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What Greek Primary School Teachers Believe about Citizenship Education?

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Abstract

The purpose of this study is to investigate the values of primary school teachers on issues related to citizenship and more specifically the recording of significance of certain values in their personal lives, the importance of actions which are associated with citizenship education, and finally to indicate the frequency with which they perform certain actions in their classroom. The survey was conducted in the spring of 2013, using a questionnaire with closed questions. In our research took part 218 teachers (kindergarten teachers-primary teachers) who were asked to indicate the degree of their agreement, the degree of significance of certain proposals as long as the degree of frequency in related activities with civic education. Based on the assumption that the theory differs from practice, while we were analyzing our research   it was thought best to not just settle for the influence of sociocultural characteristics on the values of teachers, but to compare them opinions with their actions.

Keywords: citizenship education, Greek pre service teachers, primary education, attitudes, practice

1. Introduction

During the past two decades the interest for citizenship has increased dramatically especially in democratic societies, while it faces great revival primarily during periods of crisis or major changes. In modern society of globalization, which is based on new socioeconomic conditions that spawned by the technological equipment and the speed of changes in all spheres of life, the emersion of new needs, the rapid development of science (Karalis & Ball, w.d: 2; Hahn 2010, Baldwin et al. 2009) lead us to the conclusion that the traditional sense of the term citizenship tends to change. The idea of citizens who spent most of their life in a country and shared one common national identity seems to have begun to decline. Completely conflicting events take

place in migration societies; people are deprived of their political rights because they cannot become citizens in their home country, while others officially hold membership of the nation-state, however they do not enjoy many of their rights. Necessarily, thus, we are led to a re-consideration of the concept of citizenship which will keep pace with the modern reality that we are experiencing (Castles in Banks, 2012:75).

2. Citizenship and citizenship education

Many definitions of the term citizen have been given over time. According to the definition of Concalves e Silva: "The citizen is a person who works against injustice, not for the sake of personal identification or personal benefit, but for the benefit of all people. While recognizing that the task-segmenting privileges, ensuring that information and ability for all - each person becomes a citizen »(Banks, 2012: 56, Millei and Imre 2009; Nutbrown and Clough, 2008).

Regarding citizenship, Marshall gives the following definition: "Citizenship is a status awarded to all those who are full members of a community. All those who possess it are equal in rights and duties, with which this position is enriched. There is no universal principle that determines what those rights and obligations are", making it's distinction into three components, individual, political and social. (Marshall and Bottomore, 1995:62; Millei and Imre, 2009; Gollob et al. 2010).

But because through the definition alone this concept does not get very clear, we present three of its characteristic models:

The first model is called liberal in which citizenship is understood as a set of rights and obligations which provide to every citizen equality into the political community while having the disadvantage that the citizen is passive, with only exception the elections.

The second model understands the citizen as a consumer of public services which therefore retain the rights of a consumer. There is no feeling that in this model citizenship exists which is a social activity, or that it concludes a democratic character.

The third model which holds the minority view among the public is that the citizen not only retains his rights, but they are someone who is actively involved in shaping the way the society where they live functions, and which requires more time and leaves doubts on its desirability. (Miller, 2000: 27-28; Marshall, 1950: 10-11; Delanty, 2007: 289-292)

To someone become a legal citizen of a nation-state does not necessarily mean that both will be able to achieve the structural integration into the established society and its institutions, or would be perceived by most as a citizen. (Banks, 2012: 57).

For we can then talk for an active citizenship, we should see the three comprising basic dimensions:

- Ethical citzenship: refers to the active participation on the pursuit of the good. (Tocqueville, 1969; Glover, 2004).
- Integrative citzenship: refers to a strong participatory activity. (Kingwell, 2000; Glover, 2004)
- Educative citzenship: active citizenship aims for the person to manage to see himself beyond all the various roles to be played but to manage to progress the practical and ethical part of their personality. (Dagger, 1997; Glover, 2004; Rrami, et al. 2006; Galbreith, 2008).

The growing increase in racial, ethnic, cultural and linguistic diversity in nation-states around the world, as well as the increasing recognition and legitimacy of diversity puts the focus again to deal with issues related to citizenship (Banks, 2012:55; Hahn, 2010; Baldwin et al. 2009). Education for Citizenship is a broader understanding of our national identity, for example requires to be understood that an identity can be experienced differently by different people (Osler & Vincent, 2002: 124 at Osler, 2010: 3). Thus citizenship education becomes more necessary than ever in order to reduce information inequality, which involves simultaneously

reduction of political inequalities. (Osler, 2009; Hahn, 2010; Kahne and Sporte, 2008; De la Paz IFE, w.d: 8).

Through education in the new citizenship, the aim is that young people will be raised able to express their thoughts with clarity, written, orally or in many other ways including both respect for others' and self-expression. This process includes knowledge for political and social institutions as it is important for people to be able to understand how decisions are made, what is their nature, their obligations, the manner in which the handle them, and most importantly the way they can get involved in it. It helps students be introduced to the dominant ways of the society as well as to provide them with knowledge of the various institutions and to provide them with the necessary knowledge and skills to ensure that they are able to hold a positive role in adult society. Citizenship education gives students skills, whether it is cognitive (knowledge), whether it is skills or it is about values and behaviors. (Berg & Gonçalves, 2007:326; Banks, 2012; Atubra, 2009 (as refer Kankam Boadu);   Tassoni, et al 2002; Torney-Purta & Vermeer, 2004).

What happens when we talk about citizenship education in the early years of formal school life? Citizenship education in early childhood is identified with sociological theories of childhood as well as children's rights. (Ailwood, et al., 2011: 641-642; Millei and Imre 2009; Nutbrown and Clough, 2008). Furthermore, it offers children early introduction to financial literacy and welfare support and also arms them with knowledge of where to go for help when they need it. (Phillips 2010; Mitchell 1999; Kerr, 1999; McKinom, 2007).

Crick in (1998) in his report suggested that "effective citizenship education will include guidance on three issues. Firstly, young people should be encouraged to develop the values of social and moral responsibility for one another and for those in power. Secondly, young people should seek local involvement in the community and thirdly, young people should be educated to "political education", with the acquisition of skills and knowledge needed to be able to critically engaged with policy issues, to become "effective in public life" and to believe that they are able to influence the government at local and national level (Condor and Gibson, w.d: 117; Banks 2012; Pearce and Spencer 2002; Qualifications and Curriculum Authority, 1998)

3. Values and citizenship education

Speaking of citizenship simultaneously we refer to the notion value. Citizenship education includes values such that it is good to be an active citizen, it is important to be informed, critical and responsible, to have duties, to respect the identity of others and to be thoughtful. Through citizenship education those values are promoted which are the common values of our society. (Tate, 2000: 69-73; Brownlee et al. 2013).

Many writers confuse the notion of morality with values, although morality refers to notions related to social welfare, justice and rights, while values refer to something that is widespread and reflects something that is important and guides behaviors and decisions. More specifically, Turiel (2002) notes that certain values refer to social contractions or personal choices, and have little to do with justice and the welfare of others. Similarly, Schwartz (1992) reported that certain values involve self-transcendence and submit a concern directly to others. (Morales-Vives et al. 2012:2; Schwartz, 1992)

Values are defined as beliefs where some objectives or behaviors are more or less preferable than their alternative solutions (eg, Rokeach, 1973). Because the same values have been found in different societies, they are assumed as universal (Schwartz, 1992). The construction of values refers to the relationship between the different types of values (Lee, et al., w.d: 589).

In this section a summary of key features is listed, such as they are given by the range of definitions of the values according to Schwartz and Bilsky (1987): (a) Values are beliefs, not objectively cool ideas, but when the values are enabled they are imbued with emotion, (b) Values refer to desirable goals and attitudes that promote these goals, (c) Values exceed

specific actions and situations. It is a characteristic that distinguish values from narrower concepts such as attitudes and norms which usually refer to specific actions, objects of situations. The values guide the selection or the evaluation of peoples and events behaviors. In this work the values as constants or criteria. The values are distributed on the basis of significance between them. The ordered set of values defines their priority system.

Teachers demonstrate values through the material chosen by the content of their subjects, their examples and the preparation of their students (Gudmundsdottir, 1990; Rami and Lalor, 2006) or as Arthur (2003: 317) say, "The values are an integral part of teaching, reflected in what is taught and how teachers interact with their students". Teachers encourage the development of certain values but also can carry values rendering the teacher in education as a role model (Carr, 2008; Leenders et al., 2008: 156).

4. The purpose of the research

Research up to date on topics related to the value system of educators has mainly theoretical character. (Mihalakopoulos, 2005. Mouladoudis, 2005). In so far empirical studies very limited tools have been used which did not allow in any way the comprehensive investigation of this problem (Silvernail, 1992). Regarding Greece, researches are made by Voulgaris and Matsagouras (2005), which explored values confined to the political sphere, however consist a piecemeal effort without timelessness. Moreover, the fact that we live in a pluralistic society that endeavors into crisis, the need to establish active - knowledgeable and informed citizenry becomes more necessary than ever. The combination of the above as well as the research gap which we have identified in the combination of an empirical study that examines the values of primary school teachers on citizenship education (Nikolaou, Spinthourakis 2004; Spinthouraki et al. 2008), led us in this venture (Gropas and Triantafillidou 2011, Palaiologou 2012). The main purpose of the survey is to identify and record the values of primary school teachers regarding citizenship education.

5. Methodology

To investigate and record the value system of educators in citizenship education the questionnaire is as the most appropriate means of data collection since it is possible to easily collect information from a relatively large number of people in a short period of time and in low cost (Gillham, 2000:6) as well as the preservation of anonymity which can greatly increase the responsiveness and willingness to participate (Oppenheim, 1992:102). The questionnaire is consisted entirely of closed questions, and more specifically multiple choice questions of Likert scale. The measurement was performed in 5-point bipolar scales, in the ends of which are placed the "agree / strongly agree" and "disagree / strongly disagree", while the area between the edges is considered as a continuous (Kokkinaki, 2006: 95-96). Choosing to study a subject which is not yet well known in the Greek educational data, I thought as more appropriate means of data collection the Likert scale questionnaire in order to use it as a channel of communication between me and the respondents, relieving them from the stress to answer publicly issues that may be difficult to them. The questions are organized in a random order within each category so as to avoid any form of association between them by the teachers.

The questionnaire was created for the purposes of this thesis and it is not a weighted test from within the international scientific community, but it is based for its structure on the Swartz value system. The questionnaire was divided into four main sections. After the demographic characteristics, the first group of questions examines the knowledge of teachers according the citizenship education concepts and values. In the second set of questions the teachers are asked to note what values they consider important in their personal life. In the third group of questions they will have to answer how important they consider the transmission of specific

values to their students, while the latter group teachers are asked to answer how often or not they perform actions within their classroom which they support these values.

For the collection of the data the completely random sampling was used on the teachers (kindergarten teachers and primary school teachers) of Thessaloniki, Pieria, Serres and Imathia, Greece. The time period between the collections of the questionnaires was from April 23rd, 2013 to June 12th, 2013.

Reliability test was conducted on the questionnaire, where according to the Cronbach alpha co efficiency it is a reliable set of questions with a value equal to or greater than 0,7 (Vaus, 2008: 25-27). In the present study, the reliability index Cronbach's alpha value is 0, 946 which is considered as a sign of a fairly reliable set of questions.

5. The sample

The sample size is required to satisfy the criterion of ten times the number of variables, which are involved in a multi-dimensional statistical analysis, ensuring internal and external stability of the output (Hair et al. 1995, Coakes & Steed, 1999, in OA Papadopoulos, Aslanidou, Georgiadis, Economou, Always, Stavridis, 2008: 25) which is verified in this investigation while 218 teachers have participated.

Table 1. The social and the demographic characteristics of the sample

Gender	N		%		
Male	48		22		
Female	170		78		
Professional occupation	N	%	**Years of work experience**	n	%
Teacher	124	56,9	1 – 5 years	26	11,9
Kindergaren Teacher	94	43,1	6 – 15 years	110	50,5
Age	N	%	16 – 25 years	49	22,5
22-30	21	9,6	More than 26 years	33	15,1
31-35	38	17,4			
36-40	33	15,1			
41-50	102	46,8	**Place of work**	n	%
51 plus	24	11,0			
Type of educational degree			Urban area	117	53,7
			Semi – urban area	31	14,2
			Rural area	69	31,7
			N	%	
School of pedagogics	59		27,1		
University degree	121		55,5		
In –service Training education	23		10,6		
Postgraduate degree	13		6,0		
Ph.D. degree	2		0,9		

6. Data Analysis

Teachers who participated in our survey were asked to indicate the degree of agreement or disagreement on a 5 scale Likert type. In the first category of questions (1: strongly disagree, 5: strongly agree), the second and third category of questions (1: not important at all, 5: very important) and finally in the fourth category of questions (1: almost never 5: almost always).

Table 2. Cronbach's Alpha test for each scale

Scale	Title of the scale	Cronbach's Alpha
2nd scale	Values in personal life	0,899
3rd scale	Acts they consider important to implement	0,940
4th scale	The frequency of implementations relevant with citizenship education	0,876
Overall scale		0,946

Table 3. The means of the statements

Statement	Mean	Std. Deviation
1. I think that active citizen is one who participate actively in making and implementing decisions related to both the present and the future	4,61	,737
2. I think that active citizen is one who demonstrates self-respect, mutual respect, diversity acceptance and peoples peaceful coexistence	4,71	,563
3. I think that citizenship education aims to develop individuals who have the necessary skills, abilities, values to actively participate with sensitivity, creativity and responsibility in the society.	4,37	,951
4. I think that values guide our decisions about what is good, what is right and what is true.	4,61	,672
5. I think that the transmission of values by the teacher is a technique where students can relate their thoughts and feelings, enriching their knowledge through their own values.	4,54	,727
6.1 Altruism (humanism)	4,36	,812
6.2 Economy (Proper money and resource management)	4,05	,894
6.3 Democracy (liberty, equality in decision making and mutual respect)	4,75	,511
6.4 Cooperation (partnership, mutual aid)	4,60	,593
6.5 Equality (equal rights and obligations)	4,71	,565
6.6 Compliance with the laws (respect the institutional framework in various activities)	4,56	,665
6.7 Freedom (the ability of man to act and think freely without restrictions)	4,54	,787
6.8 Communication (exchange of views and ideas)	4,55	,637
6.9 Justice (fair judgment)	4,80	,446
6.10 Peace (people living in harmony without unnecessary tensions)	4,82	,407
6.11 Competition (struggle for achieving a common purpose in legitimate contexts)	4,00	,871
6.12 Environment sensitivity (protection and conservation of natural resources)	4,46	,719
6.13 Diversity (respect for diversity)	4,52	,639
6.14 Responsibility (consistent, conscientiousness)	4,72	,534
6.15 Sociability (the relationship between the individual and the group)	4,48	,594
6.16 Critical thinking (thinking free from prejudices)	4,59	,602

7.1 I think I must to provide students with knowledge and skills to act as active citizens in society.	4,47	,639
7.2 I think I must encourage students to be informed, critical and responsible regarding obligations and rights.	4,48	,673
7.3 I think I must offer a framework in the classroom to promote moral development (reciprocity, respect, equality).	4,64	,631
7.4 I think I must energize my students to be responsible inside and outside the classroom.	4,67	,561
7.5 I think I must promote the compliance with the laws and political literacy learning	4,22	,737
7.6 I think I must encourage students to conduct constructive dialogue and to exchange opinions.	4,61	,583
7.7 I think I must encourage students to protect the natural and manmade environment.	4,46	,693
7.8 I think I must contribute so that students acquire research skills and seek information in their everyday lives.	4,30	,698
7.9 I think I must encourage students to recognize the roles of individuals in a group, as well as the interaction between the individual and group.	4,26	,742
7.10 I think I must encourage students to participate and to make responsible actions.	4,22	,780
7.11 I think I must help the students to understand the need for peaceful coexistence of all peoples of the Earth.	4,51	,694
7.12 I think I need to provide equal opportunities to students.	4,67	,601
7.13 I think I must promote group work.	4,27	,779
7.14 I think I must help students to understand the nature, the role and the value of money into society, as well as the management of financial resources.	3,95	,829
7.15 I think I must promote the value of social justice.	4,50	,586
7.16 I think I must contribute so that students gain awareness of responsibility for active participation in social and political processes.	4,15	,756
7.17 I think I must give the opportunity to students to act freely and to respect the freedom of others.	4,63	,571
7.18 I think I must promote students to participate in activities related to volunteering and mutual aid.	4,34	,702
7.19 I think I must encourage the students' work with respect to achieving a collective work.	4,28	,652
7.20 I think I must promote the recognition of equivalence of cultures and the interaction among them.	4,28	,730
8.1 My students are actively involved in the selection of actions that are implemented in my classroom.	4,08	,675
8.2 For making important decisions in my classroom we perform a vote.	3,94	,873
8.3 We are actively involved with the children in joint action programs (eg UNICEF) based on voluntary activity and mutual aid.	3,14	,994
8.4 I promise reward (sticker, stamp, etc.) to the student with the best performance on a task in the classroom.	3,12	1,324
8.5 We are actively involved with the children in programs related to environmental protection. (recycling, reforestation, planting the school	3,80	,926

garden, clean beaches)		
8.6 By the end of our school day we do valuation of our behavior and we learn from our mistakes.	3,88	,932
8.7 I make sure to remind of the importance of rules when children are dealing with group activities.	4,47	,687
8.8 In group activities (where the implementation of a specific target by the teacher isn't required) the formation of groups is made by the children.	3,78	,911
8.9 In a conflict between students I promote the settlement of disputes by the children themselves.	4,02	,820
8.10 I use activities that require to solve a concern.	3,85	,644
8.11 I encourage children to undertake specific roles in group work.	3,73	,897
8.12 According to the interests of children or the routine, I challenge students to develop a constructive dialogue as part of the course.	4,10	,698
8.13 I perform actions in my class where we learn with students about material management (paper, pencils, markers, etc.).	3,93	,899
8.14 In the classroom we use a piggy bank in order to collect money and we decide together along with the students for its management. (Purchase, donation, etc.)	2,87	1,317
8.15 I distribute the time of an action so that students from all backgrounds have an equal opportunity to express their views.	4,21	,788
8.16 In daily planning there I try to have actions about discussion for the different and our relationship with it.	3,77	,829
8.17 Beyond our National holidays, I take advantage of the daily violence (conflicts, wars, etc.) to produce assignments and discussions about the peaceful coexistence of peoples.	3,86	,824
8.18 I perform actions in my classroom where my students learn information about the culture of the classmates.	3,63	,876
8.19 I use teaching techniques that allow the expression of ideas by the students.	4,24	,804

Throughout the first set of questions which are relative to knowledge of teachers in citizenship education, it was observed extreme average price trending towards the positive axis, and specifically the answer strongly agree, suggesting that our teachers have some knowledge regarding this issue.

On the second set of questions which refers to how important they consider certain values in their personal lives the averages of their responses also have a tendency towards the positive axis, suggesting that teachers in our sample have a highly developed value system.

Regarding the 3rd set of questions which refers to whether they consider important to promote these values to their students and teachers, once again our sample showed a high average which tends to the positive end, and more specifically to the answer very important.

However differentiation comes on the 4th set questions in which teachers are asked to respond how often they perform actions within their classroom, which support the conveying of the above values. At this point it worth to mention that teachers were asked to respond actions which indicate values, without noticing which one each time, but was made by one of the researchers during the designing of the questionnaire. While in the above scales we observed outliers in the positive axis all the questions about how important these values are in their

personal lives, and also in conveying them, when asked how often they implement relevant actions, extreme values adjacent to the positive axis only arose from questions 8.1, 8.7, 8.9, 8.12, 8.15, 8.19, which may indicate that rhetoric differs from the practice.

Regarding the independent variable gender, correlations were observed with a degree of significance to the following dependent variables 7.6 (F = 5,499, df =, sig = 0,020), 7.7 (F = 4,832, df =, sig = 0,029), 8.3 (F = 6,375, df =, sig = 0,012) and 8.14 (F = 6,452, df =, sig = 0,012). Specifically, in whether they believe that we should encourage students to make constructive dialogue and exchange opinions as well as to encourage students to protect the natural and manmade environment, women seem to consider more in relation to men. Related to questions (8.3 and 8.14) associated with actions, which refer to if they are actively involved with the children in joint action programs and whether in the classroom they use their piggy bank to collect money for a common purpose, men stated to perform these actions with greater frequency in addition to women.

Regarding the independent variable age correlations were observed with high significance in the following questions 6.4 (F = 2,912, df =, sig = 0,022), 8.3 (F = 2,478, df =, sig = 0,045), 8.5 (F = 3,749, df =, sig = 0,006), 8.14 (F = 4,268, df =, sig = 0,002) and 8.17 (F = 4,091, df =, sig = 0,003). The value of co-operation is considered very important by all age groups and the highest value was observed in the age group 36-40. About activity 8.3 in all age groups the answer "sometimes" was preferred with pointing out that while age group increases, the responses tend to more frequency. Regarding the activity 8.5, all age groups have responded on average choice "often", with a trend towards choosing "almost always" as the age group increases. In action 8.14 a major difference is marked in the frequency of implementation, since teachers who belong to the age group of 22 to 40 carry out actions "rarely" to "sometimes", while the teachers in older age groups over 41 years chose the answers "often" and "almost always." Finally, the action 8.17 we faced the phenomenon where while the age group of teachers increases the frequency of carrying out this action also increases.

Regarding the independent variable study correlations are observed with the questions 6.14 (F = 2,565, df =, sig = 0,039), 7.4 (F = 3,249, df =, sig = 0,013) and 8.9 (F = 2,777, df =, sig = 0.028). About the value responsibility, it is stated as very important at all educational levels with the differentiation from Master's Degree holders who are divided between the options "important" and "very important." Regarding the question 7.4, there aren't any noted variations about university teachers, since the majority of the sample is concentrated on the answer "very important." Finally, in the act 8.9, if we look at the cumulative sum of adjacent positive responses which indicate greater frequency, the higher the level of education, the higher the frequency of implementation of this act. Worth mentioning is to be noted that the sample of doctorate holders consists of 2 people, which does not help us to draw firm conclusions for this group.

Regarding the independent variable work environment correlations are noted with the questions 6.8 (F = 3,180, df =, sig = 0,044), 6.11 (F = 4,076, df =, sig = 0,018) and 7.13 (F = 4,960, df =, sig = 0.008). The value of communication and competition seems to be higher for teachers who work in rural areas. Finally, regarding the question 7.13, it is characterized as very important mainly by teachers who work in suburban environment.

The independent variable professional occupation shows a high correlation with the questions 6.11 (F = 4,559, df =, sig = 0,034), 7.7 (F = 5,205, df =, sig = 0,024), 7.13 (F = 7,608, df =, sig = 0,006), 8.4 (F = 8,289, df =, sig = 0,004), 8.13 (F = 7,822, df =, sig = 0,006) and 8.14 (F = 10,186, df =, sig = 0,002). The value of competition, to advance work in groups and encouragement for dealing in manmade and natural environment are characterized as being more important from the kindergarten teachers. Primary school teachers reward with greater frequency the student with the best performance and the use of piggy bank for public purpose

as opposed to kindergarten teachers who often undertake actions for the management of materials with their students.

Finally, the variable years of service was significantly associated in queries 6.1 (F = 3,680, df =, sig = 0,013), 8.2 (F = 2,732, df =, sig = 0,045), 8.3 (F = 4,614, df =, sig = 0,004), 8.4 (F = 2,946, df =, sig = 0,034), 8.5 (F = 4,089, df =, sig = 0,08), 8.16 (F = 3,095, df =, sig = 0,028), 8.17 (F = 6,484, df =, sig = 0,000), 8.18 (F = 3,054, df =, sig = 0,029) and 8.19 (F = 3,451, df =, sig = 0,017). The value altruism is mainly considered very important by teachers with 16-25 years of service. Regarding acts in using vote for important decisions, participation in joint action programs, participation in conservation programs and discussion for the peaceful coexistence of peoples a greater frequency of action is presented by the group with 16-25 years of service. About actions for rewarding the best student, the discussion about the different on a daily basis and for informing about the culture of the students, the teams with 0-5 and 16-25 years of service stated a greater operating frequency. Finally, the act whether they use expression techniques of ideas takes place more frequently from teachers with 26 years of service or more.

The first hypothesis of our research was based on the assumption that teachers consider important value altruism (6.1), they believe that they should encourage their students to implement responsible actions (7.10), and actions based on volunteering and mutual aid (7.18) but are not actively involved with children in joint action programs (eg Unicef) (8.3). Correlation analysis result high positive linear correlations with 7.10 (r = 0.242, p <0.01) and 7.18 (r = 0.258, p <0.01). There is not any kind of correlation in the variable control 8.3, suggesting a differentiation between the sayings and the acts.

In the next assumption we examined whether teachers consider democracy (6.3) an important value, encourage their students to be informed about their obligations and rights (7.2), believe that they should help to give pupils the knowledge for active participation (7.16) but students don't actively involve in selecting actions that are implemented in the in the classroom (8.1) nor carry out vote for major decisions (8.2). The analysis shows a positive linear correlation with the four control variables. Specifically to 7.2 (r = 0.228, p <0.01), with 7.16 (r = 0.205, p <0.01), with 8.1 (r = 0.167, p <0.01) and by 8.2 (r = 0.238, p <0.01), suggesting the absolute correlation between their sayings and their actions.

Thereupon we supported the hypothesis that teachers consider cooperation an important value, they believe they should promote group work (7.13) and encourage respect for the achievement of a collective work (7.19), but they do not allow the formation of the groups of children in group activities (8.8). There was a positive linear correlation with the three control variables. Characteristically, to 7.13 (r = 0.374, p <0.01), 7.19 (r = 0.473, p <0.01) and 8.8 (r = 0.136, p <0.05). This indicates the correlation between the sayings and actions of the teachers.

Regarding the assumption that teachers consider equality an important value, they believe that we should provide the framework for the promotion of moral development (7.3) and to provide students with equal opportunities (7.12), but they do not actively participate in the selection of actions (8.1) neither allocate a time of an action to provide all students with an equal opportunity to express their opinion (8.15). The analysis of the correlations resulted positive linear correlation with the control variables 7.3 (r = 0.192, p <0.01), 7.12 (r = 0.405, p <0.01) and 8.15 (r = 0.159, p <0.05). This suggests that teachers consider equality an important value but they do not themselves allow students to actively participate in the selection of actions that are implemented in their classroom.

Regarding the assumption that teachers consider complying with the laws (6.6) an important value, they believe that we should promote the obedience of laws and learning the political literacy (7.5), but they do not care to evaluate the behavior of students during the end of a day (8.6), nor care to remind the engagement of rules during group activities (8.7). After the analysis a positive linear correlation arises with the control variables 7.5 (r = 0.384, p <0.01)

and 8.7 (r = 0.148, p <0.05). From this we conclude that teachers who find significant value the compliance with the laws they do not care to remind it during children's group activities.

In the next assumption we supported that teachers consider freedom an important value, they believe that they should give students the opportunity to act freely and to respect the freedom of others and they use techniques of expression of ideas. The analysis results showed no positive linear correlation, indicating the distance between rhetoric and practice.

About the value of communication (6.8), teachers who consider it important, consider important to motivate students for constructive dialogue and exchange of views (7.6) but they do not care to urge dialogue based on of the interests of children. The statistical analysis shows a positive linear correlation with the two control variables 7.6 (r = 0.345, p <0.01) and 8.12 (r = 0.331, p <0.01). This suggests a match of between the sayings and acts in respect the value of communication.

The next assumption examined the proposal where teachers consider justice (6.9) an important value, they believe that they can provide the framework for moral development (7.3), and they promote the value of social justice (7.15), but they do not allocate time of an action to all students have equal opportunities to express (8.15). The statistical analysis shows a positive linear correlation with the three control variables, namely the 7.3 (r = 0.263 p <0.01), to 7.15 (r = 0.388, p <0.01), and finally with 8.15 (r = 0.185, p <0.01).

Regarding the value of sensitivity for the environment (6.12), teachers who consider it important are oriented to encourage students to protect the environment (7.7), but they do not actively participate with their children in programs related to the protection of the environment (8.5). The statistical analysis shows a positive linear correlation with the two variables with values to 7.7 (r = 0.557, p <0.01) and to 8.5 (r = 0.224, p <0.01). This suggests the absolute correlation between their sayings and their actions for the above value.

Regarding the value of respect for diversity (6.13) it was argued that teachers who consider it significant are positive adjacent to providing equal opportunities (7.12), they promote the recognition of equivalence of cultures and their interaction (7.20), while they care in having in practice actions about the different (8.16) and to learn information about the culture of the their classmates (8.18). Statistical analysis shows a positive linear correlation with the control variables, namely with 7.12 (r = 0.490, p <0.01), to 7.20 (r = 0.564, p <0.01), to 8.16 (r = 0.288, p <0.01) and 8.18 (r = 0.303, p <0.01). We conclude a match between rhetoric and practice about the value of diversity.

The next assumption is based on the fact that those who consider the value of accountability (6.14) an important value, they believe they should activate their students to be responsible inside and outside the classroom (7.4), but in a potential conflict they do not promote the resolution of differences by the children themselves (8.9). The analysis shows a positive linear correlation with only the control variable 7.4 (r = 0.259, p <0.01). This suggests a distance between the beliefs of teachers and their actions about the value of accountability.

Regarding the value of sociality (6.15), the teachers who consider it important consider important to provide students with knowledge and skills to act as active citizens (7.1) and to encourage them to recognize the roles of individuals in a group (7.9), but they do not motivate children to undertake roles in group works (8.11). After the statistical analysis a positive linear correlation showed up with 2 of the 3 control variables, namely the 7.1 (r = 0.438, p <0.01) and 7.9 (r = 0.515, p <0.01). This suggests a distance between the beliefs of teachers and actions implemented about the value of sociability.

Finally, the last assumption was based on the value of critical thinking, where teachers who consider it important believe that they should help to ensure that students acquire research skills and seek information, but they should not use actions that are required to solve a questioning. The statistical analysis showed a positive linear correlation with the two control

variables, namely the 7.8 (r = 0.396, p <0.01) and 8.10 (r = 0.248, p <0.01), which indicated correlation between their sayings and their acts regarding the value of critical thinking.**5.**

7. Conclusion

From this research a number of conclusions have emerged regarding the primary purpose which was to record values of teachers in citizenship education. From the analysis of the first group of questions pertaining to broader knowledge of teachers in citizenship education, they seem to be consistent with the general principles governing this type of training which was taken as a positive signal for their answers to the other questions.

Regarding the influence of sociocultural factors on the questions, it was observed that women are more fervent in rhetoric than in practice compared with men who prefer actions. The psychoanalytic theorists argue that women are more closely connected with other people instead of men who are considered more autonomous. There is the claim that women show more interest in the ethics of responsibility and care, while men focus on ethics concerning justice and meritocracy. Theorists of social sciences with their main exponents, Parsons and Bales (1985), attribute the differences in values due to gender, cultural distinct roles of men and women. More specifically, women tend to take more expressive roles focusing on the individual and on maintaining family harmony, while men are oriented to more functional and task oriented roles. This is consistent with the findings of our research, where while women seem to be more positively adjacent to the issues on theoretical basis, men are the ones who stated that they make more often actions related to citizenship education and therefore acts contributing to the inauguration (Schwartz, w.d :7-9).

Regarding the effect of age of teachers, it was observed that older teachers implement more actions than the younger. The fact that older people appear to be implementing more frequent activities related to the peaceful coexistence of the people on earth what was said by Inglehart (1997) could be justified that older people seem to be more oriented to values associated with materialism instead of those from younger ages. He explains that this is due to the fact that our values are formed even when we are in puberty and during our lives they do not change much. The difficulties that may have permeated the lives of older people considering that in recent years Europe has received a prosperity increase, justifies the need of older people to indulge in such kind of issues so as to shield the younger from such practices (Schwartz, w.d: 6).

The sociocultural factor type of educational degree play a positive role in the value system of teachers' regarding citizenship education both in theoretical and practical level. People who have more educational experiences probably have more mental clarity and increased flexibility. Also, this results them to be open to non-stereotypical ideas while playing a key role in the uncritical acceptance of prevailing norms, expectations and traditions. (Shalom H. Schwartz, w.d: 10). Based on this assumption, we could say that the result obtained from our research seems reasonable since the people who have managed to broaden their spiritual horizons and be able to understand why they choose or reject something, are possessed by a higher percentage of responsibility and diligence in their personal lives. According to our research teachers who work in rural areas seem to be more fervent supporters of ideas and values about citizenship education.

Regarding the professional occupation of teachers, preschool teachers have a higher value system from those of teachers, both in their personal lives and in implementing actions relating to citizenship education. The above result helps us to draw some conclusions about how to differentiate education from preschool to primary school. Kindergarten teachers seem to be more positive adjacent to issues regarding citizenship. This may occur due to the more liberal nature of the curriculum that besets kindergarten in contrast to elementary school. The competition seem to be considered important by the preschool teachers against primary school teachers which is supported by the response that they promise rewards to the student with the

best performance where primary school teachers seem to reside. Also, the fact that they consider most important to work in teams, to motivate students to protect the environment and that to teach students to manage our material, indicates that citizenship education finds greater application in the kindergarten rather than in the elementary school. Finally, the factor educational experience showed that teachers with average educational experience are the ones who take place most often in related actions.

After analyzing the correlations between the under study questions about the distance between the rhetoric and practice it has shown that while the teachers have several values high in their personal lives, in fact the actions they implemented in their classrooms don't support them. There is therefore an internal struggle between the sayings and the achievements of teachers. So we conclude that teachers in our sample do not follow the same track in their personal and professional life, except in very few values associated with citizenship. More specifically, in the present study 16 values were used associated with citizenship education. Only in 3 of these values, namely the value of communication, the environmental awareness, and the critical thinking, observed consistency between what we believe and what the teachers do, unlike other values such as altruism, economy, democracy, co-operation, equality, respect for the law, freedom, justice, peace, competition, diversity, responsibility and sociability, where there was not any kind of consistency. Especially if we consider that in this case the values carry particular significance and that the goal of value education is to encourage awareness among children about the values and their relationship with the world they live in, we understand the depth of the need to change the above results. A democratic society requires a person to have many qualifications, including the ability to deal with conflicting values and to take independent decisions. Critical ability is required as long as the ability to be able to judge based on ethical principles. Thus, it is needed, the democratic societies, the institution of education and its servants to try to give to the children the necessary skills to cope. (Harecke, 2012; Kahne and Sporte, 2008, Audigier, 2000).

The role of teachers is to help students to understand that the communal and cultural knowledge that students bring with them to school but might resemble while but simultaneously may vary from school knowledge and the loaded knowledge of some other students. Equally important is that teachers help students to understand the ways in which the values surround the knowledge of students and how they interpret through them the school knowledge. To fulfill schools duty to offer political education, teachers should seize the challenge to discover and strengthen democratic ideals for marginalized students. The teachers work is to prepare students to learn what it means to accept their cultural citizenship (Ladson-Billings in Banks 2012: 221).

We hope that if in the near future if this research is held again at this point, our conclusion to be much more encouraging, especially considering that the measurement of values has particular pedagogical value as the diagnosis of absence or existence feeds design of programs for education and for training of teachers. (Georgiadis et al., 2009).

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