tool Development

Active citizenship scale for primary school 4th grade students was applied to determine active citizenship level of primary school 4th grade students. The scale was made of 42 articles and its development stage is briefly given below.

Article Writing Process: First of all, resources included in the literature and performed investigations were examined for forming scale

articles. The other section of the articles was formed by the information obtained from 4th grade students. A survey made up of 15 closed ended and open ended questions was applied to 40 primary school 4th grade students. Participating frequency of opinions and suggestion in these surveys were determined and turned into scale articles. Again, some articles were formed based on opinions of school administrators, class teachers and social sciences teachers. In addition opinions of field experts were also invited.

Examination of the Testing Form and Obtaining Expert Opinion: All possible articles were listed and similar ones were grouped and based on this, sub dimensions of the scale were determined. A draft form which consists of 42 articles was also established. This form was examined by instructors of OMU Primary School Department and BU Primary School Department and was restructured based on the expert judgment. Thus, clarity and accuracy levels were improved. Eight expert opinions were obtained in order to enable content validity of the scale.

The relevant literature was reviewed by the researchers and a draft scale of 42 articles was prepared based on the opinions of field expert teachers, measurement-evaluation expert opinions, article number in the scale, cognitive, affective and psychomotor components of the attitude were also considered (Tavsancil 2005). In addition, articles in the scale were reviewed by a language expert. 29 of these articles were made of positive sentences and 13 were made of negative sentences.

It was decided to prepare a Likert type scale in this research since it is sensitive and practical. Articles in the scale were rated as “I strongly disagree”, “I don’t agree”, “I agree”, “I completely agree”. Positive articles were scored from 1 to 4 starting from the choice “I strongly disagree”; negative articles on the other hand were scored from 4 to 1 starting from the choice “I strongly disagree”. It was ensured that positive and negative articles were distributed in an equal rate in the scale. A draft scale was structured by adding an instruction and answering choices including information regarding the purpose of the scale and the scoring.

Preliminary Testing: The draft scale was applied to 551 students and 544 scales were included in the study because 7 of the scales were filled incompletely. As a result of the statistical procedures, final scale articles were made of 4 sub dimensions and 25 articles.

Data Collection and Analysis

Fourth grade students attending 5 primary schools in 18 primary schools located in Bayburt province during 2012-2013 academic years participated in the research. 12 of the scales were not returned and 10 of them were not included in the study because they were incomplete or left blank mostly. Moreover, 7 were removed from the scale because they were extreme values. Therefore a total of 544 scales were included in the study. “Active Citizenship Scale – Primary School Form” developed by the researchers was applied in concerned schools.

Before the analysis related to the measurement tool was made, first of all (1) following the visual check up of data; (2) inverse coding procedure of negative statements, (3) the method used most frequently for missing values – replacing missing values – “series mean” procedure, (4) estimation procedure of total attitude score, (5) examination of distribution normality related to total attitude scores – histogram with normal curve; distribution, kurtosis and skew coefficients – to be between -1 to +1, (6) determination of extreme values – determination of whether the z scores related to the total score are in the -3 and +3 score range– steps were evaluated. 7 extreme values were found and the data from these 7 students were not included in the study.

Fundamental components analysis was applied for data analysis. Before the interpretation of values from the fundamental components analysis, results of Barlett Test of Sphericity were evaluated in order to get information on the sufficiency of sampling dimension which is the assumption of this analysis. Testing was done to see whether there is a correlation between KMO (Kaiser-Meyer-Olkin) value and -3 variables. Moreover, factors higher than 1 Eigen value were considered in the analysis and a main scale was selected by taking articles with a minimum of 0.40 factor loads (Tabachnick and Fidel 2001). Collected data were analyzed by using SPSS.21 package program.

RESULTS AND DISCUSSION

Analysis of two separate articles was done. Likert suggested that in order to determine the measurement power of each article for measuring attitude which has to be measured complete-

ly; 1) Analysis based on correlation, 2) analysis procedures based on “internal consistency measure” (t-test) were done. Interpretations and tables were made from their results as given below.

Article Analysis Based on Correlation and Article Analysis Results Based on Sub and Upper Group Averages

For the selection of articles for the scale, first of all, correlation between the answer score of each individual given to each article individually and total score obtained from the answers given to the remaining part of the articles was conducted and article analysis was also done. Information on the correlation between each article, the remaining part, the meaning of the difference between the average of article scores of interviewees in the upper group and the average of the article scores of interviewees in the sub group is listed by the t test. t test results estimated for the scale articles are given in Table 1.

When Table 1 is examined, it is observed that the correlation values are about 16 of measurement articles and the remaining of the test remained under 0.30. Therefore, since the correlation coefficients belonging to articles 1, 2, 3, 5, 7, 13, 16, 18, 19, 21, 22, 26, 27, 33, 34 and 40 were under 0.30, they were therefore not included in the final scale.

Scale Validity

Exploratory Factor Analysis

Factor Analysis: Factor analysis is a method used in the estimation of independent variables. It explains a variable which in turn depends on more than one variable. In other words, it estimates the number of factors and the factor loads of these independent variables (Turgut and Baykul 1992). In order to explain active citizenship with measurable and observable variables, factor analysis was done to reach empirical evidence of written articles based on the literature, and opinions of class teachers, social sciences teachers and experts. Thus, its purpose is to determine the functioning of the articles. Moreso, the structure of the scale factor is revealed and the factor analysis is used as a “structure validity” measurement.

The draft scale, made of 42 articles, was applied to 544 primary school 4th grade students, and components factor analysis based on the scale was done. Based on the results of the factor analysis, load values of the articles were examined and articles to be included in the scale were selected.

Before the interpretation of the values belonging to the analysis of fundamental components, sufficiency and normality assumption of the sampling size was checked by using Kaiser-Meyer-Olkin (KMO) Test and Barlett Test. KMO is a measure which gives information about the size of sampling, and the value obtained as a result of the analysis is 0.878. This value shows that the sampling size is at a very good level for the continuation of the analysis (Sharma 1996). Whether the data set meets the normality assumption or not, is checked by Barlett Sphericity. Obtained values show that the data set meets the normality assumption ($\chi^2= 2452.211$; $p<0.001$).

Varimax rotation technique was used for the analysis of fundamental components applied for the testing of structure validity. When the variance amount explained by factors included in the scale is studied, six factors having Eigen value larger than 1.00 were observed. The first factor explains 23.984 percent of the total variance. The contribution made on total variance percentage by other factors decreased after the first factor.

KMO value of the scale was found to be over 0.80, and Barlett test significance value was found to be 0.00. Based on this, it could be stated that data are according to the factor analysis. In order to reveal the factor structure of the scale, fundamental components analysis of non-rotated and rotated principal axis was used. If the load of an article in a factor is over 0.40 and if the load of this article is 0.10 more or higher than the load of other factors, the article was included in that factor (Tavsancil 2005). Therefore, the load value of article 35 overlapped by both factor 1 and factor 3, were removed from the scale. KMO value obtained as a result of the factor analysis applied to the remaining 42 articles in the scale is 0.87 and Barlett test significance value is 0.00. Factor load values belonging to the scale range between 0.425 and 0.744. 25 articles gathered under four factors explain for 43.545 percent of variance.

Table 1: Article total test correlations belonging to the active citizenship scale for primary school 4th grade students, and t test results pertaining to the meaning of the difference between the averages belonging to the sub and upper groups of the score distribution of each article included in the scale

<i>Articles</i>	<i>Article total score correlation</i>	<i>Article analysis based on sub and upper group averages (t value)</i>
1. Tree planting is an important investment for the future of the country.	.257**	4.856**
2. I pressure the municipality to solve problems in my district.	.113**	4.453**
3. I oppose persons who damage state property.	.299**	7.696**
4. I would like to be a part of charitable foundations.	.314**	5.388**
5. I would like to solve problems of my district.	.283**	6.314**
6. I would not like to participate in social activities.	.382**	9.261**
7. I find some rules in the school unnecessary.	.219**	5.055**
8. I believe that the Red Crescent's activities are beneficial.	.305**	5.409**
9. I would like to volunteer in campaigns organized by the Red Crescent Club.	.373**	7.479**
10. I believe that non-governmental organizations such as associations and foundations work with the purpose of helping each other.	.332**	7.553**
11. I don't believe that social club works will improve me.	.340**	7.719**
12. I find working in social clubs as a waste of time.	.387**	9.684**
13. I don't want to go to nursing homes because of the thought that I would see unhappy people there.	.296**	7.144**
14. I would like to be assigned in non-governmental organizations.	.431**	9.928**
15. When sales slip is not given for a product I buy, I warn the sales person and ask for my slip.	.476**	8.062**
16. I find it natural if the student I support is not elected in school representative election.	.252**	7.869**
17. I care to perform tasks that my teacher assigns to the class.	.384**	6.155**
18. I enjoy when historical buildings are demolished and new buildings are erected.	.137**	5.316**
19. I would like the municipalities to render transportation and similar services rather than caring out cultural and art activities.	-.145**	1.007
20. I warn people who damage green areas.	.412**	7.066**
21. People should be respected even if they are wrong.	.230**	5.951**
22. When I face a problem, I behave the way the person I deal with behaves.	.237**	5.928**
23. I warn a friend who distracts me while my teacher is giving a lesson.	.460**	7.398**
24. Even though I would like to run as soon as the break time bell rings, I don't run by thinking that I could harm someone by running against them.	.451**	9.683**
25. I warn my friends who run in the hallways because they could harm others.	.475**	9.663**
26. I don't let someone get ahead of me while I wait on the line in the cafeteria.	.211**	6.119**
27. I use the rules in my favor to win while I play with my friends.	.292**	8.129**
28. I raise hand in order to speak for myself after the teacher's approval.	.332**	6.135**
29. Even if I don't like what the person I deal with say, I listen without interrupting.	.422**	8.710**
30. I warn persons who disturb others in their surrounding by listening to loud music in their home.	.457**	10.176**
31. I feel uncomfortable with garbage thrown to the environment at picnic.	.470**	8.709**
32. I warn people when garbage is thrown to the environment at picnic.	.449**	10.293**
33. I don't feel like getting permission when I take the belongings of my friends.	.253**	4.850**
34. I find it wrong that a person who received most of the votes becomes the class president.	.290**	5.863**
35. I am careful to see if something I buy has a guarantee certificate or not.	.460**	8.557**
36. When something I buy turns out to be defective, if the company does not do what is necessary, I apply to the consumer rights.	.418**	9.245**
37. Environmental protection is a citizenship assignment.	.358**	6.446**
38. I take joy from helping people who need help.	.384**	6.540**
39. I don't like taking assignment in social activities.	.498**	10.525**
40. I look forward to social club activity hour impatiently.	.204**	5.074**
41. I get bored in social club activities.	.428**	8.605**
42. It is a burden for me to work in a non-governmental organization.	.337**	6.904**

*p<.05; **p<.001

Factor load values of articles are between 0.542 and 0.744 range. The scale after the rotating procedure is seen as having four sub dimensions. However, the highest fall was in the 1st factor as observed in Eigen value factor graph. In addition, total variance explained by factor 1 is 23.98 percent.

Cronbach Alpha reliability coefficient of the scale is found to be 0.85 (Tavpencil 2005). Based on this, scale reliability is quite high (Tavsancil 2005). 16 of the scale articles are positive in the final form, while 9 are negative. The highest score that could be received from the scale is 100, while the lowest score is 25.

It is indicated in publications on measurement development that the undercut point of factor loads ranging between 0.30 and 0.45 could be taken (Buyukozturk 2003). Therefore, cut off point was taken as 0.40 in the analysis. 17 articles remaining under the factor load 0.40 were removed as a result of the analysis. 25 articles among the remaining articles with the highest factor load, which were understandable and non repetitive were selected for inclusion in the scale. As a result of the factor analysis, 25 articles included in the scale were collected under 4 factors by classifying them according to the variables, but with Eigen values that are larger than 1.

When factor loads included in each factor are studied, they are collected under a single factor with an Eigen value that is larger than 1 in the 'environmental sensitivity' factor in the tables "total variance explained" and "communalities". Kaiser-Mayer-Olkin (KMO) value of this sub dimension of the scale was found to be 0.88. This in turn shows that the used data are appropriate for factor analysis. Variance explained about the scale by this factor is 41.53 percent. According to the "component matrix" table, the first factor load value of the entirety of 10 articles (17, 20, 23, 24, 25, 28, 29, 30, 32, and 38) ranges between 0.54 and 0.74. These values show that sub dimension of the scale has a general factor. The articles with Eigen values that are greater than 1 are collected under a single factor from the "total variance explained" and "communalities" tables under the 'interest in activities' factor. Kaiser-Mayer-Olkin (KMO) value of this sub dimension of the scale was found to be 0.79. This in turn illustrates that used data are appropriate for factor analysis. Variance explained by this factor about the scale is 41.55 percent. According to the "component

matrix" table, first factor load value of 6 articles (6, 11, 12, 39, 41, and 42) ranges between 0.43 and 0.73. These values show that sub dimension of the scale has a general factor.

The articles with Eigen value higher than 1 are collected under a single factor in the factor 'social response' from the tables "Total Variance Explained" and "Communalities." Kaiser-Mayer-Olkin (KMO) value of this sub dimension of the scale was found to be 0.73. This in turn shows that the data were appropriate for the factor analysis. Variance explained about the scale by this factor is 41.47 percent. According to the "component matrix" table, first factor load values of the entire 5 articles (8, 15, 31, 36, and 37) range between 0.43 and 0.69. These values show that sub dimension of the scale has a general factor. In the factor 'voluntary participation', they are collected under a single factor having Eigen value greater than 1 from the tables "total variance explained" and "communalities". Kaiser-Mayer-Olkin (KMO) value of this sub dimension of the scale was found to be 0.74. This in turn shows that used data are appropriate for factor analysis. Variance explained about the scale by this factor is 41.47 percent. According to the "component matrix" table, first factor load values of the entire 4 articles (4, 9, 10, and 14) range between 0.54 and 0.67. These values show that sub dimension of the scale has a general factor.

Sub dimensions obtained in terms of active citizenship scale based on factor analysis are named in the following manner:

- A. Environmental sensitivity : Made of 10 articles.
- B. Interest in activities : Made of 6 articles.
- C. Social response : Made of 5 articles.
- D. Voluntary participation : Made of 4 articles.

According to the Eurydice reports, the goals of citizenship education are: '(a) developing political literacy (knowledge of basic facts and understanding of key concepts); (b) acquiring critical thinking and analytical skills; (c) developing certain values, attitudes and behaviours (sense of respect, tolerance, solidarity, etc.); (d) encouraging active participation and engagement at school and community levels' (Eurydice 2012: 27). Therefore, citizenship education has to cover these four categories.

Keser et al.'s (2011) study findings were compatible with EURYDICE Report (2005) –political

literacy, critical thinking and development of certain attitudes, values, and active participation- on citizenship education, and yielded six themes, called the six blossoms of extra-curricular activities in citizenship education: namely, active citizenship perception; social accountability; intercultural awareness; awareness of democracy and human rights; thinking and research skills; and interaction and interpersonal skills. But, Guerin et al. (2013) studied four different categories that citizenship education has to cover. They are theoretically and empirically analysed: political knowledge, critical thinking, values, attitudes and behaviours, and active participation. Both studies are related to dimensions of Hoskins et al. (2006) and Mascherini, together with Manca and Hoskins's (2009) findings. Out of the these main dimensions, there are also many studies in literature which are related on environmental sensitivity (Ferkany and Whyte 2013; Jagers et al. 2014; Jin and Shriar 2013; Tarrant and Lyons 2012), interest in activities (willing to social clubs, social activities, extracurricular activities etc) (Keser et al. 2011; Yaman 2011), social response (Ince 2012; Phillips 2011) and voluntary participation (Guerin 2013; Wood 2014).

Guerin et al. (2013) suggest that the scope of citizenship education curriculum should be reconsidered or that teacher and head teacher should receive the necessary and adequate training, and supporting environment to implement such a participatory structure. Students may also have increased their knowledge and skills in the family setting, through the media or other social contexts outside their school (see Hoskins et al. 2008). Akar (2014)'s study has investigated whether the civics programme of study in Lebanon has a positive or negative effect on the development of active citizenship among young people and qualitatively examines 435 students' reflections on classroom civics learning experiences and their existing conceptualisations of good citizenship. It examined the extent to which classroom civics learning promotes active citizenship by relating students' individual conceptualisations of citizenship to reported classroom experiences. The majority of students revealed

notions of citizenship representing high levels of engagement in community- building activities. Furthermore, students either described or illustrated how the prescriptive nature of the textbook and memorisation of material contradicted their notions of active citizenship. While details of how do students conceptualize active citizenship illustrated formal and informal learning opportunities, the findings suggest that civics as currently instructed in classrooms may, by and large, undermine the aims of education in Lebanon with respect to active citizenship.

Verifying Factor Analysis

Maximum likelihood method was used in the verifying factor analysis regarding active citizenship scale. Chi-square value of 25 articles on the scale before exploratory factor analysis was found to be 355.46 and the degree of freedom was found to be 269. When Chi-square/degree of freedom value was evaluated, it is possible to say that it is under both 2 and support factor structure of the data set ($\chi^2/sd= 1.32$) (see Table 2).

It is clear that adaptation values of the active citizenship scale are at a sufficient level and the scale verifies factor structure according to Table 2. Coefficients of article-factor relations estimated according to the verifying factor analysis (VFA) are given in Figure 1.

Results of Similar Scales Validity

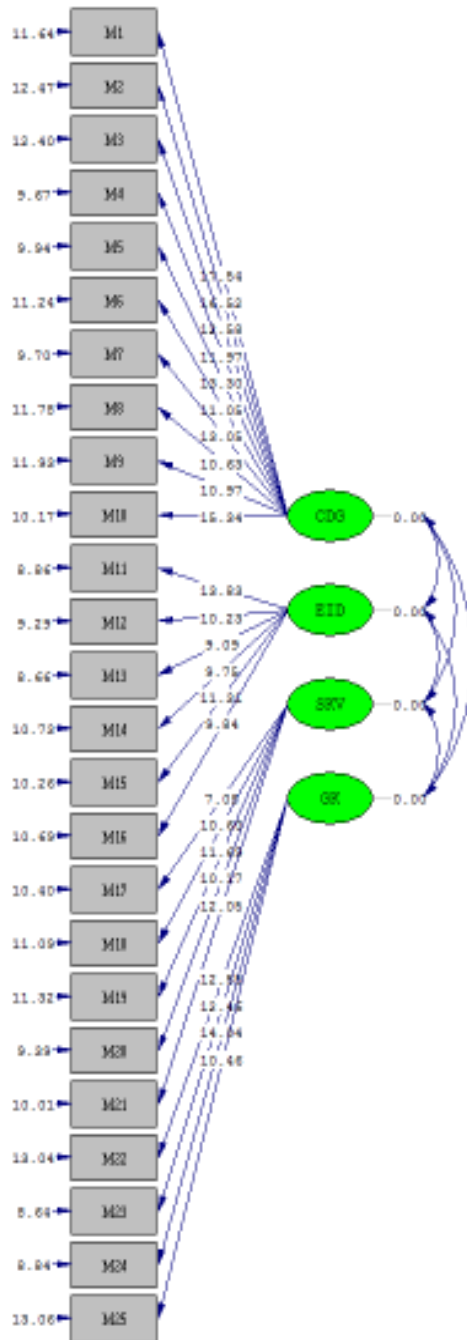
Similar scales validity of the active citizenship scale was estimated by the help of Pearson correlation coefficient. In this calculation, the social skills scale prepared by Yurdakavut (2012) was benefited. "Active Citizenship Scale" and "Social Skills Scale" were applied together to 268 students and a significant relationship was found between the two scale in the level of $r=.54$ ($p<.001$).

Scale Reliability

On examining the reliability analysis results it was found that the total alpha value of the

Table 2: Verifying factor analysis results about active citizenship scale

	<i>Chi-square/sd</i>	<i>RMSEA</i>	<i>CFI</i>	<i>GFI</i>	<i>AGFI</i>	<i>NFI</i>
Adaptation index values of active citizenship scale	1.32	0.02	.99	.94	.93	.96



Chi-square=355.46 df=269, p-value=0.00022, PHSEA=0.024

Fig. 1. Verifying factor analysis of active citizenship scale

scale was 0.86. Reliability analysis results in relation to the sub dimensions were found to be $\alpha=0.81$ for environmental sensitivity, $\alpha=0.71$ for interest in activities, $\alpha=0.64$ for social response and $\alpha=0.60$ for voluntary participation.

Test retest Reliability

ACS was applied for the second time to the same students four week later from the first application in the study. Pearson Moments Multiplication Correlation Coefficient obtained from the two applications was for total scale scores of 0.90, an environmental awareness showing sub dimension scores of 0.88, interest in activities sub dimension scores of 0.80, social response sub dimension scores of 0.79, and voluntary participation sub dimension scores of 0.85 ($p<0.001$). An adaptation was sought between Active Citizenship Scale’s test retest application and a strong relationship was determined between the answers in the two applications (Spearman Correlation) (for each article $p<0.001$).

CONCLUSION

A final scale of 25 articles was formed out of the draft active citizenship scale of 42 articles applied to 544 fourth grade students for determining their active citizenship level.

KMO value of 0.87 was obtained as a result of the factor analysis applied to 25 articles. Based on this KMO value, the scale and Bartlett test significance level is 0.00. When the exploratory factor analysis results were reviewed, it was seen that the scale was gathered under 4 sub-dimensions. Factor load points changed between 0.42 and 0.74. Total variance explained is 43.54%. When the structure with 4 factors formed at the end of the exploratory factor analysis was tested by confirmatory factor analysis, it was seen that s/sd rate was 1.32, and this situation was evaluated as the indicator of a fit in a good level. Goodness of fit indexes were found to be at an acceptable level and the factor structure revealed by the exploratory factor analysis was verified (RMSEA=0.024, SRMR= 0.038, CFI= 0.99, GFI= 0.94, AGFI= 0.93, NFI= 0.96, NNFI= 0.99, RFI=0.96).

Cronbach Alpha reliability coefficient of the scale was found to be 0.85. Based on all these, it is obvious that the reliability of the scale is quite high.

As a result of this study, Active Citizenship Scale, developed by researchers, could measure and evaluate primary school age children's active citizenship levels. This situation may help teachers and other instructors for teaching and evaluating their courses. When the teachers want to design and prepare their lessons, they can use this scale for developing the students' active citizenship behaviours.

RECOMMENDATIONS

In the future investigations, validity and reliability studies of the scale can be performed on students who attend different class levels. In the studies to be conducted on "Active Citizenship Scale", educations such as social skills education, character education, and active citizenship education could be offered and empirical studies could be carried out for the students to gain active citizenship consciousness, while active citizenship level could be scrutinized. At the same time, addition of different classes which are appropriate to the primary school level programs establishes a pre-resource on the subject. That is why a class named "human rights, citizenship and democracy" is needed these days.

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