

RESEARCH STUDY ON CIVIC EDUCATION - SRI LANKA

2.0 Rationale for a national research study on Civic Education

The government of Sri Lanka is committed to developing a comprehensive long-term program to promote democratic and pluralistic values through the school education system. Policy documents such as the first Report of the National Education Commission (1992) and, the General Education reforms (1997) have defined a set of social and civic competencies, to be developed and assessed within the school education system. The school system has to orient itself to the challenges of promoting these competencies in students, through the formal school curriculum, co-curricula and other school-related initiatives.

To facilitate the development of a comprehensive, long-term program to promote democratic values through the school system, systemic changes need to be effected. Many are the issues to be addressed in the structure of the formal school - the schooling of the vast majority of children in Sri Lanka is in segregated single medium schools, with mostly mono-ethnic representation, in the culture of the school. Children's lives are hardly impacted by democratic pluralistic values, *vis a vis* the culture of the school and, in the wider social milieu that nurtures the values children imbibe. These and other critical issues that constrain the system should first be identified by systematic research. Complementary to such analysis, an assessment of the status of civic and democratic competencies in school children in Sri Lanka should be undertaken.

An assessment of the status of democratic and civic competencies of a sample of 14 year old (Grade 9) secondary school students in Sri Lanka and an analysis of the school-based and non-school based factors that affect the development of these competencies is therefore considered particularly timely. The analysis will provide a credible base of evidence to inform the

development of future strategies and activities to promote democratic and pluralistic values through school education. The impact of future interventions can be measured against the baseline provided by the research study on civic education.

The present research study is basically a replication of the Civic Education Study (CIVED) conducted in 28 countries in 1998 by the International Association for the Evaluation of Educational Achievement (IEA), using three instruments developed for students, teachers and the school - for the Principal. The items were developed over the period from 1996 through 1998 by the International Steering Committee and the National Research Coordinators of the IEA Civic Education Study, and validated using appropriate statistical procedures.

2.1 Objectives of the Civic Education - Sri Lanka (CESL) Study

- 2.1.1 Define the competencies relating to civic values, citizenship, inter-cultural understanding and peace building, which the education system seeks to develop and assess in students
- 2.1.2 Assess the democratic and civic competencies of a national sample of secondary level students using instruments of the IEA study
- 2.1.3 Assess the democratic and civic competencies of students in sample relative to international student norms
- 2.1.4 Assess the democratic and civic competencies of students by variables;
 - i. Gender
 - ii. Ethnicity
 - iii. School Type attended
 - Types 1AB/1C/ 2/Private
 - Medium of instruction (bi/single medium)
 - Single sex/co-educational
- 2.1.5 Identify the school-based and non school-based factors that affect the development of democratic and civic competencies in students
- 2.1.6 Identify the perceptions and attitudes of students towards the on-going peace process and social cohesion in Sri Lanka
- 2.1.7 Solicit ideas, suggestions etc. of students for the development of future strategies and activities to promote democratic and pluralistic values through school education
- 2.1.8 Make broad recommendations for educational strategies and activities to promote these competencies in students

2.2 Sample

2.2.1 Population

The population for the CESL study consists of all schools other than schools categorized as International schools in Sri Lanka that have Grade 9 classes.

Table 2.1: Functioning Schools by Medium of Instruction and Functional Grade

Functional grade	Sinhala medium only	Tamil medium only	Sinhala and Tamil media	Sinhala and English media	Tamil and English media	Sinhala, Tamil and English media	Total
1AB	388	142	20	34	10	06	600
1C	1,302	419	19	04	01	00	1,745
Type 2	3,321	907	19	00	00	00	4247
Type 3	1,859	1,368	06	01	00	00	3234
Total	6,870	2,836	64	39	11	06	9,826

Source: School Census 2002

Functional Grade:

1AB – Schools with A/L Science stream

1C – Schools with A/L Arts and/or Commerce streams only

Type 2 – Schools with classes only up to Grade 11

Type 3 – Schools with classes only up to Grade 8

2.2.2 Sample of schools

The sample comprises of 133 schools representative of schools in all 9 provinces and 25 districts island-wide, stratified by (i) School type and (ii) Total number of students in Grade nine by district. The expected sample of students was 2660 (20 students per school) and the actual sample comprises of 2655 students. The expected sample of teachers was 266 (two teachers per school) and the actual sample comprises of 265 teachers. The expected sample of principals of schools was 133 and the actual sample comprises 132 principals. Tables 2.2-2.4 indicate the sample of schools by province, district and school type, sample of schools by zone, sample of schools by variables identified in objective 2.1.4 - gender, ethnicity and school type, respectively. The provincial distribution of the sample of students by gender, medium of instruction and school type is presented in Tables 2.5-2.7 respectively.

A stratified cluster sampling procedure was adopted in sampling; first by the total number of students in Grade 9 classes in each district, and a proportionate sample of schools being assigned to each district by school type. A second stratification was by the medium of instruction – whether the school offered instruction in only one medium (Sinhala or Tamil) or, in both media (Sinhala and Tamil). A limited number of private schools were randomly selected (8 schools). In all schools that were co-educational, the sample of 20 students per school was to be selected equally from the two sexes. Depending on the number of students and the number of parallel classes in Grade 9 per school, a random sampling procedure was adopted to select the 20 children.

Two teachers per school were selected to whom the Teacher Questionnaire was administered. Teachers who teach Social Studies in Grade 9 classes were to be selected, failing which the questionnaires were to be administered to teachers who teach Social Studies in other secondary Grades. The school questionnaire was to be administered to the Principal of the school.

Table 2.2: Sample of Schools by Province, District and School Type

Students in Grade 9				Number of schools by School Type							
Province	Number of students in Grade 9 by District			1AB N	I C N	T 2 N	Private N	Total N	Medium		
									S N	T N	ST N
	N	%									
Western	Colombo	27,495	9.0	4	6	3	3	16	4	-	12
	Gampaha	24,879	8.0	4	1	2	-	7	5	-	2
	Kalutara	15,485	5.0	3	2	2	-	7	5	-	2
Central	Kandy	22,454	7.0	3	4	1	2	10	5	2	3
	Matale	7,938	2.6	1	2	1	-	4	4	-	-
	Nuwara Eliya	12,389	4.0	2	1	2	1	6	2	1	3
Southern	Galle	17,728	5.8	3	2	1	-	6	6	-	-
	Matara	14,319	4.7	3	2	1	-	6	5	-	1
	Hambantota	10,881	3.5	1	2	2	-	5	5	-	-
Northern	Jaffna	9,703	3.2	2	1	1	1	5	-	5	-
	Kilinochchi	2,015	0.5	-	1	1	-	2	-	2	-
	Mannar	1,683	0.2	1	-	-	-	1	-	1	-
	Vavunia	2,620	0.9	1	-	-	-	1	-	1	-
	Mullaitivu	2,084	0.7	-	-	1	-	1	-	1	-
Eastern	Batticaloa	6,944	2.3	2	2	1	-	5	-	5	-
	Ampara	10,619	3.5	1	1	2	-	4	4	-	-
	Trincomalee	5,989	2.0	1	-	-	-	1	-	1	-
North Western	Kurunegala	24,935	8.1	3	3	2	-	8	8	-	-
	Puttalam	11,259	3.7	2	3	2	-	7	7	-	-
North Central	Anuradhapura	14,143	4.6	1	3	3	-	7	7	-	-
	Pollonnaruwa	6,631	2.2	1	1	-	-	2	2	-	-
Uva	Badulla	14,506	4.7	1	3	2	1	7	6	-	1
	Moneragala	8,490	2.8	1	1	1	-	3	3	-	-
Sabaragamuwa	Ratnapura	18,167	5.9	2	2	2	-	6	6	-	-
	Kegalle	13,165	4.3	1	3	2	-	6	6	-	-
Sri Lanka	All 25 districts			44	46	35	8	133	90	19	24

Source: School Census, 2002

Table 2. 3: Sample of Schools by Zone

WP	N	CP	N	SP	N	NP	E	EP	N	NWP	N	NCP	N	Uva	N	Sab.	N
0101	11	0401	4	0701	2	1001	3	1501	3	1801	1	2001	2	2201	2	2401	3
0102	1	0403	1	0702	1	1004	1	1503	1	1802	1	2002	1	2202	2	2403	1
0103	1	0404	2	0703	2	1005	1	1601	1	1803	1	2003	1	2203	1	2404	1
0104	3	0405	1	0705	1	1101	2	1604	2	1804	1	2004	1	2204	1	2405	1
0201	2	0406	1	0801	2	1201	1	1605	1	1805	1	2005	1	2205	1	2501	3
0202	1	0407	1	0802	1	1301	1	1701	1	1806	3	2101	1	2301	1	2503	1
0203	1	0501	1	0804	3	1401	1	1702	1	1901	1	2102	1	2302	1	2504	2
0204	3	0502	1	0901	1					1902	6	2103	1	2303	1		
0301	3	0503	1	0902	3												
0302	3	0504	1	0903	1												
0303	1	0601	2														
		0602	1														
		0603	1														
		0604	1														
		0605	1														
11	30	15	20	10	17	07	10	07	10	08	15	08	09	08	10	07	12

Total Number of Zones: 92; Number of Zones represented in Sample: 81

Table 2.4: Sample of schools by variables - Gender, Medium of Instruction and, School Type

Province	Gender			Medium of Instruction			School Type			
	Girls	Boys	Coed.	SM	TM	STM	1AB	1C	T2	Pr.
Western	9	5	16	14	-	16	11	9	7	3
Central	4	2	14	11	3	6	6	7	4	3
Southern	2	2	13	16	-	1	7	6	4	
Northern	1	2	7	-	10	-	4	2	3	1
Eastern	1	3	6	4	6	-	4	3	3	
North Western	-	-	15	15	-	-	5	6	4	
North Central	-	-	9	9	-	-	2	4	3	
Uva	-	1	9	9	-	1	2	4	3	1
Sabaragamuwa	1	-	11	12	-	-	3	5	4	
Total Sample	18	15	100	90	19	24	44	46	35	8
Private Schools	(3)	(4)	(1)	(2)	(3)	(3)	-	-	-	(8)
Total student number by variables	360	300	2000	1800	380	480	880	920	700	160

Table 2.5: Provincial distribution of sample of students by gender

.No.	Province	Girls		Boys		Total
		N	%	N	%	N
01	WP	322	54	267	45	599
02	CP	230	58	161	40	400
03	SP	160	53	152	45	340
04	NP	89	45	107	54	199
05	EP	83	42	112	56	200
06	NWP	162	54	131	44	299
07	NCP	90	50	81	45	180
08	UVA	99	50	110	50	200
09	SAB	129	54	103	43	238
Total	All Provinces.	1384	52	1214	46	2655

* a small percentage of students in each province have not indicated their gender

In all provinces other than the Eastern and Northern, girls either out-number or equal the number of boys in the sample. The highest percentage of gender imbalance in favor of girls is in the Central province, while the comparable figure in favor of boys is in the Eastern province.

Table 2.6: Provincial distribution of sample of students by medium of instruction

No.	Province	Tamil medium				Sinhala medium			
		Girls	%	Boys	%	Girls	%	Boys	%
01	WP	79	14	78	13	243	41	189	32
02	CP	75	19	44	11	155	40	117	30
03	SP	07	02	04	01	173	52	148	45
04	NP	89	45	107	55	-	-	-	-
05	EP	45	24	74	38	38	19	38	19
06	NWP	-	-	-	-	162	55	131	45
07	NCP	-	-	-	-	90	53	81	47
08	UVA	01	00	09	06	98	49	91	45
09	SAB	-	-	-	-	129	56	103	44

In four of the provinces - Northern, North Western, North Central and Sabaragamuwa, schools conducted in only a single medium of instruction have been included in the sample - Tamil medium schools in the Northern province and Sinhala medium schools in the other three provinces. The highest concentrations of Tamil medium schools are in the Northern and Eastern provinces, from which 16 out of the 19 Tamil medium schools in the sample have been selected, and the other 3 schools have been selected from the Central province which has the next highest concentration of Tamil medium schools. However, Tamil medium students have also been selected from three other provinces, Western, Southern and Uva, from bi-media schools in the sample. Sinhala medium students in the sample, from both Sinhala medium and bi-media schools have been selected from all provinces other than the Northern.

Table 2.7: Provincial distribution of sample of students by School Type

		1AB				1C				TYPE 2				TOTAL	
		Girls		Boys		Girls		Boys		Girls		Boys		Girls	Boys
N	Prov.	N	%	N	%	N	%	N	%	N	%	N	%	N	N
1	WP	141	24	135	23	114	19	64	11	67	11	68	12	322	267
2	CP	86	22	92	24	89	23	45	11	55	14	24	06	230	161
3	SP	74	22	65	20	58	18	57	17	48	14	30	09	180	152
4	NP	33	17	64	33	22	11	18	09	34	17	25	13	89	107
5	EP	11	06	69	35	39	20	20	10	33	17	23	12	83	112
6	NWP	53	18	43	15	65	22	53	18	44	15	35	12	162	131
7	NCP	20	11	20	11	41	23	37	20	39	22	24	13	100	81
8	UVA	22	11	38	19	45	23	35	17	32	16	27	14	99	100
9	SAB	37	16	22	09	48	21	48	21	44	19	33	14	129	103

In this sample, the highest number of schools of all three types, 1AB (11), 1C (9) and type 2 (7) were selected from the Western province, in proportion to the total number of grade 9 students studying in the three school types in this province. On the same basis, the second highest number of 1AB and 1C schools have been selected from the Southern province (7) and Central province (7) respectively. The second highest number of type 2 schools, 4 each, were selected from the Central, Southern, North Western and Sabaragamuwa provinces.

2.2.2.1 The composition of schools

The sample of 133 schools in the present study are representative of the schools in the national system in which Grade 9 classes are conducted. In Tables 2.8 - 2.11, particulars on selected aspects of the composition of schools in the sample such as the category of the school, grades conducted, size of classes and gender composition of grade 9 classes are presented. These particulars were provided by the principals of schools, in response to items in the School Questionnaire.

Table 2.8: Schools by Category

Category	N	%
1. State School	124	93
2. State aided School	01	01
3. Private	08	06
Total	133	100

Some schools within the national system are categorized as state aided schools - the state assists this category of school by contributing the finances for staff salaries. There is one school in the sample belonging to this category. Private schools are those that are not state-aided, and 8 such schools are included in the sample. Other than these 9 schools, all others in the sample are state schools.

Table 2.9: Schools by Grades conducted

Category	N	%
Grades 1-9	03	02
Grades 1-10	01	01
Grades 1-11	30	22
Grades 1-12	01	01
Grades 1-13	83	62
Grades 6-11	01	01
Grades 6-13	14	11

The existing variation in school structure, by Grades conducted, is reflected in the sample, which comprises of 7 such categories. The majority of the schools in the sample, 62 per cent conduct all Grades from 1-13, which includes Grades from primary through junior and senior secondary in general education. Schools that conduct classes up to the 11th Grade, the terminal Grade at completion of which the first national level assessment of achievement is conducted - the General Certificate of Education Ordinary Level Examination, comprise 23 per cent of the sample. There are a few schools in each of the other categories listed, such as schools that commence classes beginning with junior secondary grades.

Table 2.10: Average size of class in total sample

Category	Total
Average size of class in Grade 9	36
Average size of class in School	37

Table 2.11: Total Grade 9 and School enrollment by Gender

Category	Girls	%	Boys	%	Total
Total Grade 9 enrollment	9208	33	18963	67	28171
Total School enrollment	106136	44	135638	56	241774

The total grade 9 enrollment in the schools in the sample by gender indicates that boys outnumber girls by a significant majority. However, in the actual sample, the percentage of girls is higher than that of boys. This is explained by the difference in the number of girls' and boys' schools in the sample, 18 girls' schools to 15 boys' schools. In all co-educational schools (100 in sample), researchers were instructed to select, where feasible, an equal number of girls and boys from each school. Only where 10 students were not available from one gender, students were to be selected from the other gender, to make up the total of 20 from a school. As such, the 60

students from the three girls' schools exceeding the number of boys' schools have accounted for the higher percentage of girls in the total sample.

The Principals were asked to indicate the average size of Grade 9 classes in their schools, as well as the average size of classes in the total school. Although there is considerable variation in class size both within and among schools, what is computed here is only the average for all schools in the sample. The average size of Grade 9 and, the composite average for all classes in the school is similar, 36 and 37 respectively. Of the total Grade 9 enrollment in the sample of schools (Table 2.11) the student sample of the present study comprises 9 per cent.

2.2.3: Sample of Teachers

For purposes of the CESL study, 2 teacher questionnaires per school were to be administered, preferably to teachers who teach the subject Social Studies and History in Grade 9, and failing, the questionnaires were to be administered to teachers teaching Social Studies and History in any Grade from 7-11. Of the total number of teachers in the sample of schools, the teacher sample comprises 3 per cent.

The subject Social Studies and History is expected to be taught by teachers who have offered a civic related subject for the first degree and, have been given training in the teaching of this subject. History, Geography, Economics, Political Science, Sociology, Demography, International relations, Philosophy, Logic, Ethics, Languages, Civilizations (Buddhist, Hindu, Islamic) are civic related subjects offered in Universities in Sri Lanka. Teachers who have obtained the Diploma in Teaching from National Colleges of Education having followed the Social Studies course are prepared specifically to teach the subject Social Studies and History. However, generalist trained teachers from Teachers Colleges and, even a small percentage of teachers who do not have any proficiency in or preparation to teach the subject Social Studies and History in schools, are called upon to teach the subject when schools are constrained by teacher shortages and time tabling logistics. Table 2.12 shows the percentage of teachers in the sample teaching civic related subjects.

Table 2.12: Percentage of teachers in sample teaching civic related subjects in year 2003

Social Studies and History	Geography/Political Science/Life Competencies/Environmental Studies/Development Studies	Other (unrelated) subjects	Not indicated
237 90%	02	03	20 7.6%

Almost all principals (97 per cent) indicated that there were teachers in their schools who have specialized in a civic related subject. In the sample of 264 teachers who responded to the teacher questionnaire, 90 per cent were teachers who taught Social Studies and History, either in Grade 9 or in other grades. With 73 per cent of the teachers in this sample being female, significantly more females than males taught Social Studies and History to the sample of student respondents, and 73 percent are class teachers, as indicated in Table 2.13. Table 2.14 indicates that significantly more females than males taught Social Studies and History to the sample of student respondents, for 73 per cent of the teachers are females.

Table 2.13: Percentage of teachers in sample who are Grade 9 class teachers

Grade 9 Class teachers %	Other teachers %	No response %
73	25	2

Table 2.14: Teachers in sample by Gender

Female	%	Male	%
193	73	70	27

The ethnicity and religion of the teachers is indicated in Table 2.15, indicating that the ethnic composition of the teachers is similar to that of the student sample.

Table 2.15: Teachers in sample by Ethnicity and Religion

Ethnicity	Number	%	Religion	Number	%
Sinhalese	205	78	Buddhism	75	199
SL Tamil	40	15	Hinduism	14	36
Indian T	05	02	Islam	06	15
Muslim	14	05	Catholicism	05	12
			Christianity	01	2

The age of teachers, in Table 2.16 indicates that approximately 12 percent of the teachers were 29 years or younger, 31 percent were 30-39 years old. The highest percentage of teachers in a single age category, were between 40 and 49 years (44 percent) and, 19 percent of the teachers were in the age category 50 -59 years.

Table 2.16: Teachers in sample by Age

Age	%
Under 25	08
25-29	04
30-39	31
40-49	44
50-59	19

As indicated in Table 2.17, the teaching experience of teachers in this sample was between one and 38 years, and the average, 16 years. Approximately 44 per cent teachers had 6-15 years' teaching experience, 32 per cent had 11-20 years' and 23 percent had 21-38 years' experience respectively (Table 2.17). Their experience in teaching civic related subjects as shown in the same Table, was between one and 37 years, and on average, 13 years; approximately 42, 34, and 15 percent teachers have indicated 6-15, 11-20, and 21-37 years' teaching experience in civic related subjects respectively. Over 77 percent of the teachers in this sample therefore have over 10 years' experience as teachers in the system and, 55 percent as teachers of civic related subjects. Approximately 14 percent teachers in this sample were in the system when Civics was taught as a separate subject prior to 1972, and of this group, 9 percent also taught the subject at that time.

Table 2.17: Teachers indicating number of years experience as a teacher and, in teaching civic related subjects

Number of years experience as a teacher	Number of teachers (n.259)	%	Number of years experience in civic related subjects	Number of teachers (n. 250)	%
< 5 years	8	8	< 5 years	56	21.2
6-10 years	40	15	6-10 years	63	23.9
11-15 years	77	29.1	11-15 years	47	17.7
16-20 years	61	23.1	16-20 years	43	16.3
21-25 years	24	9.2	21-25 years	15	5.8
26-38 years	36	13.8	26-37 years	23	8.8
not indicated		1.6	not indicated		6.3

When the highest educational and professional qualifications of teachers in this sample are considered, it is seen that 77 per cent teachers had a first degree or post graduate degree, and 89

per cent had professional training at the appropriate graduate or non-graduate level. Social Studies and History is a subject that is serviced mostly by trained graduate teachers. However, only 57 per cent of these teachers had indicated that they offered a subject or subjects related to civic education for the first degree. A majority of the teachers (85 per cent) who responded to item 9 in the teacher questionnaire had indicated that they participated in in-service training programs in subjects related to civic education. However, 20 percent of the teachers had failed to name the in-service training sessions/training/programs that they had participated in.

Table 2.18: Teachers by Educational Qualifications

Highest educational qualification	N	%
Post graduate degree	88	33
Graduate degree	117	44
Undergraduate (first examination)	09	4
G.C.E. Advanced Level	39	15
G.C.E. Ordinary Level	06	02
Not indicated	05	02

Table 2.19: Teachers by Professional Qualifications

Highest professional qualifications	N	%
Post graduate Diploma in Education	173	66
Bachelor of Education	19	07
National Diploma in Teaching	07	03
Trained	35	13
Certified	05	02
Untrained	09	03
Not indicated	16	06

2.2.4: Sample of Principals

In this sample of principals, only 28 per cent are females, which percentage approximates the percentage of female principals in the national cadre. The gender composition of the sample of principals is shown in Table 2.20.

Table 2.20: Principals by Gender

Category	N	%
Female	37	28
Male	96	72
Total	133	100

A majority of the Principals have permanent appointments. In this sample, 68 and 31 per cent respectively have Grade 1 and Grade 2 appointments in the Principals' grades; 15 principals belong to the Sri Lanka Administrative Service. Table 2.21 indicates the type of appointment the principals hold, and Table 2.22, the grade or service to which they belong.

Table 2.21: The type of appointment as Principal

Category	N	%
Permanent	102	78
Acting	29	22
Total	131	100

Table 2.22: Principals by Grade/Service

Category	1		2		3		Total
	N	%	N	%	N	%	
Principal Grade	74	68	33	31	01	01	108
Sri Lanka Administrative Service	06	40	06	40	03	20	15

The educational qualifications of the Principals in the sample, as indicated in Table 2.23, show a wide range, from postgraduate to G.C.E.O.L, with 69 per cent Principals holding graduate or postgraduate level educational qualifications and 30 per cent, either the G.C.E.A.L or the G.C.E.O.L as highest educational qualification.

Table 2.23: Principals by Educational Qualifications

Category	N	%
Postgraduate	26	21
Graduate	60	48
G.C.E.A.L	25	20
G.C.E.O.L	13	10
Total	124	99

Table 2.24 indicates that in this sample, 56 per cent possess professional qualifications such as the Bachelor of Education or the Postgraduate Diploma in Education. Six Principals have the PGDM, Management training for Principals at the Diploma level offered by the National Institute of Education. Another 2 per cent have obtained Principals' management training, also offered by the National Institute of Education, open to non-graduates. In this sample of Principals, 36 per cent possess secondary training, mostly obtained from Teachers Colleges; only 4 per cent have obtained the Diploma in Teaching from the National Colleges of Education.

Table 2.24: Principals by Professional Qualifications

Category	N	%
M.Ed/M.Phil	13	09
Post Graduate Diploma in Education	55	41
Post Graduate degrees	01	01
Diploma in Educational Management	06	05
Bachelor of Education	08	06
Secondary Training	43	32
NCOE Training	05	04
Principals' Management Training	02	02
Total	133	100

Table 2.25 indicates that in this sample, 60 per cent of the Principals have over 10 years' experience in the capacity as Principals of schools, 17 per cent of whom have over 18 years' experience. The least experienced in this group are the 18 per cent of Principals who have between 1-3 years' experience. The route to administrative posts in the school system is through the teaching cadre, and most of these Principals of schools therefore would have many years of experience gained as teachers. In responding to items in the School Questionnaire, the experience gained as subject teachers as well as their experience as Principals may therefore have been useful to them.

Table 2.25: Principals by Length of Experience

Category	N	%
1-3 years	23	18
4-6 years	16	12
7-9 years	13	10
10-12 years	18	14
13-15 years	38	29
18-25 years	11	10
26-40 years	07	07
Not indicated	07	-
Total	133	100

2.3 Instruments of Data Collection

The Student Questionnaire, Teacher Questionnaire and the School Questionnaire of the International Civic Education Study were adapted and translated for administration, by a panel of researchers including the Team Leader and two members of the research team, in consultation

with the two principal local consultants. After repeated revisions and editing of the two language versions of the instruments, they were piloted in three schools, with 20 children selected randomly from each school. The members of the team who administered the questionnaires for piloting spent time with the students thereafter, soliciting their observations. The necessary revisions were effected thereafter, and the final versions of the questionnaires handed over for printing. All instruments were produced in Sinhala and Tamil, and copies provided in the appropriate language medium, to all three categories of respondents.

2.3.1: The Student Questionnaire

The student instrument was divided into three sections, with a country specific section introduced after section 2. The final version of the Student Questionnaire contains 16 items in Section 1, 17 items in Section 2 and, 168 items in Section 3. Immediately following Section 2, a country specific section with two sets of questions was presented, with a total of 28 items. In this section, 16 items were on Social Cohesion and 12 items on the Peace Process, pertaining specifically to Sri Lanka. In structure and format and the instructions provided, these items were designed to conform to the pattern adopted in designing other items.

The first section comprises of the 16 multiple-choice items released (from the 38 items included in the test of knowledge of civic content and skills in interpreting civic-related information, in the IEA instrument) for use in the research by educators and social scientists. The numbering of items has been changed from the original, to denote the sequence from 1 to 16.

The second section comprises the 17 background items in the original, with some items slightly adapted to suit the local context.

The country specific section with the 28 items on Social Cohesion and the Peace Process presented immediately following the second section.

The third section comprises 168 concept, attitude and behavior items in sections A to N. Section A on Democracy comprises 22 of the 25 items in the original version (of which items 8, 9 and 14 have not been included). Section B on Good Citizens comprises all 15 items in the original version. Section C on Government comprises all 12 items in the original version. In Section D on Trust in Institutions, 11 of the 12 items in the original version are included (item 9

is not included). In Section E on Our Country, all 12 items in the original version have been retained. In section F Opportunities I, an additional item has been included as item 5 (on children living in conflict areas), thus increasing the total number of items to 7 (from 6 in the original version). In Section G Opportunities 2, 13 of the 14 items in the original version have been retained, with clustering of items to facilitate shortening of the stem of items, for ease of students. In this section, item positions are therefore changed in the sequence in which they are placed. For example, items have been re-ordered so as to cluster items on gender equality as G1 to G5 (items G1, G4, G13, G9 respectively, in the original version), items on rights of members of anti-democratic groups as G6 to G9 (items G10, G14, G3, G7 respectively, in the original version) and, items on rights of members of ethnic groups as G10 to G 13 (items G2, G5, G12, G8 respectively, in the original version). Item G6 in the original version has not been included. The 8 items in the original version of Section H on Immigrants have been adapted to focus on internally displaced citizens and refugees in Sri Lanka, instead of immigrants. The items in Section G are therefore not identical to items in the original version (nor are responses of students comparable to student responses to items in the IEA CIVED study). All items in Sections I (10 items), J (7 items), K (7 items), L (10 items), M (12 items) and N (12 items) have been retained.

Summary:

Student questionnaire – part 1

(test of knowledge of civic content and skills in interpreting civic related information)

16 multiple-choice items released from the 38 items of the IEA CIVED questionnaire:

IEA Q Nos.	2	3	5	7	11	12	16	17	18	23	24	25	26	31	36	38
SL Q Nos.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

student questionnaire – part ii (17 background items)

(student and family bio-data; level of education of parents, availability of newspapers/books in the home, years student expects to devote for further education, membership/participation in organizations, time spent with friends/T.V/Video)

COUNTRY SPECIFIC SECTIONS: ON SOCIAL COHESION (16 items)

ON THE PEACE PROCESS IN SRI LANKA (12 items)

STUDENT QUESTIONNAIRE – PART III (158 items)

(items on concepts, attitudes and behaviors)

Section	N. of items in Section		A total of five items from the IEA CIVED version have not been included, one item has been added anew, and the focus of all items in Section H has been changed.
	(IEA)	SL	
A: Democracy	25	22	items 8, 9, 14 in IEA version not included
B: Good Citizens	15	15	identical
C: Government	12	12	identical
D: Trust in Institutions	12	11	item 9 not included
E: Our Country	12	12	identical
F: Opportunities I	6	7	item 5 is an addition
G: Opportunities 2	14	13	Item 6 not included, items re-ordered
H: Displaced Citizens (IDPs)	8	8	Item focus has been changed, therefore data is not comparable with IEA means
I: The Political system	10	10	identical
J: School	7	7	identical
K: School Curriculum	7	7	identical
L: Political Action I	10	10	identical
M: Political Action 2	12	12	identical
N: Classrooms	12	12	identical

2.3.2: The Teacher Questionnaire

The Teacher Questionnaire is divided into 5 parts, and all questions in the original version have been retained. Part I is on Work Experience and Education, with 14 items included, expanding on the 10 items in the original version. In Part II on Civic Education, there are 40 items ordered as follows.

Section A: 04 items Section D: 04 items

Section B: 06 items Section E: 07 items

Section C: 04 items Section F: 15 items

In Part III, on the Teaching of Civic Education Related Subjects, Activities and Lessons, there are 28 items, in the two sections G and H. Section G has 08 items and section H has 20 items. In Part IV, on Instruction, there are three sections I, J and K. Section I has 10 items, section J 10 items and section K 06 items. International Options provided in Part V on Learning were also included; in this part there are 24 items, 15 items in section L and 09 items in section M.

2.3.3: The School Questionnaire

The school questionnaire has 20 items, with 7 background items pertaining to the qualifications and experience of the principal and, teachers qualified and trained to teach civic education relates

subjects in the school (these 7 items solicit more details than solicited by the 4 corresponding items in the original questionnaire). Items 8-15 correspond to items 5-12 respectively, in the original instrument. Items 16-18 solicit some of the information solicited by items 13-17 in the original questionnaire, and items 19 and 20 correspond to items 18 and 19 respectively, in the original version.

2.4: Procedures Adopted in Data Collection

Graduate students (mostly teachers in service pursuing studies leading to Post Graduate Diploma in TESL, M.Ed, M.Phil. and, former graduate students) of the Faculty of Education, University of Colombo, a limited number of Bachelor of Education graduate teachers and, undergraduates served as research assistants. A one-day orientation program was conducted in the Faculty of Education for research assistants and detailed instructions were given on procedures to be followed in sampling and test administration to students, teachers and, principals of schools. They were to conduct the test administration and collect the questionnaires at the end of the two hours' time allowed for students. The Teachers' Questionnaires and the School Questionnaire were to be collected from the teachers and the principal respectively. All questionnaires were to be returned on the date assigned for data return to the Faculty of Education (December 5th, 2003).

The Principal of the school who served in a supervisory capacity and, the Zonal Director (all government schools come directly under the authority of the Director of the respective Zone within which the school is located) who coordinated the data collection activity were informed by letter, to facilitate the data collection activity in their respective capacities of school level supervisor and zonal level coordinator of the data collection exercise.

A small percentage of schools attended mostly by Muslim students which were already on vacation on the days data was collected (27th and 28th November, 2003) as this was the month of Ramazan, the schools in the Northern Province, and some of the schools in the Eastern Province, a very small number of schools in other provinces, and some of the private schools where the data collection could not be undertaken on the assigned date (a total of 22 schools), were covered in the second week of January, when schools reopened for the 2004 school year. The sample from these schools was selected from among students who were in Grade 9 classes in 2003.

2.5 Summary

The government of Sri Lanka is committed to developing a comprehensive long-term program to promote democratic and pluralistic values through the school education system. A credible base of evidence on the status of civic and democratic competencies in school children is fundamental to facilitation of the achievement of this national objective. An assessment of the status of democratic and civic competencies of a national sample of secondary school students and an analysis of the school and out-of-school factors that impact on the development of democratic and pluralistic values is therefore timely.

The broad objective of the present research study on civic education, based on the Civic Education Study conducted in 28 countries in 1998 by the International Association for the Evaluation of Educational Achievement (IEA), is to assess the democratic and civic competencies of a national sample of 14 year old Grade 9 students, and analyze the data by selected variables such as school type, medium of instruction, gender and ethnicity, relative to student norms in the international study. An investigation of the attitudes and perceptions of students on peace and social cohesion in the national context is a special focus of his research study. Based on the findings, broad recommendations will be made for educational strategies and activities to promote the defined competencies that the education system seeks to develop and assess in the students.

The sampling frame for this national study was all schools in Sri Lanka other than schools categorized as international schools that have Grade 9 classes. The sample comprises 133 schools representative of all 9 provinces and 25 districts island-wide, stratified by school type and total number of students in grade 9 classes by district. The sample of schools comprises of 44 1AB, 46 1C, 35 Type 2 and 8 Private schools, of which 90 were Sinhala medium, 19 Tamil medium and 24 Bi-media (Sinhala and Tamil) schools. The actual samples of students, teachers and principals comprises 2655 students, 265 teachers and 132 principals.

The three instruments of data collection comprise a student questionnaire, a teacher questionnaire and a school questionnaire, adapted from the three original questionnaires used in the international civic education study and translated to Sinhala and Tamil. The student questionnaire comprises three sections and, a special country specific section. Section 1 is a 16-item (MCQ) test to assess civic knowledge of students. Section 11 is a 17-item section that

solicits background data such as demographic, socio-economic and family background data and other information on students' memberships in organizations, time and media use. The 28-item country specific section on Peace and Social Cohesion is presented after section 11 in the student questionnaire. Section 111 comprises 168 concept, attitude and behavior items in sub-sections A to N.

The teacher questionnaire is divided into 5 parts. Part 1 is on teachers' work experience and education. Part 11 solicits teachers' views on civic education. Part 111 is on civic education related subjects, activities and lessons. Part 1V is on instruction and Part V, on learning goals. The school questionnaire administered to the principals of schools solicited information on principals' work experience and education, views on civic education, school climate related attitudes, perceptions and behaviors of students, teachers and parents.

Data was collected in most schools on the 27th and 28th of November 2003 and, and in the second week of January 2004 in some schools. Trained research assistants, mostly graduate students of the Faculty of Education, University of Colombo served as data collectors, who administered the 2 hour questionnaire to students, supervised by the principal of the school. Computer data entry and analysis was by the National Education Research and Evaluation Centre (NEREC), with statistical consultancy provided by a statistician from the Department of Census and Statistics.